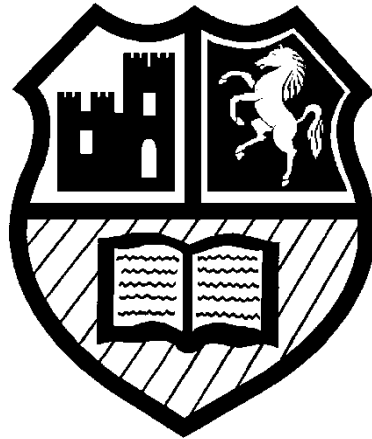


Otford Primary School



Special Educational Needs & Disability Policy/SEN Information Report

Reviewed and Approved by FGB

Date *February 2026*
Amended

For review (Annual) February 2027

The Inclusion Leader and Assistant Headteacher at Otford Primary School is currently Mrs Paula Williams who is a qualified teacher and led as an Inclusion Lead for fifteen years in previous schools.

Mrs Paula Williams is available by phone at school on 01959 523145 or by email at senco@otford.kent.sch.uk.

This policy/information report has been written in line with the requirements of:–

Children and Families Act 2014

SEND Code of Practice 2015

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, Safeguarding, Supporting Pupils with Medical Needs in School, Teaching and Learning, Admissions, Complaints, Anti-bullying and Equality Policy.

These policies are available for inspection at the school office.

This policy was written, in the first instance, by the then Inclusion Leader in collaboration with parents/carers, the SEN Governor and representatives from the Governing Body, and parents of children with special educational needs. It will be reviewed annually.

Otford Inclusive Vision

Our inclusive Otford vision is to create a safe, supportive learning environment that is adapted to meet the varying special educational needs of our children, enabling them to thrive and experience success. All children need to feel valued and have a sense of identity to have the courage to acknowledge their strengths and grow into independent learners that accept their mistakes and build resilience. We guide our children to value themselves as unique individuals and come together to celebrate difference as we work within our community as a kind team. Our children are entitled to an enriched curriculum to promote curiosity of the world we live in and are resourceful to learn in different ways. We encourage our children to be open-minded and acknowledge the importance of personal growth academically, socially and emotionally. It is vital that we remove potential barriers to achievement and progress and we work with our stakeholders to ensure our children attain good progress and achieve their potential.

The aims of our policy and practice in relation to special educational need and disability are to:

- Acknowledge that every child is unique and their life experiences and personal characteristics can change and impact their learning and development, so we must create a supportive and positive environment for all children, without exception.
- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- Ensure our children with SEN have equity and access to an enriched curriculum by promoting a differentiation culture through an 8R differentiation structure: room, relationships, resources, response, relevance, resilience, recall, retention.
- Provide specialist educational provision in response to children's specific needs to promote good personal social, emotional and academic progress.
- Work in collaboration with our children and parents to personalise plans in meeting the children's specific academic, social and or emotional needs.
- Ensure a high level of staff expertise and high quality teaching to meet pupil need, through well targeted, continuing professional development.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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...

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)*)

Roles and Responsibilities

The Inclusion Lead works with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school. The Inclusion Lead has day to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP. They provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. They advise on the graduated approach to providing SEND support, on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and are the point of contact for external agencies, especially the local authority and its support services. The Inclusion Lead liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned. They work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and ensures the school keeps the records of all pupils with SEN up to date.

SEND Team

Inclusion Lead

The Inclusion Lead is Paula Williams, who is a qualified teacher and has 15 years' experience as a SENDCO in the London boroughs of Bexley and Bromley. Mrs Williams is available on 01959 523145 or senco@otford.kent.sch.uk. Weekly appointments on Monday 3:30-5:30pm can be made via an online booking system. <https://www.schoolinterviews.co.uk/> using code **dryee**. Her working hours are Monday, Tuesday and Wednesday.

SEND Governor

The SEND Governor is Charlotte Knight. The SEND Governor helps to raise awareness of SEND issues at governing body meetings, monitors the quality and effectiveness of SEND and disability provision within the school and updates the governing board on this. They work with the head teacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school. The SEND Governor meets with the Inclusion Lead on a termly basis.

Leadership Team

The Headteacher (Helen Roberts) and Deputy Head Teachers (Hannah Chalkley: Mon, Tues, Fri/Peppie Cornelius Wed, Thurs) works with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school and have an overall responsibility for the provision and progress of learners with SEND.

Class Teachers

Each class teacher is responsible for the progress and development of every pupil in their class. They work closely with any learning partners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. They work with the SENCo and meet termly in provision planning meeting to review each pupil's progress and development and decide on any changes to provision, ensuring they follow the SEND policy.

Learning Partners

A team of learning partners work alongside teachers in class to support identified children's specific and varying learning, social and emotional needs. Learning partners also lead interventions with individual children or groups of children as part of the school's SEN provision plans. All LPs are Mental Health First Aiders and support children's emotional and social needs during lunchtime duty, daily, in the hall for children's lunches and on the playground.

School Counsellor

Fegans offer the school counselling which is funded by Sevenoaks Schools Partnership. Referrals are also made to the NHS via an Emotional and Well Being referral.

Kinds of special educational need at Otford Primary School.

Special Educational Needs and Disability are generally categorised in four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and mental Health Difficulties
- Sensory and/ or Physical Needs

At Otford, a tiered approach is used to identify academic, social or emotional needs, plan provision and monitor progress of our SEND children, using these 4 broad areas above.

