



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DFE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Policy,
- Equalities Policy,
- Child Protection (Safeguarding) Policy,
- Complaints Procedure.

This policy was developed with the SENCo, Senior Leadership team, staff and the Governing body SEND monitoring pair. It will be reviewed annually.

## Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

## Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

## **1 The kinds of special educational need for which provision is made at the school**

At The Craylands School we can make provision for every kind of frequently occurring special educational need without a Education, Health and Care Plan, for instance dyslexia, dyspraxia, dyscalculia, speech and language needs, autism (ASD), learning difficulties, behaviour difficulties, ADHD, visual and hearing impairments. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: SEMH, cognition and learning, Autism and ADHD. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 Information about the policy for identification and assessment of pupils with SEN**

At The Craylands School we monitor the progress of all pupils three times a year to review their academic progress. All teachers use Assessment for Learning strategies for continuous assessment, however, we also use a range of more formal assessments with all the pupils at specific points:

- Y1 phonics screening - end of year 1, year 2 re-test for those that don't pass in year 1
- Speech link – as required, from EYFS
- Language assessment on entry to EYFS and as needed
- KS1 and KS2 SATs
- Testbase Optional SATS assessments for year 3, 4 and 5.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are reading comprehension booster, numeracy booster, writing booster, SPAG booster, Better Reading, Fuzz Buzz, Toe by Toe, 123maths (Previously the power of 2 and Plus 1), the 5 minute literacy box, the 5 minute numeracy box, spelling made easy, speech support, Language support, 1:1 reading, Time to Talk, Talk Boost, Read, Write inc one to one tutoring, Little Wandle intervention, before school group support for literacy and numeracy, counselling, Lego therapy, The Box of Feelings and Sensory Circuits.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at specific areas. For these pupils, and in consultation with



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At The Craylands School we are experienced in using the following assessment tools

- The British Picture Vocabulary Scale (BPVS III),
- The Neale analysis of reading,
- The Aston Index,
- SALFORD reading test,
- Schonell reading and spelling test
- Language link.
- Speech link
- Visual stress assessment
- Lucid Rapid Dyslexia screener (not diagnosis)

In conjunction with the above assessment tools we have access to external advisors:

- Specialist Teachers in Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction and Physical and Sensory Impairments
- Speech and Language Therapist

These specialists are able to use more focused and in depth assessment tools including:

- Ravens Coloured Progressive Matrices
- Bracken Basic concept scale Revised
- Test of Phonological Awareness from the 'Sound Linkage' programme by Peter Hatcher
- Vernon Graded Word Spelling Test
- Single Word Reading Test 6 – 16 Helen Foster National Foundation for Educational Research.
- British Ability Scales (BAS3)
- York Assessment of Reading Comprehension (YARC),
- Working Memory Test Battery for Children (WMTB-C)
- Pre-school CELF, RAPT

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if and when necessary. At this point we will have identified that the pupil has a special educational need because the



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

#### **3a How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

#### **3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of phonics knowledge, reading age, etc. The assessments we use at The Craylands Primary are set out previously in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

### **3c the school's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In The Craylands school the quality of teaching is judged to be good.

We follow the updated Mainstream Core Standards advice -

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)

developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the updated Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments such as regular one to one tutoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

### **3d how the school adapts the curriculum and learning environment for pupils with special educational needs**

At The Craylands Primary we follow the advice in the updated Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: The recently built KS2 building is DDA compliant. There is a lift, disabled toilets upstairs and downstairs and good access to the building. The main building also has disabled access and there are 3 disabled spaces in the car park. Steps are clearly painted to ensure that they are visible for those pupils with VI. The curriculum is designed to meet individual needs of children, for instance at the start of a new mathematical concept, an assess and review lesson is planned to establish where individual children are and work is planned according to their starting



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

point. We allow parents with disabilities to use the car park for drop off and collections.

The school amends the behaviour policy to make rewards more accessible for those with disabilities that contribute towards struggles in ensuring best behaviour and we provide CPD for staff members working with children with new additional needs

The Craylands School has identified that the following aspects of the school need to be improved:

- Increasing the number of SEN children who attend extra curricular sessions
- Yellow lines re-painted on steps / door jams

### **3e additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015).

### **3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at The Craylands School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### **3g support that is available for improving the emotional and social development of pupils with special educational needs**

At The Craylands School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, PSHE and indirectly with every conversation adults have with pupils throughout the day.



