

# Viking Academy Trust



## SEND Policy

Chilton Primary School

Approved by the Trust: Term 1 2023

Reviewed annually: Term 1

Latest review: Term 1 2025

Signed:

A handwritten signature in black ink, appearing to read 'Roby', is written over a horizontal line.

Chair of Trust

# SEND Policy

## The Viking Academy Trust

Empowering children through education: One Childhood One Chance

### Schools in the Viking Academy Trust (VAT)

Chilton Primary School Ramsgate  
Arts Primary School Upton Junior  
School

This SEND is specific to **Chilton Primary School**

**This policy has been reviewed in conjunction with the SEND Green Paper, March 22.**

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 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012  
SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies  
Behaviour Policy, Single Equality Statement, Safeguarding Policies, Complaints Policy,  
Transgender Policy, Medical, Health and Safety Policy

The VAT believes that every teacher is a teacher of every child, including those with Special Educational Needs. This policy is produced with the aim of all pupils to be fully included throughout all areas of the trust. We aim to raise the aspirations and expectations of all pupils. This policy was produced through guidance from key legislation. The policy was then reviewed by the trusts staff, who were able to validate the policy is a true reflection on their classroom practice and school expectations. Parents are openly invited to review policies on our website and make contributions. These contributions will be discussed at Governor level and feedback given/changes made.

### Definition of SEN

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

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



- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (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’ *SEN Code of Practice (2015, p16)*

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

At **Chilton Primary School**, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, downs syndrome, physical disability, learning difficulties, social and emotional, behaviour difficulties and mental health. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

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

At **Chilton Primary School**, we monitor the progress of all pupils two times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg phonics screening, speech link, language link, spelling age, reading age, a range of assessments to give an indicator of a possible barrier to learning, including non-verbal reasoning, memory, auditory and visual processing, fine and gross motor, SDQ's and iASEND profiling.

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 for all pupils and identify those whose progress:

- 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.

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. 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 needed.

Where progress is not sufficient the school will provide evidence-based support, even if special educational need has not been identified, to enable the pupil to catch up. All additional support is recorded on the school provision mapping system in consultation with parents. Please see Appendix 1 below for examples of provision.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their 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 learning difficulty.

We also have access to external advisors such as: TISS, SaL, School Health, OT, Physio, CYPMHS, Green Banks.

The purpose of 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, may be put into a personalised provision plan and reviewed regularly, and refined / revised if necessary. At this point we will 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. The pupil will be added to our 'SEN Register' ensuring that this status is recognised and their progress tracked accordingly.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the

pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. This may result in them no longer being recorded on the 'SEN Register'. When any change in identification of SEN is changed parents will be notified.

### 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

All personalised provision plans are reviewed a minimum of 3 times a year. Each review of the personalised provision map will be informed by the views of the pupil, parents and class/subject teachers and the assessment information which will show whether adequate progress is being made.

We will follow the graduated approach (please see appendix 2) and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- 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.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. All associated paper work is reported to the SEN department of the LEA.

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

*'Excellent teaching and improved identification of need in inclusive educational settings, will mean fewer children and young people need additional interventions as they will be getting the support they need as part of high quality teaching within the classroom.'* (SEND Green Paper, March 22)

We follow the Mainstream Core Standards:

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

Advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards; the school employs some additional teaching approaches, as advised by internal and external assessments e.g. personalised curriculum / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' 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. The school regularly reviews the delivery of additional support by all adults to ensure the effectiveness and quality of this provision.

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

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support.

The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via the Community of Schools meetings. Please see Appendix 3: **Information on Communities of Schools Model**

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

All clubs, trips and activities offered to pupils at **Chilton Primary School** are available to pupils with special educational needs either with or without an Education, Health and Care Plan. The school will use their best endeavours to allow access for all.

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

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

For some pupils with the most need for help in this area we also may access the following support e.g. access to counsellor, mentor time with member of pastoral support team, access to lunchtime club, external referral to Children's Mental Health services, time-out space in school etc.

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

The SENCo at **Chilton Primary School** is Carly Reavill a qualified teacher and assistant headteacher.

