

## Special Educational Needs and Disability Policy

Policy Approved at FGB meeting: 29<sup>th</sup> January 2026

Review Date: January 2027

*Learning Together with Kind Hearts and Determined Minds*

### **Aims:**

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### **Legislation and Guidance**

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

- Children and Families Act 2014
- SEN Code of Practice 2015 updated 2020
- 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 March 2022
- The School Information (England) (Amendment) Regulations 2012
- The School Information (England) (Amendment) Regulations 2013

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

Behaviour/Discipline Policy, Equalities Information and Equality Objective, Safeguarding Policies, Teaching and Learning Policy, Accessibility Policy, Home-School Agreement and Attendance Policy.

This policy was written, in the first instance, by the Special Educational Needs Co-ordinator (SENCO). It has been developed through a consultation process with parents/carers, and representatives from the Governing Body as well as parent /carers of children with Special Educational Needs and will be reviewed annually.

### **Definition of SEN**

A child 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 has a learning difficulty or disability 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 *SEND Code of Practice (2015p14-15)*

### **Definition of disability**

Many children 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’ *SEND Code of Practice (2015, p15)*

### **Roles and responsibilities**

At Borough Green Primary School, the Deputy Headteacher has SENCO (Special Educational Needs Co-ordinator) responsibilities.

#### **Deputy Headteacher**

Deputy Headteacher is Joe Wheatley.

He will:

- Work with the Headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents / carers are informed about options, and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND Governors**

The SEND Governors will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The Headteacher will:

- Work with the Deputy Headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have 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
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Deputy Headteacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Frequently asked questions**

- 1. What kinds of Special Educational Needs do we make provision for at Borough Green Primary School?**

- Borough Green has a variety of provisions available listed as universal provisions, targeted provisions and specialist provisions and can be found under the Borough Green Primary School Offer (Appendix 1).
- Borough Green has provisions offered for all four SEND areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical or Sensory.
- Communication and interaction include provisions for children who perhaps might have. for example, a diagnosis of autistic spectrum disorder or a speech and language difficulty.
- Cognition and learning include provisions for children who might have, for example, dyslexia, dyscalculia, processing or memory difficulties or moderate/severe or profound and multiple learning difficulties.
- Social, emotional and mental health difficulties include provisions for children who might perhaps be diagnosed with attention deficit hyperactivity disorder (ADHD) or may have anxiety or trauma-based behaviours that require specialist support.
- Sensory and/or physical needs which includes provisions for children who may have for example, visual impairments, hearing impairments, sensory processing difficulties, dyspraxia or hypermobility.

**Each of the above needs should be discussed with the school to ensure that we are able to adequately meet the child's needs**

There are other kinds of Special Educational Needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan, with the following kinds of special educational need: Communication and Interaction, Learning Difficulties, physical disabilities and Social, Emotional and Mental health. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with parents / carers and the school.

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 What is our policy for identifying and assessing Information of pupils with SEN?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress using a range of tools such as phonics screener, reading and spelling ages, for all pupils and identify those whose progress (as described in the SEND Code of Practice):

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. A Class Teacher would highlight any concerns with the parent, for example, a pupil consistently not making expected progress. The class teacher assesses the pupil and implements any extra class provision or targeted provision and then monitors the impact of the provision over time. If there continues to be a lack of progress despite the implemented provision by the class teacher, a conversation with the Deputy Headteacher will take place and further observations and assessment will be made to better understand the nature of the barrier to learning.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is appropriate.

### **Consulting and involving pupils and parents / carers**

We will have an early discussion with the pupil and their parents / carers when assessing whether the pupil requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents / carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents / carers when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher or subject lead will work with the Deputy Headteacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents/ carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

**3. This section gives information about Borough Green Primary School's policies for making provision for pupils with Special Educational Needs or Disabilities whether they have Educational, Health and Care Plan (EHC Plan) or not.**

### **3a How does the school evaluate the effectiveness of its provision for pupils with SEND?**

Each review of the Provision Map / Personalised Plan will be informed by the views of the pupil, parents / carers and class teacher/s along with assessment information from teachers which will show whether adequate progress is being made.