Tier 1 children are identified at the monitoring stage and may have additional needs that has impacted their academic, social or emotional progress. These children are included on the termly provision plans and targeted support is planned and monitored.

Children at SEND Support level are identified as Tier 2 and are on our SEND Register. Their learning, social or emotional needs are significantly greater than the majority of their peers and attainment and progress is well below age expectations. Adaptations to access curriculum learning are made and provision is implemented to target personal progress and reduce the age related learning gap.

Children with complex needs, which significantly impacts attainment and progress are identified as Tier 3. Specialist support will be accessed to guide personalised provision and targeted support.

Tier 4 children have an Education Health Care Plan, issued by Kent County Council and NHS Kent and Medway CCG. The personal plan outlines the special education provision needed to support their academic, social and emotional progress.

Currently, the school makes provision for children with Speech and Language needs, Autistic Spectrum Condition, Dyslexia, Attention Deficit Hyperactivity Disorder, OCD, Social, Emotional and Mental Health Difficulties as well as general Cognitive Difficulties.

Decisions on the admission of pupils with a statement of SEND/ EHC plan are made by the Local Authority.

The admission arrangements for pupils without a statement of SEND/EHC plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Otford policy for identifying and assessing pupils with SEN.

Otford Primary School promotes a graduated tiered approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and, that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing, particularly when a child is placed at Tier 3.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. Special educational provision may be triggered when a pupil does not achieve adequate progress despite having access to a differentiated curriculum.

Identification may be through a variety of means:

- Information is shared from pre-school/ Nursery/ previous schools
- In year transition information
- Baseline entry assessment of Speech and Language skills (Speech Link and Language Link)
- Termly NTS test outcomes
- Regular tracking and assessment as part of the school's assessment cycle
- Pupil Progress meetings
- SEND Provision Planning Meetings
- Observations and assessments
- A triage process for identification and referral for children with SEND is followed by Class teachers/parents
- Parent views/ concerns
- Pupil views
- Feedback from observations by outside agencies.

The majority of a pupil's needs are met within the classroom through the delivery of good quality first teaching and additional strategies that will overcome their barriers to learning and emotional well-being. However, if a pupil is not making expected progress, the 'Graduated Tiered Approach' is used – Assess, Plan, Do, and Review cycle.

At Otford Primary School, we monitor the progress of all pupils at least 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points to monitor academic, social and emotional progress e.g. Ongoing teacher assessment, Early Years Foundation Stage assessment, moderation of pupil progress in English and Maths, Year 1 Phonics check, Language Link assessment of all children in Reception, Year 5 Cognitive Abilities Test, Anna Freud Well-being Questionnaire. Where progress is not sufficient, even if a special educational need has not been identified, a child is placed at Tier 1 on the SEN register and we place extra support to enable the pupil to catch up. Examples of extra support are additional adult support, pastoral support, and interventions.

Some pupils may continue to make below expected progress, despite high-quality teaching over a period of time, targeted at their areas of need. These pupils will be identified as Tier 2 because the school is making special educational provision, which is additional and different to what is normally available. If the pupil is able to make good progress, using 'additional to and different from' resources (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 then not be identified with special educational need and will move to Tier 1.

Specific assessment tools may be used to provide specific information about the child's learning barrier or social, emotional needs. Examples of these tools are: Speech link/Language Link, Connors Teaching Rating Scale, Schonell Reading and Spelling Test, New Salford Sentence Reading test, Dyslexia Toolkit, BPVS, Boxall Assessments, Leuven Scales. Assessment outcomes will be used to target the specific area of need and help inform appropriate provision and strategies to be used to promote future learning progress and ensure access to the curriculum.

We also have external advisors from our link Educational Psychologist, Advisory Teachers, SEND Inclusion Advisor and Speech and Language Therapists who are able to provide specialist advice and support for pupils placed at SEN Support or with an EHCP. 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 and will form part of the child's personal plan, which are reviewed regularly.

When any change in identification of SEND is made, 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.

Arrangements for assessing and reviewing the progress of pupils with special educational needs-how we know provision is effective.

At Otford, we work with all stakeholders to evaluate the effective provision for pupils with special education needs and aim to make adaptations or changes as soon as evidence shows that provision is not having the targeted outcomes.

Research shows that in class support through high quality teaching has the greatest impact on children's academic progress and well-being. As part of our school improvement strategic plan and strive for effective SEND provision, we regularly review the quality of teaching for all children, including those at risk of underachievement, through regular learning walks, book looks and termly SEND provision planning meetings with class teacher and Inclusion Lead. Staff meetings and professional development are planned in response to monitoring outcomes, to further develop teachers' understanding of outstanding inclusive practice and keep staff updated with research around SEND. Also, The Education Endowment Foundation is used as a tool to guide SEND school improvement and ensure children have access to a positive and supportive inclusive culture, with effective SEND provision.

The effectiveness of provision plans and personal plans are reviewed three times a year against measurable targets. Termly provision planning meetings with the Inclusion Lead and class teachers provide strategic monitoring of SEND targeted strategies, interventions and outcomes. This monitoring process of assess, plan, do, review ensures that all children's specific needs are identified, tracked and reviewed against national progress expectations and targeted outcomes. Progress barriers such as a child's developmental needs, life experiences and or changes will be integral to these discussions and consideration of the effectiveness of the provision. Where pupil progress is slow or provision targets are not met, contributing factors will be discussed and used to adapt future provision plans, thus ensuring there is a continual cycle of planned improvement.

Parent consultations provide an opportunity for parents to discuss SEND provision and its impact and effectiveness on learning outcomes with their child's class teacher-parents also receive a SEND written report. Weekly appointments are also available with the Inclusion Lead for parents to

discuss children's learning needs and or provision. Minutes from the meetings are kept and outcomes agreed. At Otford, parental feedback is viewed as integral to the school improvement cycle and evaluation of the effectiveness of SEND provision.

In line with the Code of Practice, Annual EHCP reviews are held with the child (when age appropriate), class teachers, Learning Partners and parents to discuss progress, learning outcomes and the effectiveness of the provision against SMART targets. (specific, measurable, achievable, relevant, time-bound). Successes of the year are integral to the review and the effectiveness of strategies and provision discussed. Future adaptations to provision are planned with a systematic approach to the child having access to future achievement and success.

Termly governor meetings with the Inclusion Lead also track the effectiveness of SEND provision and resources, through a review of the SEND strategy and practice. Termly and annual progress and attainment data trends enable informed decisions for future school improvement, SEND resourcing and strategic development of SEND policy and practice.

Otford Primary School approach to teaching pupils and adapting the curriculum for children with special educational needs.

At Otford, we believe in equity and access to an enriched curriculum and adapt the environment to enable our children to thrive. Research shows that in class support through quality teaching has the greatest impact on children's academic progress and well-being. Recommendations from SEN in Mainstream Schools Guidance Report, Education Endowment Foundation, Oct 2021, has guided Otford SEN strategy and provision planning, focussing on 5 areas for all pupils to have access to high quality teaching:

- Explicit teaching and modelling
- Use of scaffolding techniques and learning aids.
- Use of flexible groupings, adapted for the children, task and learning outcome.
- Teaching metacognition by developing our understanding of how we plan, review, check-in, know we're doing well, how we can improve and learn from mistakes.

Use of technology and computers as a supportive learning tool.

Otford has developed a differentiation culture that is integral to promoting equity and access to an enriched curriculum vision through an 8R modelled approach where adaptations are made to meet the varying needs of our children-room, relationships, resources, response, relevance, resilience, recall, retention.

Room- adaptations to the learning space will reflect & promote engagement, allowing space for different ways of learning, flexible groupings & recognise children's different learning needs.

Relationships-the adults in the room will know the children and will provide personal check in times to meet the different social, emotional and mental health needs of the class.

Resources-learning aids, visual cues, manipulatives and equipment will be used to scaffold and provide access to the learning. Technology will also be used to support learning.

Response-adaptations to our responses with regard to declarative language and processing time will support the children with language, social, emotional and mental health needs.

Relevance-passports are used to discover what inspires and engages the children and discover what their interests and motivations are.

Resilience-a culture where it is safe to make mistakes as part of the learning process is promoted. Self-esteem and confidence are drivers in building this can do culture.

Recall (short term memory)-differentiated questioning is used to prompt what we know and support the recall of learning.

Retention-(long term memory) Meta-cognition strategies to promote recall and retrieval are used to promote independent learning and a recognition of what they know and understand.

At Otford, we believe in-class focussed guided groups and adaptations through the 8R model will lead to the best outcomes for our children. Focussed additional support is also planned to compliment children's in class learning, providing opportunities for catch up learning, over learning, review of misconceptions and or specific social and emotional interventions.

Mainstream Core Standards advice developed by Kent County Council is also used to ensure that our teaching conforms to best practice for teaching pupils with special educational needs and disabilities.

- <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Children's well-being is at the heart of all that we do at Otford: our Otford PSHE curriculum offers opportunities for our children to explore their own identity and feelings as well as connect with others and develop empathy. At lunch times, children have opportunities to go to a games club or mindfulness group if the bustle of the playground is too much for them. Equally, we have a Listening Ear strategy that children can attend if they have any worries or would like to talk to an adult. Specific SEMH interventions are also planned as part of our inclusive well-being strategy. Qualified counsellors provide bespoke support for children with specific emotional or mental health issues.

Adapting the learning environment for pupils with special educational needs.

At Otford Primary School we follow the advice in the Mainstream Core Standards on how to adapt 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 statements of SEN/EHC Plans.

As part of our requirement to keep the appropriateness of our learning environment under review, the Governors have made the following improvements as part of the school's accessibility planning:

- New KS2 classrooms built in compliance with current disability legislation
- Provision of four disabled toilets
- Adaptations to the school hall with two exit points for wheelchair users
- Moving and Handling training for relevant school staff
- Purchase of, and training in, assistive technology packages
- Additional play space provided
- Comprehensive programme of SEN/Disability training for teaching and support staff

- Increased number and scope of intervention programmes to support SEN and Disability

Access arrangements to enable pupils with special education needs to participate in activities alongside their peers. (including physical activities)

All clubs, trips and activities offered to pupils at Otford Primary School are available to pupils with special educational needs, either with or without a statement of SEN/EHC plan. Where it is appropriate, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. If there is a risk to the child, a risk assessment will identify, control and reduce the risks involved. This document will be shared and signed by parents, prior to the trip or activity.

Additional support for learning available to our children 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 adapted 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 currently offer can be found in appendix 1. Some children may require a higher level of support and further resources. The school is able to apply for additional funding through the Community School System to assist additional support for groups of children.

Available support for improving the emotional and social development of children with special educational needs.

At Otford, we are committed to supporting the emotional health and wellbeing of our pupils and staff, and know that children with special educational needs are more likely to need additional emotional support.