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

For some pupils with the most need for help in this particular area, we can provide the following:

- access to a counsellor,
- TAMS intervention
- access to a Pupil and parent support team,
- an external referral to CHYMPS,
- time-out/designated space for pupil to use when upset or agitated,
- access to sensory/fiddle resources.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

#### **4 The name and contact details of the SEN Co-ordinator**

The SENCO at The Craylands School is Mrs Y Stone, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Stone is available on 01322 388230 or [ystone@craylands.kent.sch.uk](mailto:ystone@craylands.kent.sch.uk). Her working days are Mondays - Fridays.

#### **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Many of our teachers and teaching assistants have had the following awareness training: ADHD, Autism, Foetal Alcohol Spectrum Disorder, selective mutism, Adverse Childhood experiences, Attachment, Dyslexia awareness, Quality First Teaching, Zones of Regulation, Mainstream Core Standards and SPELL Autism Introduction training.

Specific staff have also received training in Team Teach, de-escalation strategies and planning a Bespoke Curriculum.

In addition the following teachers have received the following enhanced and specialist training:

**2013-2014**

Mrs Stone and Mrs Drake – Language for Learning



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

Mrs Stone – Sensory Circuits training  
Mrs Drake – Speech and Language therapy

## 2014-2015

Mrs Stone – Implementing the new code of practice  
Mrs Stone – Solihull training  
Mrs Stone – Meeting Mainstream core standards for pupils with SEMH  
Mrs Stone – High Needs Funding Training  
Mrs Stone – Social Stories  
Mrs Stone – Early Bird Plus

## 2016-2017

Mrs Turner – Two day ADHD training for school staff  
Miss DeSilva – Stage 1 training for supporting a pupil with a Visual Impairment

## 2017-2018

Mrs Turner and Mrs Dodd - Children who can speak but don't  
Mrs Hoadley and Mrs Turner – Speech, language and communication

## 2019-2020

Gap in courses due to COVID

## 2020-2021

Mrs Hoadley, Mrs Scarborough – TAMS training  
Mrs Stone and Mrs Farrell – The theory and practice of Nurture groups  
Miss Slater, Mrs Scarborough, Mrs Chandler, Miss Stammer, Mrs Broster – Paired reading

## 2021-2022

Mrs Slater - Social Stories and Comic Strip conversation  
Mrs Slater - Autism and girls  
Mrs Slater - Sensory Circuits in the Classroom and the use of sensory circuits  
Mrs Slater - 'This is me' supporting pupils with Autism transferring to secondary school  
Mrs Stammer - Precision Teaching

## 2022-2023

Mrs Stone and Mrs Robinson – Two day SPELL Autism training  
Mrs Turner – Speech, Communication and Language needs  
Mrs Turner – Demand Avoidance Profile  
Mrs Turner – Emotion Coaching  
Mrs Slater – Executive Functioning Training  
Mrs Dodd – De-escalation Training  
Mrs Dodd – Memory training  
Mrs Dodd – Managing anxiety  
Mrs Stone – A Tool for Change – Care leaders 6 session training





# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

- A Speech and language therapist,
- An Occupational Therapist,
- A Physiotherapist,
- Specialist teachers for learning and physical impairments.

The cost of training is covered by the notional SEN funding.

## **6 Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at The Craylands School are invited to discuss the progress of their children on three occasions each year and receive a written report once per year. In addition, the school has an open door policy thus, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be discussed with parents of children with SEN three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs because special educational provision is being made for him/her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at The Craylands School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, pupil and parent support team, SENCo, Assistant Heads or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN (EHCP) where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to We are BEAMS a Disabled Children's Service for support to families for some pupils with high needs



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

## **11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Kent Parent Partnership Service (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000, Monday-Friday 9am-5pm

**Office:** 0300 412412

[iask@kent.gov.uk](mailto:iask@kent.gov.uk)

## **12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At The Craylands School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition meetings are arranged between The Craylands School, pre-school setting, specialist teaching service and parents for pupils with identified SEND. School staff also visit these pupils in these settings before transfer. For any pupils that have been raised with us we prepare a photo book of Reception staff and the environment.

We also contribute information to a pupils' onward destination by providing information to the next setting. Receiving schools are invited to annual reviews and in school reviews as appropriate.