Intervention that is put in place to support progress is logged on a class provision map, and at the end of an intervention period (typically less than a seasonal term) the adult leading the programme will review the progress of the intervention and consult with the class teacher and Deputy Headteacher. The adult leading the programme will ask the child how she or he feels about the work they have done; if and how it has helped and what they would like to happen now. Class provision maps are shared with parents / carers three times a year. This will take place at the two parent consultations, and with the pupil's end of year report.

For children with the highest levels of support, intervention will be recorded on a Personalised Plan. Three times a year, a copy of the Personalised Plan will be shared with the parent / carer by the class teacher so that they are clear about the support that their child will be receiving and the targets set for his/her support. This will take place at the two parent consultations, and with the pupil's end of year report.

The extra provision made for pupils, with an Education, Health and Care Plan, will be reviewed annually which will enable the school to make an informed evaluation of the effectiveness of the special provision.

### **3b What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

Every pupil in the school has their data uploaded to Arbor at least three times per year. In addition to this, pupils with Special Educational Needs may have more frequent assessments of reading age and spelling age depending upon the focus of their specific provision and targets. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

Some pupils may not make adequate progress despite high quality teaching targeted at the area of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the difficulty. At Borough Green Primary School, we are experienced at using special assessment tools such as a Dyslexia Profile, and we have access to external advisors who have access to a range of further specialised assessments. A full list can be found in Appendix 2.

### **3c. What is the school's approach to teaching pupils with Special Educational Needs and/or disabilities?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Additional intervention and support cannot compensate for a lack of good quality teaching. Borough Green Primary School will 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 SEND most frequently encountered.

At Borough Green Primary School, the quality of teaching is judged by Ofsted to be 'good' (2024).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

[Special educational needs mainstream core standards](#)

[Mainstream Core Standards guide for parents](#)

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching and use of ICT software learning packages. These may be delivered by additional staff employed through the funding provided to the school as 'High Needs Funding' or 'Pupil Premium Funding' for Disadvantaged Pupils' where pupils meet the eligibility criteria for either SEND and/or Pupil Premium.

### **3d How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs?**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of alternative spaces etc.

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

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the following improvements have been made as part of the school's accessibility planning: improved ramp access to the main entrance, disabled toilets and a shower. In addition, spaces have been made to accommodate children that require a separate environment for calming and reflecting.

### **3e What additional support for learning is available to pupils with SEND?**

As part of our budget we receive 'Notional SEND Funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND 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 is listed in Appendix 1. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year or 3% of notional SEN funding for resourcing pupils with high needs. Pupils with an EHCP may receive additional funding from the Local Authority, however, this is dependent on the provision outlined in Section F and decision made as to whether additional funding is provided to the school, as well as the amount, is decided by the Local Authority. Borough Green Primary School can apply for further funding through our Community of Schools, however, this is to support projects that improve SEND provision across the school and not just to support individual cases.

### **3f How does the school enable pupils with Special Educational Needs to engage in activities of the school (including physical activities) together with children who do not have Special Educational Needs?**

All clubs, trips and activities offered to pupils at Borough Green Primary School are available to pupils with SEND either with or without a disability or an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. A risk assessment will be formulated, shared with and signed by parents / carers prior to the commencement of the activity.

For particularly able children or children that have a particular talent, activities or clubs may be offered so the children can access opportunities that are additional and different. Where these pupils fit the criteria for 'Notional SEN Funding' or 'Pupil Premium Funding', then this may be used to enable these children to access these opportunities.

### **3g What support is available for improving the emotional and social development of pupils with Special Educational Needs?**

At Borough Green Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. This is through both direct teaching and other areas (within the curriculum) such as PSHE or indirectly through everyday conversations with adults as well as the school's ethos and culture that promotes mastery, generosity, independence, belonging and resilience.

Some children will require additional support, at Borough Green and available provisions are listed on our School Offer (Appendix 1).

We make 'Reasonable Adjustments' to the school behaviour policy and are able to access a range of outside agency support such as NELFT, Spurgeons Counselling, School Health Service/ Emotional Wellbeing Service and parenting programmes such as CYGNET for parents of children with Autism. Early Help may be offered to support families and is accessed via the Deputy Headteacher or Family Liaison Officer.

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

### **4. Who can I contact regarding the co-ordination of SEND?**

The Deputy Headteacher at Borough Green Primary School is Mr Joe Wheatley, and he is available daily on 01732 883459 or [jwheatley@bgpschool.kent.sch.uk](mailto:jwheatley@bgpschool.kent.sch.uk)

### **5. What training is offered to staff that work with pupils with SEND and how does the school secure specialist expertise?**

Supporting pupils with SEND is built into Initial Teacher Training, and where more specific need is identified, through the appraisal process, teachers receive additional training as required. Similarly, appraisal of Teaching Assistants identifies their training needs, and these are met through shadowing in-house experts or attending specific training courses.

In addition, Teaching Assistants meet with the Deputy Headteacher regularly for in-house training, and groups of TAs may have specialised areas of need such as communication and interaction, cognition and learning, sensory and physical needs and social, emotional and mental health.

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: Bower Grove School, Grange Park Secondary School, Educational Psychologist, Nexus School, Speech and Language Therapists,

Occupational Therapists. The cost of training is covered by the Notional SEN Funding and Pupil Premium Funding.

## **6. How will the equipment and facilities to support children and young people with Special Educational Needs be secured?**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEN funding or through our Community of Schools pot, if appropriate. For highly specialist equipment the school seek the advice of the KCC Communication and Assistive Technology team or Occupational Therapists.

## **7. What are the arrangements for consulting parents / carers of children with Special Educational Needs?**

All parents / carers of pupils with SEND at Borough Green Primary School are invited to discuss the progress of their children three times a year. In addition, we are happy to arrange meetings outside of these times. Parents / carers are also welcome to book a phone call or virtual meeting with the Deputy Headteacher, Joe Wheatley.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them to close the gap if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If improvements in progress are not seen, we will contact parents / carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having Special Educational Needs because special educational provision is being made. The parents / carer will be invited to discuss planning and reviews of this provision. Parents / carers will be actively supported to contribute to assessment, planning and review.

All such provision will be recorded, tracked and evaluated on class provision maps, or for those pupils with the highest level of support, through a Personalised Plan and these will be shared with parents / carers at least three times per year.

In addition to this, parents / carers 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 / carers.

## **8. How will the school consult and involve young people with SEND regarding their education?**

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents / carers' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

When a child has been identified as having special educational needs because special educational provision is being made for him or her, the child will be consulted and involved in the arrangements made for them wherever possible. Parents / carers 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. See also section 3a.

### **9. How will the Governing Body respond to complaints from parents / carers of pupils with Special Educational Needs concerning the provision made at the school?**

Parents / carers who wish to make a complaint about the provision made for SEND will be referred to our Complaints Policy. We encourage parents / carers to discuss their concerns with their child's class teacher, Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. The SEND governors are Beth James and Charles Copping.

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 an Education and Health Care Plan where there is a statutory right for parents / carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10. How does the Governing Body involve 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 endorses the school's engagement with the following bodies: -

- Membership of Community of Schools for access to specialist teaching and learning service, link therapists (speech and language, Educational Psychology, OT), and funding.
- Link to Disabled Children's Service
- Utilisation of the local offer for services such as Educational Psychologist, Community of Schools, and Specialist Teacher Service
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.
- Links to the local food bank
- Links to Early Help and Children's Social Services via the Front Door

**11. What are the contact details of support services for the parents / carers of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent / carer Partnership Services).**

Parent / carer IASK (Information, Advice and Support Kent provides free, impartial, confidential, advice, support and options around educational issues for parents / carers who have children with Special Educational Needs or Disabilities (0-19). They empower parents / carers to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

**12. How does the school support pupils with Special Educational Needs in transferring between phases?**

**Pre-school/Nursery to Early Years:**

Children who have attended a Nursery or Pre School are initially assessed at two and a half years old. At Borough Green Primary School, we work closely with pre-schools (our main feeder nursery is owned by Borough Green Primary) attended by the children and all assessment information is used to build a picture of the needs and strengths of each child and shared with the school.