We aim to:

- help children to understand their emotions and feelings.
- help children to feel comfortable about sharing their concerns or worries.
- help children to maintain relationships and develop socially.
- promote self esteem and know that they matter.
- encourage children to be confident and comfortable with difference.
- help children to develop emotional resilience and manage set-backs.

Our values of kindness, courage and curiosity are embedded within our school curriculum and aim to promote an inclusive culture where children develop their identity, social skills and emotional well-being. Direct teaching in PSHE, well-being assemblies, circle time, check in time, zones of regulation and themed whole school assemblies aim to raise the profile of mental health across the school and encourage children to talk about thoughts, feelings, moods and emotions.

Specific additional support is also available to our SEND children and is an integral part of provision planning meetings and plans:

- Leap pad room for children who need support transitioning from home to school.
- Mentor time with a member of the Leadership team.
- Learning Partner Check in time (all LPs are mental health first aiders)
- Listening Ear-mentoring with an LP with a solution focussed approach.
- Early start- Clever fingers group

- Lunchtime Games Club
- Lego Therapy
- Recognising and regulating feelings group
- Self-awareness and self-esteem group
- Social skills and connecting with others group
- Social awareness group-recognising others' feelings.
- Circle of Friends
- Transition booklets
- Transition programme
- Counselling with a qualified counsellor when possible
- Forest Explorers with cognitive awareness focus.

Some SEND Tier 3 children may need a pastoral support plan to target the child's emotional well-being. The pastoral support plan will identify the emotional and social difficulties alongside a child's behaviour triggers. Strategies to support emotional regulation through a staged approach: proactive, active, reactive, recovery are planned and outcomes evaluated within a set time frame.

Referrals to external agencies may also be necessary to gain medical or more specialist information to support a child. This could be through:

- LIFT-social communication or SEMH advisor
- CAMHS
- Educational Psychology Service
- Community Paediatrician
- Early Help

Staff training for members of staff working with children with special educational needs.

Supporting pupils with SEND is built into Initial Teacher Training, and where a need for more specific training is identified, teachers and teaching assistants receive additional training as required. This may take the form of shadowing in-house experts, attending specific training courses and participating in training organised by the Sevenoaks collaboration. In addition, the Inclusion Leader regularly organises staff meetings, for both teaching and support staff, with a focus on developing expertise linked to different aspects of SEND.

Please see Appendix 2 for a list of the training, including enhanced and specialist training, that school staff have attended.

Where other training needs are identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include special schools such as Valence School, Ifield School, Milestones Academy, Broomhill Bank School and Ridgeview School; the Educational Psychologist; Speech and Language Therapist, Occupational Therapist, Physiotherapist, Dyslexia specialist teachers, Kent Counselling for Schools and the Specialist Teaching and Learning Service. The cost of such training is covered by the notional SEND funding.

How equipment and facilities to support children with special educational is 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 has sought the advice of the KCC Communication and Assistive Technology team and successfully procured equipment.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

All parents/carers of pupils at Otford Primary School are invited to discuss the progress of their children at Parent Consultations twice a year and receive a written report once a year. For children identified as Tier 2, 3 or 4, personalised learning provision and outcomes are recorded on a SEND report which will be discussed during these parent consultations. Contact details for the Inclusion Lead are included on the SEND report.

Parents can also arrange a meeting with the Inclusion Lead to discuss their child's special educational needs or provision through an online booking system <https://www.schoolinterviews.co.uk/> using code **dnyee**. Appointments are available every Monday from 3:30-5:30 pm.

Parents will also be contacted to discuss internal or external assessments, which will be used to provide additional information about their child's specific educational need. Referrals may be made to different organisations such as a community paediatrician, educational psychologist or school counsellor and can only be made with parental consent. Parents will be guided to provide information about their child to assist the referral alongside school based evidence and will be invited to a meeting to make the referral.

Parents may also be contacted by specialist providers to liaise with them about their child's educational needs. Our in school counsellor will consult with parents to gain their perspective on their child and while the sessions are confidential to the child will seek to provide some feedback to the parents through an in school meeting.

In addition to this, parents of pupils with a statement of SEN / EHC plan will be invited to contribute to, and attend, an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

The school website-Inclusion and Special Educational Needs has been developed to provide additional resources for parents to consult and support them in the areas of Special Educational Needs.

Ref: <https://www.otford.kent.sch.uk/inclusion-special-educational-needs-and-disability/>

8 How will school consult young people with special educational needs about, and involve them in, their education?

Pupil voice is valued at Otford Primary School and children are empowered to express their views as Community Ambassadors as well as through in class circle times and discussions. Children are also asked to complete annual on line questionnaires to seek their opinions about safe-guarding and well-being. The outcomes are used to monitor the in school systems, tweak any changes needed for improvement and inform SEMH initiatives that maybe needed.

As part of inclusive practice, all children are encouraged to produce a pupil passport which outlines what makes them special, what they enjoy, find tricky and what helps them with their learning. The passports are used to make learning relevant and ensure children feel valued and heard.

Pupil voice is also used to monitor pupil views on inclusive practice and interventions. The outcomes help improve inclusive practice and ensure that our SEND provision is effective in supporting children's academic, social and emotional progress.

The school website has been developed to include accessible resources for the children to use at home, with or without their parents. Ref: <https://www.otford.kent.sch.uk/inclusion-special-educational-needs-and-disability/>

How will the Governing Body respond to complaints from parents of pupils with SEN concerning the provision made at the school?

