

Crockenhill Primary School

- December 2025

'Learning together, Working together, Achieving together'

Aims:

- To provide equal access to a broad and balanced curriculum, regardless of gender, creed, race or Special Educational Need.
- To ensure all children strive to achieve their best and reduce barriers to learning where possible.
- To develop the whole child; physically, socially, emotionally and intellectually.
- To identify all children who need special consideration or support of their sensory, physical, social, emotional, communicative or cognitive development as early as possible.
- To foster a caring and supportive attitude towards each other and their environment.

Information and Guidance

Who should I contact to discuss concerns or the needs of my child?

Special Educational Needs Co-ordinator – Mrs L Carter

Contact information: - School Office - 03000658300 sen.co@crockenhill.kent.sch.uk

The Special Educational Needs co-ordinator is responsible for:

- Implementing the school SEND policy, liaising with and advising teaching staff and TAs on SEND matters.
- Co-ordinating and analysing class provision and pupil progress in order to raise achievement for all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with parents and external agencies including the LAs support and Education Psychology Service, Integrated therapy services, Children's services, Health & Social Services and Voluntary bodies.
- Co-ordinating the use of Pupil Premium funding and analysing the impact.
- Supporting pupil transition.
- Updating care plan and medical information
- Screening and monitoring specific needs of pupils.
- Managing the Pastoral support team.

Class teachers are responsible for children with SEND and will plan for them on a day-to-day basis. If you have concerns about your child you may speak to your child's class teacher first. You will then be directed to the SENCO or Family support advisor.

Head teacher –Mrs K Dodd Contact information: headteacher@crockenhill.kent.sch.uk

The Head teacher is responsible for overseeing the provision for children with SEND and keeping the Governing Body fully informed. In conjunction with the Senior Management Team, the Head teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head teacher will work closely with the SEN Co-ordinator and Governor SEN sub-committee, with whom regular meetings are scheduled.

SEND Governor – Kelly Randall

The SEND governor supports the school in the development and evaluation of quality provision for students with SEND across the school.

Pastoral Teacher – Mrs Clare Hudson

- Offering support and advice to parents, carers and families on a range of issues.
- Supporting parents to make referrals to outside agencies regarding emotional health and wellbeing
- Overseeing and monitoring individual pupil wellbeing
- Liaising with and providing pastoral support for pupils and parents.
- Providing small group support and 1:1 intervention/s, to support behavioural and pastoral need

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by class teachers to identify students who are not making progress or who have other difficulties which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.

This additional support is documented in a class/individual provision map, Pupil support plan or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties. Careful consideration will be given as to the level of adult support needed to ensure all of the child's needs are met. Independence and self help skills will be taught and supported to all pupils.

Formal review meetings are held as required. Parents, relevant external agencies and, students are invited to this review (where appropriate) and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested from the Inclusion advisory team, the community of schools, Children's services, School Educational Psychologist or Speech and Language therapist assessment and support.

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Head teacher/SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Scaffolding and adaptation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Interventions –

Access to learning and the curriculum:

Access to learning support staff:

- In core subjects
- In practical subjects where difficulties arise
- For group work
- Personalised programs

Strategies/programmes to support speech and language:

- Speech and Language Therapist (Mrs V Maher) advice disseminated to Specialised teaching assistant and teaching staff
- Access to trained Speech and Language TAs
- Specific differentiation or modification of resources e.g. use of symbols
- Speech Therapy group work delivered by TAs following speech therapy advice
- Social Communication group work by trained TAs
- Speech Therapist when statement specifically stipulates number of hours
- Referrals to NHS Speech and Language therapy or the Social Communication team where necessary

Strategies to support/develop Literacy:

- Support from well trained adults
- Focused reading comprehension lessons and booster groups with trained adults/teachers
- High reading profile across the school supported by the school Library
- Opportunities for individual, group, paired and mixed year reading
- Personalised 1:1 or small group intervention programmes
- Access to personalised ICT program to support phonic and Literacy learning
- Booster phonic groups/ RWI / Vocabulary development
- Access to laptops/computers for recording
- Adapted equipment where needed, e.g. writing slopes, specialist pencils/pens, overlays
- Assessments to identify area/s of difficulty

Strategies to support/develop Maths:

- Support from well trained adults
- Focused booster sessions
- Early morning Maths extension group
- Personalised 1:1 or small group intervention programmes
- Access to personalised ICT program to support /develop learning
- Additional practical resources to support learning
- Assessments to identify area/s of difficulty

Strategies/support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Small group support
- Homework support if needed
- Library access after school
- Visual timetables for all classes/and or individual students
- Now and next boards or Task boards for specific students

Pastoral Support:

Strategies to support the development of students' social skills, self-esteem, behaviour and emotional well being:

- Advice and support for parents and carers (SENCo and Pastoral teacher)
- Small group work
- Lunchtime play support with older peers 'Play leaders' and trained adults
- Social Communication and skills groups with trained adults
- Themed assemblies
- PSHCE curriculum covered by all year groups
- Transition support between year groups and key stages
- Modified time table when necessary
- Regular contact and liaison with parents as necessary
- Open door policy
- School sanction and reward systems in line with School behaviour policy
- PSP report process when necessary
- 'Circle of friends' or friendship group intervention to increase peer support and friendship group
- Individual health care plans for pupils with a medical needs
- Referral to NHS wellbeing services or private counselling

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

- Weekly/daily gross and fine motor control groups with trained Teaching assistants
- Referral to NHS Occupational Therapy and Physical Therapy where necessary
- Advice of professionals disseminated and followed
- Use of specialist equipment where necessary
- Additional Physical therapy exercise sessions alongside professionals program

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Asking advice from the School Nursing team
- Use of individualised Health Care Plans
- Consideration of groups of pupil needs through the “Community of Schools,” which meet termly.
- Referral to paediatrician
- Referral to CHYPS, Children’s services or integrated services
- Referral for support via Common Assessment Framework (CAF)
- Regular meetings and communication between professionals, parents and carers
- Advice and support from ‘Specialist teaching Team’, ‘The Kent Parent Partnership’ and ‘The Parent’s consortium’
- Access to whole staff training if required via SENCO/Specialists

Transition

How will the school help my child move to a new group/year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving groups/forms in school: Information shared with new teacher

In year 6 - 7 transition: The SENCO will communicate with the receiving schools to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

All staff actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN and continuing their professional development.

Our SENCO has completed a 'SENCO accreditation' at Canterbury Christchurch University and also holds a BEd and an MA in Educational studies.

We encourage our TAs to complete Level 2 and 3 NVQ equivalent qualifications

An ongoing programme of training are in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered :

Child Protection, Safeguarding, De-escalation, fine motor control skills, Scaffolding and adaptation,

The school also seeks advice and guidance from the Inclusion advisory team, STLS and local schools through 'Community of schools' meetings' to review, evaluate and develop provision for students who have the most complex needs.

MORE INFORMATION:

Web link to KCC advice: - <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK) - Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk