

# Tunstall CofE Primary School



## SEND Policy

### Tunstall CEP Vision

'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John10:10 being: 'A place where everyone can flourish'.

Signed: P Gregory

Date: September 2025

Review Date: September 2026

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE,  
TRUTHFULNESS

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

Children and Families Act 2014

SEN 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 2021

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

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

Data (Use and Access) Act 2025

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

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy

This policy and is developed through an engagement and participation process that involves parents/carers, parents of children with special educational needs, the SEND Governor – Mr John Slate and the Inclusion manager – Sarah Rogers. Once published it will be reviewed annually.

### **Definition of SEND**

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 (2015, p 15)*

### **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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a

significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. *SEN Code of Practice (2015, p16)*

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

At Tunstall CE Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need that 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 is sometimes able to meet the needs of pupils with an Education, Health and Care Plan. The final decision on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. The provision of these pupils is monitored via a Personalised Plan.

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 Tunstall CE Primary School, we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points:

- Infant and Junior Language Link – used as a baseline assessment for all Reception (EYFS) pupils but can be used to assess suspected speech difficulties with any aged pupil
- Infant and Junior Speech Link – used as a baseline assessment for all Reception (EYFS) pupils but can be used to assess suspected speech difficulties with any aged pupil
- Phonics screening check – completed with all Year 1 pupils in their summer term – any pupils who fail the check will re-take this in the summer term of Year 2 (a statutory requirement)
- Dyslexia Gold screener and intervention package
- Dyscalculia screener
- Spelling age assessments
- Reading age assessments
- Maths assessments
- Writing assessments

- Boxall Profile
- Number Stacks
- BEAM assessments
- Clever Fingers assessments
- Write Dance assessments

Where pupil progress is not sufficient, even if special educational needs have not been identified, SLT ensure monitoring of consistent implementation of Quality First Teaching (QFT) and Mainstream Core Standards (MCS). Further to this, additional provision can include interventions and strategies to support children in reaching their potential. Examples of extra support are:

- Language link interventions
- Speech link interventions
- Pre-teaching
- Repeat-teaching
- Dyscalculia interventions
- Dyslexia interventions
- Precision teaching
- Clicker 8
- BEAM
- Task Management Boards
- Clever Fingers
- Language Through Colour
- TIGs (Targeted Intervention Groups)
- Better Reading
- Beanstalk Readers

Some pupils may continue to make below expected progress, despite QFT, MCS and additional interventions and strategies being in place. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Tunstall CE Primary School, we are experienced in using a range of assessment tools. We are also able to access external advisors via:

- Local Inclusion Forum Team (LIFT), five times across each academic year
- Paediatric referrals
- Speech and Language assessments

The purpose of any more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make expected or accelerated progress. Findings will be shared with parents and may be:

- Actioned and monitored via the Class Map, which are then reviewed regularly and amended where necessary in collaboration with Pupil Progress Meetings.
- Used to generate Student Support Plans or Student Passports, which are then reviewed regularly and amended where necessary. At this point, we may have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available through QFT and MCS.

If the pupil is able to make expected progress using the additional and different resource (but would not be able to maintain this progress without it) we may continue to identify the pupil as having a special educational need. Families are consulted and collaborated with, throughout the plan-do-review structure.

Through secure information sharing, we ensure that all teachers and support staff who work with the pupil, are aware of the provision, strategies and 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 all paperwork is a collaborative process and informed by the views of; the pupil, parents/carers, class teachers, support staff, Inclusion Team and Inclusion Lead. Assessment outcomes, consistent monitoring and observations from teachers, support staff, Inclusion Team and Senior Leadership Team, will contribute to assessing whether expected progress is being made.

The *SEN Code of Practice (2015, 6.17, p95)* 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 the child and their peers
- Widens the attainment gap

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

#### **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 tracked six times per year through pupil progress meetings. Pupils with special educational needs will have more frequent or ongoing assessments. The assessments we use at Tunstall CE Primary School are identified in section 2 of this policy. They aim to identify if pupils are increasing their level of skills in key areas.

If these assessments do not show expected progress is being made, the SEN provision and individual plan of individuals will be reviewed and adjusted.