The normal arrangements for the treatment of complaints at Otford Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, in the first instance, then with the Inclusion Leader or Headteacher, 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, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints falling within this category cannot be investigated by the school.

How does the Governing Body involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?

The Governing Body/School has engaged with the following bodies:-

- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority's service level agreement with Speech and Language Therapy services, Occupational Therapy services and Physiotherapy services for pupils with requirement for direct therapy or advice
- Ability to make *ad hoc* requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO, such as SENCO forum and NASEN
- Link to neighbouring health care trusts, e.g. School Nursing Team, Community Paediatrics and CAMHS

The Governor with direct responsibility for special educational needs is Charlotte Knight.

What are 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 (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

Website: <http://www.kent.gov.uk/kpps>

12 How does the school support pupils with special educational needs in transferring between phases of education?

At Otford Primary 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.

The Inclusion Leader and Early Years teachers attend handover meetings with setting staff and take the opportunity to visit more vulnerable pupils in their pre-school settings. Where significant needs have already been identified, transition meetings are organised to include pre-school and school setting staff, and parents, to ensure that the correct planning is put in place to ensure that the provision is well-matched to the child's needs from the start. However, all parents of new entrants have an introductory meeting with the Reception teacher, providing an opportunity for them to raise any concerns they have about their child's development, and bring this to the school's attention from the start. We provide social stories with pictures of the relevant school staff and environment for all new entrants into Reception, and later entrants who would benefit from this type of support.

At the end of each academic year, meetings are organised between the current and future class teacher with a focus on transferring information about pupils in the class, and more vulnerable pupils in particular. During this meeting, the two teachers discuss the provision map to ensure that there is no delay in organising a child's provision in September. Children are provided with an opportunity to spend a morning with their new teacher and familiarise themselves with the new adults who will be supporting them and new learning environment. Where appropriate, pupils are also provided with a visual transition booklet, to share with parents over the summer holidays, to support their transition to the new class.

The Headteacher holds meetings with parents of children in years 5 and 6 to provide guidance on application to secondary school. The Inclusion Leader can also advise parents of children with special educational needs about appropriate secondary options and, if appropriate, can support parents in their liaison with local schools. Once a school place has been allocated, the secondary teachers will visit to meet the children and will liaise with the class teacher and Inclusion Leader regarding any children with special educational needs. We actively encourage our leavers to engage with school visits to their new schools. We pass all SEN records to a pupil's onward destination, and in the case of a child with a statement of SEN / EHC plan, will hold annual reviews and transition meetings for departing children, to which the form tutor, Inclusion Leader or another member of staff from the secondary school, will be invited.

13 Where can I find out about Kent County Council's local offer?

The local authority's local offer is published on Kent.gov.uk ([click this link or go to Kent.gov.uk and search Local Offer](https://www.kent.gov.uk/education-and-children/special-educational-needs)). <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the Inclusion Leader for support to gain the information they require.

Appendix 1 – Current Provision/Interventions at Otford Primary School (Updated)



Otford Primary School SEND Provision-Appendix 1

Our Inclusive Classroom

Organise the classroom to promote learning, focus, collaboration, partner talk.
 Give the big picture and context at the start of a new topic and revisit this throughout.
 Provide working walls, Word maps, lists, check lists, task boards, templates & story boards.
 Visual timetables.
 What I want my teacher to know box.
 Pre-planned check in support.
 Provide opportunities for repetition & over learning.
 Teacher choice-system to encourage all children to share understanding-no hands up but you can pass.
 Make adaptations e.g. font, line spacing, coloured paper, lighting.
 Opportunities to celebrate strengths & achievements.
 Environment where mistakes are expected, inspected & corrected.
 Consider each child's context/history when planning lessons.
 Regular circle times.
 Scheduled PSCHE lessons to celebrate difference, celebrate identity, develop self esteem, develop relationships & social skills-sense of community.

	Whole school & In-class strategies	KS1	KS2
Phonics/ spelling pattern	No spelling test-spelling practise. Personalised spelling programme.	Bug Club Home: personalised phonemes cards, sight words, Bug Club book. Toe by Toe	Year 3-Bug Club Rapid phonics-daily Spelling shed. Home: personalised phonemes cards, sight

	<p>Rainbow spelling- pyramid phoneme/ spelling pattern.</p> <p>Try x3 spelling in margin of writing book.</p> <p>Marking-tick the correct parts of the spelling.</p> <p>Provide high frequency words, topic lists.</p>		<p>words, Rapid phonics book.</p> <p>Toe by Toe Onset rime Multi-sensory</p>
Reading	<p>Reading buddy to access age appropriate reading materials.</p> <p>Teacher focussed guided reading group.</p> <p>Explicit teaching of reading skills-skimming, scanning, retrieval, inference, synonyms.</p> <p>Allow extra time to read & absorb the information.</p> <p>Avoid asking child to read in front of the class.</p>	<p>Bug club-banded reading book- personalised phonemes cards, sight words.</p> <p>Specified reading practice with LP.</p> <p>In class reading support/intervention with teacher & LP- explicit teaching of decoding, semantics.</p>	<p>Bug club/Rapid phonics-banded reading book- personalised phonemes cards, sight words.</p> <p>Specified reading practice with LP.</p> <p>Guided reading intervention with teacher & LP- explicit teaching of reading skills-skimming, scanning, retrieval, inference, synonyms- linked to Complete Comprehension</p>