Parents / carers and Early Years teachers meet in a 1:1 setting in the summer term before they transfer to us. This meeting aims to seek information that will make the transfer as seamless as possible. Parents / carers will also meet the new class teachers and teaching assistants at information meetings which are set up prior to children beginning school. Further information meetings as well as 1:1 consultation are set up to support parents/ carers in the first two terms of starting school.

**Year 6 to Secondary**

Class teachers hold meetings with parents / carers of children in Year 5 and Year 6 to provide guidance on applications to secondary school. The Deputy Headteacher also advises parents / carers of children with SEND about appropriate secondary options, and where applicable, can support parents / carers with their liaison with local secondary schools. Once a school place has been allocated, the secondary teachers will visit to meet the children and liaise with the class teachers and Deputy Headteacher regarding any children with SEND. We actively encourage our Year 6 children to engage with school visits to their new schools. SEND files are passed to a pupil's onward destination, and in the case of a child with an EHC Plan, will hold annual reviews and transition meetings for departing children to which the form tutor or another member of staff from the secondary school will be invited. We will agree with parents / carers and pupils which information will be shared as part of this.

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

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and is has already been added to our website. (bgpschool.kent.sch.uk - key information – Special Educational Needs) Parents / carers without internet access should make an appointment with the Deputy Headteacher for support to gain the information they require.

### 14. How often is the Special Educational Needs and Disability Policy/ Information Report policy reviewed?

This policy and information report will be reviewed **annually by the Governing Body or sooner if there are legislative changes.**

### Appendix 1 – School Offer

Universal			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
<u>Quality inclusive teaching strategies:</u> <ul style="list-style-type: none"> <li>Focus on understanding and using key subject vocabulary in every lesson</li> <li>Key word mats</li> <li>Supportive seating plans</li> <li>Scaffolded learning activities to reduce overload</li> <li>Tasks and instructions chunked and broken down</li> <li>Scaffolded, multi-sensory learning activities</li> <li>Adapted writing frames and sentence starters</li> </ul>	<u>Quality inclusive teaching strategies:</u> <ul style="list-style-type: none"> <li>Focus on language and language development/ key subject vocabulary</li> <li>Key word mats</li> <li>Supportive seating plans</li> <li>Reduced language (spoken)</li> <li>Reduced text on screen</li> <li>Visuals to support language</li> <li>Scaffolded learning activities to reduce language overload</li> </ul>	<u>Quality inclusive teaching approaches:</u> <ul style="list-style-type: none"> <li>Supportive seating plans</li> <li>Positive praise</li> <li>Consistent routines</li> <li>Task Management Boards</li> <li>Scaffolded learning tasks to support focus, concentration, motivation, confidence</li> </ul>	<u>Quality inclusive teaching approaches:</u> <ul style="list-style-type: none"> <li>Seating plans</li> <li>Lighting in class</li> <li>Declutter/organisation in class</li> <li>Awareness to limit over stimulation from multi-sensory input</li> <li>PSHE awareness for students to educate on disabilities and inclusion</li> <li>Positive representation of disability in teaching materials</li> </ul>