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

QFT, including differentiation and reasonable adjustment, is the first step within a graduation approach, 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 (2015, 6.37, p99)*.

At Tunstall CE Primary School, the quality of teaching is judged to be 'outstanding' (as stated in our 2023 Ofsted inspection). The school is working closely with parents, governors and the Local Authority to maintain this standard of excellence.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. The Mainstream Core Standards can be found on the school website: <https://www.tunstall.kent.sch.uk/uploads/Inclusion/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments.

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

At Tunstall CE Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environments for pupils with special educational needs. This is included within our School Development Plan: Progress for vulnerable pupils to be in line with all pupils. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

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

The school ensures that the quality of teaching remains high and that there are sufficient resources to provide appropriate support for pupils requiring SEN provision. The level of support required for each pupil to make expected progress will vary, and additional support is identified through our Quality First Teaching strategies and/or targeted interventions as outlined in Class Maps, Student Support Plans, Student Passports or Personalised Plans. In some cases, where a very high level of provision is required, the Inclusion Manager will work with the Local Authority to request additional funding through an Education, Health and Care Plan (EHCP) to ensure that the child's needs are fully met.

### **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 wrap-around care, clubs, trips and activities offered to pupils at Tunstall CE Primary 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 support to enable the safe participation of the pupil in the activities. The school may also enable parents to accompany their children if this is in their best interests. Adult support during wrap-around care for pupils with SEN, must reflect the adult support received across the school day, to ensure safe guarding of all pupils.

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

At Tunstall CE Primary School, we understand that an important feature of the school is to enable all pupils to flourish. Part of this is to ensure pupils develop emotional resilience and social skills, both through direct teaching for instance: Zones of Regulation, Heart Smart, RE (Religious Education), Social Skills groups, team work across the curriculum and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with high levels of need in this area, we also ensure the following is available:

- social skills groups
- nurture groups
- sensory circuits
- time with members of senior leadership team or wellbeing team
- child counselling
- external referral to CYPMHS, Early Help, Domestic Abuse
- safe spaces for a pupils to use
- Teams Around the Child.

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. This will usually require additional and adjusted resources, beyond that required by the majority of pupils.

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

The Inclusion Lead at Tunstall CE Primary School is Miss Sarah Rogers  
Miss Rogers is available on 01795507894 or [s.rogers@tunstall.kent.sch.uk](mailto:s.rogers@tunstall.kent.sch.uk)

### **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**

All teachers and teaching assistants have had the following awareness training: Safeguarding, E-Safety, Attachment training, the new SEN Code of Practice, deaf awareness, Makaton training and Autism Awareness (via Autism Education Trust).

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: MIDAS, special schools, speech and language therapists, educational psychologist, occupational therapists and physiotherapists.

### **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, if appropriate, we will seek to purchase it using the Community of Schools 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 Tunstall CE Primary School are invited to discuss the progress of their children on two formal occasions a year and receive a written report once per year. In addition, we are happy to arrange necessary meetings outside these times. As part of our regular teaching offer, all pupils will access additional teaching if the progress monitoring indicates that this is necessary-this may not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated by staff as part of QFT and MCS.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments that will help us to address needs better. From this point onwards, the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to all 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 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 or her, the pupil will (where appropriate) be consulted about and involved in the arrangements made for them as part of pupil-centred 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 Tunstall CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Phase Lead, Inclusion Lead or Head teacher to resolve the issue before making the complaint formally to the Chair of the Governing Body.

There are some circumstances, usually for children who have an Education, Health and Care Plan, 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
- Independent Speech and Language Therapist Andrew Green
- Independent Occupational Therapist Simon Worthington

## **11 The contact details of support services for the parents of pupils with special educational needs**

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted via systems below:

- visit: [the IASK website](#)
- call: [03000 41 3000](#)
- email: [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 Tunstall CE 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. Our Early Years practitioners work collaboratively with nurseries and other pre-school settings as well as using parent consultations and 'play and stay' visits, to gather information from families to support the child's transition to school. We work closely with secondary schools on transition from year 6 to all secondary placements. We also contribute information to a pupils' onward destination by providing information to the next setting.

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

The local authority's local offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents and carers without internet access should make an appointment with the Inclusion Manager.