	Cues to track words on a page.		
Writing	<p>Reduce written homework.</p> <p>Vocabulary learning aids-grouped into word type-nouns verbs adjectives adverbs</p> <p>Shades of meaning scale.</p> <p>Pictures/visuals/music/Videos</p> <p>Drama/role play</p> <p>Learning prompts-punctuation.</p> <p>Editing guides.</p> <p>Actions for word types-determiners, conjunctions.</p> <p>Talk 4 writing.</p> <p>Modelled writing-WAGOLL</p>	<p>In class focussed writing groups with teacher and LP with specific learning outcome-word & sentence level-model, guided, scaffolded sentence, independent.</p> <p>Colourful Semantics</p> <p>LP led oral story telling workshops with actions & role play.</p> <p>Talk 4 writing-learn a story.</p>	<p>In class focussed writing groups with teacher & LP-word brainstorms, sentence building, paragraph writing. (model, guided, scaffolded, independent)</p> <p>LP led weekly writing workshops to focus on writing outcome.</p> <p>LP led planning workshops-generating ideas-organising ideas.</p> <p>Colourful Semantics</p> <p>Narrative therapy.</p> <p>Paragraph building-Point, explain, example, develop.</p> <p>Planning-mind mapping</p>

	<p>Planning tools-story boards, framed writing.</p> <p>Teacher led guided writing groups-explicit teaching of word recall, word play, sentence building, paragraph building.</p> <p>Teacher led guided groups-explicit teaching of planning techniques.</p> <p>Shared success criteria-next steps.</p> <p>Use a scribe if possible.</p>		
Maths	<p>Daily maths starter-counting, mental maths.</p> <p>DB-x2 review previous terms learning, x2 review last weeks learning, x1 yesterdays learning.</p> <p>Teacher led guided group-explicit teaching of maths</p>	<p>In class focussed maths group with teacher &LP- use manipulatives, visual aids showing process.</p> <p>Computing programmes-My Maths, number shark</p> <p>Focussed interventions to review gaps in learning and misconceptions.</p>	<p>In class focussed maths group with teacher &LP- use manipulatives, visual aids showing process.</p> <p>Intervention with LP- mental maths-number bonds, tables recall.</p> <p>My Maths</p>

	<p>knowledge/understanding.</p> <p>Use manipulatives like numicon.</p>		<p>Weekly maths blocks to focus on a specific outcome-LP</p> <p>Perfect & correct sessions</p>
Language	<p>Prior learning-vocabulary needed to access curriculum knowledge. (send home)</p> <p>Prior learning of curriculum knowledge. (send home)</p> <p>Learning broken into manageable chunks of information.</p> <p>Pictures/visual cues-task boards, check lists, pictorial glossaries, story boards.</p> <p>Teacher check in times to ensure verbal input has been understood.</p> <p>Group & categorise information.</p>	<p>LP-prior learning sessions-you tube clips.</p> <p>Language link-language programme</p> <p>Clicker 7</p> <p>Language groups, e.g. Early Talkboost, Talkboost, Visual supports, e.g. Colourful Semantics, sequencing cards, prepositions.</p> <p>Symbol communication (PECS)</p> <p>Sentence Semantics</p>	<p>LP-prior learning sessions-you tube clips.</p> <p>Language link-language programme</p> <p>Explicit teaching of inference.</p> <p>Clicker 7</p> <p>Narrative therapy (who, where, what, when, why)</p> <p>Symbol communication (PECS)</p> <p>Narrative Therapy</p>

	Actively, give child time to respond.		
	Model back the correct response.		
Fine motor	Handwriting Policy	Clever Fingers Write Start Programme	Clever Fingers Touch typing
Gross motor	PE Forest School Cosmic Yoga	Sensory Circuit-personalised programme LP led gross motor intervention (BEAM)	Sensory Circuit-personalised programme LP led gross motor intervention (BEAM)
Executive functioning	Layout guide-visual of page layout. Teacher check in time. Curriculum project planning. Now & next boards Use timers to structure the task. Provide personal copies of learning. Provide and teach how to use working walls, word maps, lists,	LP-check in time LP led planning intervention e.g. plan & organise a game-sequencing. Memory activities. E.g Kims game	LP-check in time LP led planning intervention e.g. plan & organise a game-sequencing. Memory activities. E.g Kims game Visual graphic aids

	checklists, task boards templates and story boards as appropriate.		
Expression/ understanding of feelings	<p>Zones of regulation</p> <p>PSHE lessons-identify feelings.</p> <p>Symbol communication-emojis</p> <p>Now & next boards</p> <p>Story boards/social stories</p> <p>Use learners name to ensure they understand you're referring to them.</p> <p>Avoid use of sarcasm, idioms, figures of speech.</p>	<p>SEMH sessions during assembly.</p> <p>Optimal regulation zone-personalised.</p> <p>Pastoral support plan</p> <p>Use symbol communication-emojis</p> <p>Help/exit cards</p> <p>Team around the child</p>	<p>SEMH sessions during assembly.</p> <p>Use symbol communication-emojis</p> <p>Help/exit cards</p> <p>Team around the child</p>
Social skills & interaction	<p>Symbol communication-emojis</p> <p>Now & next boards</p>	<p>Lego therapy</p> <p>Socially Speaking Programme</p> <p>LP-afternoon hub (circle time, play, art,</p>	<p>Lego therapy</p> <p>Socially Speaking Programme</p>