Targeted			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
<ul style="list-style-type: none"> <li>• Dyslexia screening</li> <li>• Clicker</li> <li>• Visual stress overlays</li> <li>• Dyslexia friendly reading books</li> <li>• Scaffolding</li> <li>• Task Management Boards</li> <li>• Work on online platforms (e.g. Reading Eggs, Dynamo maths)</li> <li>• Exam Access Arrangements</li> <li>• Daily reading</li> <li>• Coram Beanstalk</li> <li>• Precision teaching</li> <li>• LW Rapid Catch-Up</li> <li>• Colourful Semantics</li> <li>• Dyscalculia Toolkit</li> <li>• Dynamo Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Language Link assessment</li> <li>• Speech Link assessment</li> <li>• Targeted Language Link intervention</li> <li>• Targeted Speech Link intervention</li> <li>• Individualised social stories</li> <li>• Safe spaces</li> <li>• Lego club</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall Profile screening- identification of individual strategies</li> <li>• Leuvens scale monitoring</li> <li>• ASC/ ADHD reports to outside professionals to aid the diagnosis/ review process</li> <li>• Behaviour Support Programme delivered for key students</li> <li>• Individualised Zones of regulation work</li> <li>• Yoga Club</li> <li>• Wellbeing group</li> <li>• Lunchbox club</li> <li>• Zones of Regulation check-ins</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with external professionals to aid the diagnosis/ review process /strategies required</li> <li>• Fidget toys</li> <li>• Fine motor skills support (e.g. Clever Fingers)</li> <li>• Sensory circuits</li> <li>• Movement breaks</li> <li>• In class sensory de-escalation techniques</li> <li>• 1:1 support for specific lessons and students</li> <li>• Specialised equipment</li> </ul>

Specialist			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Intensive Reading interventions</li> <li>• Adapted Curriculum</li> <li>• STLS (Specialist Teaching and Learning Service) support-observation/ recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapist-assessment/ therapy programme</li> <li>• STLS (Specialist Teaching and Learning Service)- observation/ recommendations</li> <li>• Intensive social skills interventions (e.g. Talkabout)</li> <li>• 1:1 breaktime/ lunchtime provision and support</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS/ ChYPMHS support</li> <li>• Liaison with professionals (e.g. Early Help, school nurse)</li> <li>• Play Therapy</li> <li>• Spurgeons counselling</li> <li>• STLS (Specialist Teaching and Learning Service) support-observation/ recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational health/Physiotherapy</li> <li>• Specialist Teaching Services- VI/ HI/ PD</li> <li>• Risk assessments</li> <li>• Adaptations for VI- font size/ assessments/ environment</li> <li>• Specialist equipment</li> </ul>

		<ul style="list-style-type: none"> <li>• Intensive social skills interventions (e.g. Talkabout)</li> <li>• 1:1 breaktime/ lunchtime provision and support</li> </ul>	
--	--	--	--

Kent Local Offer			
What is a local offer?	SEND Information Hub	Jargon Buster	Local Offer Directory
<a href="#"><u>About the special educational needs and disabilities (SEND) local offer - Kent County Council</u></a>	<a href="#"><u>Special educational needs and disabilities (SEND) - Kent County Council</u></a>	<a href="#"><u>Jargon Buster   IASK</u></a>	<a href="#"><u>Local Offer - Search Results   Local Kent Directory</u></a>

## **Appendix 2 – Identification of Need Assessments**

Identification of Need			
All staff will identify pupils at risk of not meeting age-related expectations, and / or not making expected progress through rigorous pupil progress meetings. Teachers will use their own assessment to identify specific barriers to learning.			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory/ Physical
Dyslexia screener	Speech Link	Leuven Scales	Request parent check eyesight and hearing
Dyslexia Portfolio – processing, working memory, rate of writing	Language Link	Boxall Profile	Referral to STLS
Visual Stress Assessment	SALT link therapist	ADHD rating scales (SNAP)	Referral to OT / physio
Star Reader – comprehension, fluency and vocabulary	Language for Learning	Referral to community paediatrics	Sensory checklist for individual (WSCC Sensory Profile and Plan)
	Referral to community paediatrics	Referral to STLS	
	Referral to STLS		



# BOROUGH GREEN

Primary School

Little Wandle phonics tracker – decoding, blending	Talkabout social skills assessment	Portage	Sensory checklist for environment (AET)
SSRCT – reading accuracy, comprehension	Portage		Portage
Dynamo Maths			
Referral to STLS			
Portage			