## **13 Information on where the local authority's local offer is published.**

The local authority's local offer is published on

[SEND information hub - Kent County Council](#)



# **The Craylands School**

SEN Information report and

SEN&D Policy

September 2023

Parents without internet access are welcome to make an appointment with the SENCO or the Pupil and Parent Support team for support to gain the information they require.

Reviewed: 2<sup>nd</sup> October 2023

Next review: October 2024



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

## Appendix 1

### Lenny's Den – Speech and Language/ASD/Nurture Provision

#### **Rationale for Lenny's Den**

Craylands currently has a number of pupils that are non-verbal who need significant support to develop their communication skills; this will enable them to be more able access a mainstream curriculum in the future. These pupils will also need explicit teaching to develop their behaviour's for learning through a Nurture Group approach. Each pupil will still have a base class – currently either in EYFS or Year 1.

Lenny's Den will have access to two classrooms, one being utilised for sensory and physical engagement. Other pupils within the school may access the sensory room at times of dis-regulation and/or to do sensory circuits.

Lenny's Den is being funded by The Craylands School and is only for pupils that attend Craylands. This is not an SRP funded by Kent and therefore will not admit any pupils to the Provision from other schools.

#### **Criteria for placement in Lenny's Den**

- Pupil to have a diagnosis of, or be on the waiting list for a diagnosis of Autism or DLD.
- Pupil to have a personalised plan in place.
- Pupil to have been discussed at LIFT and either have a specialist teacher in place or have had specialist teacher support previously.
- Pupil to have HNF in place on either a 1:1 or 1:2 ratio.
- Pupil to have an EHCP or that an EHCP is most likely to be applied for.

#### **Lenny's Den Curriculum**

Pupils within Lenny's Den will be supported through a Total Communication Approach to develop their communication. It is anticipated that all pupils within Lenny's Den will have a language need and therefore the development of their understanding will form the basis of all planning and activities. Pupils that need speech production support will receive this daily from Lenny's Den staff. The pupils will also be supported with a Nurture Group approach to develop their behaviour's for learning appropriate to their stage. Pupils will continue to be taught Phonics, fine motor skills, writing and numeracy either 1:1, 1:2 or as a small group. Planning will be based on a bespoke EYFS curriculum rather than the KS1 curriculum.

#### **Re-integration to actual Cohort**



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

The long term goal for all pupils, unless in exceptional circumstances, will be for them to have made significant progress with the communication skills to enable to access learning within their actual cohort.

- Each pupil in EYFS will join their base class for CIA and Forest school.
- Each pupil in Year 1 will join their base class for PE and Forest school.
- Each pupil will attend assemblies, playtimes and lunch times with their cohort as appropriate.
- Each child will be assessed very frequently using the Portage checklist.
- As the child's ability to understand and to communicate improves, their time in their base class will increase, initially for the foundation subjects in the afternoons. This will however be judged on a case by case basis and it may be more appropriate for example for them to initially join in with phonic sessions in a group within their base class.
- Pupils will be supported by one member of Lenny's Den staff when they are attending sessions in their base class.

## **Staffing and Training**

Lenny's Den will be led by a qualified teacher and staffed with a high pupil to staff ratio. The Lenny's Den teacher will have responsibility for planning the pupil's curriculum, ensuring that all interventions on each personalised plan are being delivered and for assessing the pupils. Lenny's Den teacher will attend review meetings with the SENco, parents and specialist teacher's to review the pupils personalised plan.

All staff will receive training in and/or researched:

- Little Wandle Phonics
- SPELL Autism introduction
- TEACH approach
- Speech and Language
- Planning a Bespoke Curriculum
- Intensive Interaction Introduction
- PECS
- Total Communication Approach
- Portage

The class teacher will attend training on running a Nurture group



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

## Appendix 2

### SEND Flowchart

The flowchart below is to provide guidance if your child has been added to The Craylands School, Special Educational Needs and Disabilities register.

The Craylands School follow the Assess, Plan, Do, Review Cycle described in the SEN code of practice and the Mainstream Core standards.

*Figures stated within the flow chart are based on September 2023.*

Acronyms used:

SENco – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities

LIFT – Local Inclusion Forum Team

HNF – High Needs Funding

EHCP – Educational, Health and Care Plan



# The Craylands School

SEN Information report and

SEN&D Policy

September 2023