	<p>Lunchtime Games Club=explicit teaching of social skills.</p> <p>PE-teach games-explicit teaching of social skills.</p> <p>Sophie-lunch time physical play club-explicit teaching of social skills.</p> <p>PSCHE lessons</p> <p>Circle time</p> <p>Story boards/social stories</p> <p>Circle of friends</p> <p>Visual reminders of social rules.</p>	<p>music, construction, drama, role play)</p> <p>Team around the child</p> <p>Symbol communication (PECS)</p>	<p>LP-afternoon hub (circle time, play, art, music, construction, drama, role play)</p> <p>Social autopsy=what happened? Identify the social mistake-explore the choices that could be made in this situation through story boards/role play=practise/check in time to reinforce.</p> <p>Watch tv programmes to learn about social behaviour choices.</p> <p>Team around the child</p> <p>Symbol communication (PECS)</p>
Self esteem	<p>Class monitor-responsibilities</p> <p>Lunchtime Games Club.</p> <p>PE-teach games</p>	<p>Socially Speaking Programme</p> <p>LP-afternoon hub (circle time, play, art, music, construction, drama)</p>	<p>Socially Speaking Programme</p> <p>LP-afternoon hub (circle time, play, art, music, construction, drama)</p>

	<p>Sophie-lunch time physical play club.</p> <p>PSCHE lessons</p> <p>Circle time</p> <p>Circle of friends</p> <p>Listening Ear</p> <p>Lunchtime-Mindfulness</p>	<p>Counselling</p> <p>Daily-Happy Book</p> <p>Team around the child</p> <p>SEMH sessions during assembly.</p>	<p>Counselling</p> <p>Daily-Happy Book</p> <p>Team around the child</p> <p>SEMH sessions during assembly.</p>
Focus/ concentration	<p>Use timers to focus child and structure the task.</p> <p>Teacher check in time.</p> <p>Use learners name to ensure they understand you're referring to them.</p> <p>Work stations.</p> <p>Consider sensory needs of the class.</p> <p>Ear defenders</p>	<p>Option of work stations.</p> <p>Accommodate child's sensory needs.</p> <p>Personalised reward programme.</p> <p>LP-Active listening group</p> <p>Memory activities. E.g Kims game</p>	<p>Option of work stations.</p> <p>Accommodate child's sensory needs.</p> <p>Personalised reward programme.</p> <p>Memory activities. E.g Kims game</p>
Regulation of feelings	<p>Zones of regulation</p> <p>Circle time</p>	<p>LP-afternoon hub (circle time, play, art, music, construction, drama)</p>	<p>LP-afternoon hub (circle time, play, art, music, construction, drama)</p>

	<p>Circle of friends</p> <p>Ear defenders</p> <p>Consider sensory needs of the class.</p> <p>Prewarning of fire drills, changes to routine.</p> <p>Visual timetables</p> <p>Learning breaks</p> <p>Explicit well being strategies-stress reducing activities.</p> <p>Be aware of triggers and time of the day.</p> <p>Use known interests and hobbies to engage child.</p> <p>Provide regular opportunities for exercise/mindfulness/reflections.</p> <p>Restorative approaches</p>	<p>Counselling</p> <p>Accommodate child's sensory needs.</p> <p>Personalised plan for transitions/unstructured times. Personalised reward programme.</p> <p>Team around the child</p> <p>Provide a safe space.</p> <p>Personalised risk assessment.</p> <p>SEMH sessions during assembly.</p> <p>Transition booklets</p>	<p>Counselling</p> <p>Accommodate child's sensory needs.</p> <p>Personalised plan for transitions/unstructured times. Personalised reward programme.</p> <p>Team around the child</p> <p>Provide a safe space.</p> <p>Personalised risk assessment.</p> <p>SEMH sessions during assembly.</p> <p>Transition booklets</p>
--	---	--	--

	Listening Ear Mindfulness-lunchtime		
Enrichment	Consider child's context/history when planning lessons. Class monitor-responsibilities. Community ambassador Circle of friends	Jackanory LP-afternoon hub (circle time, play, art, music, construction, drama) Forest School/Games club	Jackanory LP-afternoon hub (circle time, play, art, music, construction, drama) Forest School/Games club
Physical	Accessibility plan. Ensure child has practised emergency evacuations. Intimate care agreement.	Personal intimate care agreement. Personalised risk assessment.	Personal intimate care agreement. Personalised risk assessment.
Sensory		Teacher/pupil hearing aid.	Teacher/pupil hearing aid.
Medical	Ensure teachers know children with medical needs/health care plans/take red bags when they leave the classroom. I.e PE, trips, Forest School, fire drill.		

Appendix 2 – SEND training undertaken by school staff at Otford Primary School

All Staff

New SEND Code of Practice training - SENCO
Using Communicate in Print – Specialist Speech and Language Teacher
Clicker 6 – Crick Software
Language for Learning project – Specialist Speech and Language Teacher
Youth Mental Health First Aid training

From Sept 2021

Safe guarding

Feb 2025-Feb 2026

Safe guarding
Prevent Training

All Teachers

Provision mapping - SENCO
ASD Awareness Training – Specialist Teacher for Communication and Interaction
Behaviour strategies and making reasonable adjustments to policy – Specialist Teacher for Social, Emotional and Mental Health needs
Mainstream Core Standards – SENCO
'Drop-in' training with the specialist teachers for SMEH and C&I
Bereavement Training
Pupil Premium

From Sept 2021

Developing an inclusive culture-Inclusion Lead
Establishing best practice through high quality teaching-8rs & EEF recommendations-Inclusion Lead
Creating an inclusive classroom-embedding 8rs-Inclusion Lead
Effective provision planning-Inclusion Lead
SEMH-using declarative language to help children to regulate-Inclusion Lead
Using data to personalise learning outcomes and reduce the learning gap-Deputy Head Inclusion Lead
Developing phonics-Bug Club-English Lead
Creating a positive reading culture-English Lead
Talk for Writing-multi-sensory approach to writing-English Lead
Colourful Semantics & Sentence construction-English Lead Inclusion Lead
Providing access to a broad and balanced curriculum-Inclusion lead
Best practice in Maths teaching-Deputy Head
Building an inclusive enriched curriculum- Deputy Head
SEMH-awareness of ACES and impact on children's future opportunities-Sevenoaks Partnership
Well being Guide-building a mindful culture in school-Deputy Head
Building a cultural capital for all-SIP
Team Teach – Physical Intervention

Feb 2025-Feb 2026

Provision Map-planning pupil profile & target setting=assess, plan, do approach
Adaptations for cognition and learning
Focus on lower 20%
Adaptive planning
Paragraph Building-writing

Chunked learning-breaking into cognitive stages of learning
Adapting maths learning
Wellbeing and mental health-regulation
Pupil Premium-needs
EP consultation-Year 1 classroom adaptations

Teaching Assistants

Dyslexia – Canterbury Christ Church Lecturer
Precision Teaching - SENCO
Speechlink/Language Link training – Speech and Language Therapist
SEN Conference – ‘Successful Intervention for Pupils with SEN’ – Sevenoaks Partnership
Better Reading Partnerships
Language for Learning
TA Training
Behaviour for learning and behaviour management
Social skills – social stories/ comic strips
Reading
Phonics Refresher

Since 2021

Creating an inclusive vision and differentiation culture through 8rs-Inclusion Lead
Behaviour management strategies-Inclusion Lead
Successful Learning Partner-best practice-Inclusion Lead
Phonics-Bug Club/ Rapid Phonics-Inclusion Lead-English Lead
Developing a reading culture-inclusion lead-English Lead
Colourful Semantics/Narrative Therapy-Inclusion Lead
Monitoring interventions-outcome focus-Inclusion Lead
Mental First Aid Training-SEMH borough lead
Tracking well-being-Inclusion Lead
Declarative Language-Inclusion Lead
Provision planning-Inclusion Lead & Class teachers
Developing Emphatic Listening skills with children- 6 week course in terms 3 and 4.

Feb 2025-2026

Mental health awareness
Regulation strategies
What is an effective Learning Partner?
Colourful Semantics
Chunked learning-using magnetic tiles.

Some teachers have undertaken the following additional training in:

ASD Awareness Stage 1 – Broomhill Bank School
BEAM/BEAM Plus/Jump Ahead training – Occupational Therapy
Supporting pupils with social, emotional and mental health needs – Broomhill Bank School
Better Reading Partnerships
Team Teach – Physical Intervention

Some teaching assistants have undertaken the following additional training in:

Autistic Spectrum Conditions (ASC) Champion enhanced training and networking meetings
Social Stories training – Ifield School

ASD Awareness Stage 1
Lego Therapy
BEAM/BEAM Plus/Jump Ahead training – Occupational Therapy
Sensory Circuits – Occupational Therapy
Handwriting – Occupational Therapy
Moving and Handling Training – Valence School
Attachment Disorder – Educational Psychologist
Working with the Troubled Child
Behaviour Strategies – Specialist teacher for SEMH needs
Leuven – Anne Massey, AEN Advisor
Earlybird Plus sessions (to support ASD) – Specialist Teacher for C&I
Sensory circuits
First Aid
Since 2021
Sensory Circuits-Occupational Therapist
Creating an inclusive culture for EAL children-EAL Advisor

APPENDIX 3- PRIVATE ASSESSMENTS EFFECTIVE FROM NOVEMBER 2021

SEN Private Assessment

Oxford Primary School is committed to supporting all children in our care to thrive and reach their potential. Specific assessments may be needed to investigate areas of specific need and diagnostic conditions such as ASD, ADHD, Speech and Language delay and Dyslexia. At their own discretion, some parents may wish to seek privately funded assessment. Oxford Primary School will consult with accredited practitioners in their field with an enhanced DBS check. The relevant documentation will need to be evidenced and sent to Oxford Primary School's personnel team before any consultation is approved by the school.

In line with NHS practice and with parent approval, the SENCO and staff as part of a private SEN assessment of their needs will provide key school information about a child. Members of staff who know the child will complete questionnaires, reports or diagnostic forms, and the SENCO or class teacher will liaise with the assessment team in a pre-arranged meeting, outside of the child's school day.

In line with NHS practice, most SEN assessments are conducted within a clinical environment. In exceptional circumstances, a private clinician may request an in-school child observation. Before the school agrees to onsite assessment, specific evidence why this is absolutely necessary should be provided by the private clinician with a clear rationale and reasons why the information cannot be obtained through consultation with school staff.

Oxford Primary School provides comprehensive provision as part of the ongoing assess, plan, do review cycle to meet the special education needs of our pupils. Recommendations made by private assessment will only be implemented in line with current practice and school budget. Self-funded therapies or interventions will not be carried out on the school site.

Oxford Primary School is not required to put into place recommendations made by a privately funded assessment.