Mrs Reavill is available on 01843597695 and at [carly.reavill@chiltonprimary.co.uk](mailto:carly.reavill@chiltonprimary.co.uk)

#### **The SENCO will:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **The Head teacher will:**

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **The Class teacher will:**

- 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 SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

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 Staff training needs are closely monitored in relation to the children in their care. The following awareness training may be needed: Autism, SAL, De-escalation, Memory, ODD, ADHD, Dyslexia, Emotional Regulation, Sensory processing, Alternative recording, Developmental Trauma. This may be provided to key personnel or as whole staff training.

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, TISS (Thanet Inclusion Support Service), Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

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

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

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

All parents of pupils at **Chilton Primary School** are invited to discuss the progress of their children in school on three occasions a year and will also receive a written report once a year.

In addition to this, parents of pupils 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.

If your pupil has been identified as having an educational need there may be additional meetings with outside agencies and opportunities to review provisions throughout the year.

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 be consulted about and involved in the arrangements made for them as part of person-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 **Chilton Primary School** are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Phase leaders, Assistant/ Head/ SENCo, Deputy Head or the Head of School 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 an Educational Health 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 SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The governing body have engaged with the following bodies:-

- Access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for a pupil with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCo eg Community of Schools meetings, NAS, SENCO forum, NASEN etc

All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).

In practice the governing board delegates to a member of the board who report back to annually.

Governing boards must:

- Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s needs SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when the school is making special education provision for a child
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date provision made for pupils with SEND Publish information on their websites about the implementation of the board’s policy for SEND (the school SEN information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

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

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



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 **Chilton 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. Key staff attend transition sessions arranged with Thanet Primary/Infant Schools. Where additional transition information may be necessitated, meetings are arranged with parents and nursery staff as appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition meetings are held in conjunction with secondary schools and all relevant information is communicated. These are attended by the SENCo. Additionally, secondary leaders (Head of Year 7 or KS3) make visits to Year 6 children and pupils to gain further transition information during term 6.

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

- The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs>
- Local Kent Directory · Local Offer. Activities, events, support services and educational options for children with additional needs and disabilities. · 0-25. <https://local.kent.gov.uk/kb5/kent/directory/home.page>
- KELSI is a resource for school professionals in Kent run by Kent County Council. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

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

Appendix 1

SEN Category	Wave 1 Quality First	Wave 2 Interventions	Wave 3 Highly personalised provision
<p><b>Cognition and Learning</b></p>	<p>Class rules, rewards and sanctions            Differentiated Curriculum            Key word lists            Writing frames            Multi-sensory teaching            Chunked tasks            Modelling            Learning Mats            Targeted seating arrangements            Targeted teacher support            Visual aids for spoken instructions            Dyslexia friendly fonts            Coloured paper/coloured overlays            Teaching of subject key words            Seating allows peer support            Print outs of Flip Charts            Dictionaries and thesauruses available            Enquiry based learning.            Weekly spellings, times tables and mental maths            Developmental marking, including next steps, in Written and spoken instructions            differentiated to</p>	<p>RWI Groups            FreshStart            Paired Reading            Precision Teaching            Access to in class TA support            Reading in class            Students pre reading texts            Booster groups            Access to books appropriate for reading ability            Maths intervention            Pre-teaching  <b>Audible</b></p>	<p>Learning mentors            Highly differentiated curriculum            One to one English/Maths interventions            using specific programmes of study            Services input  <b>TS</b>            Home communication book            Access            Arrangements such as a laptop, reader, scribe            TEACCH (independent work station and tasks)  <b>Computer programmes including clicker &amp; doodle</b></p>

	<p>suit differing learning styles. Flexible methods of recording work.</p> <p>Individual, paired and group work. Special and adapted equipment to support pupils e.g. wobble cushions, pencil grips, triangular pencils, personalised time tables.</p> <p>Use of I.C.T across the curriculum; including laptops, tablet devices &amp; interactive whiteboards.</p> <p>Relevant classroom displays.</p> <p>Labelled resources.</p> <p>Marking shared with children.</p> <p>Foundation, KS1 and KS2 libraries.</p> <p>Reading scheme books and reading records.</p> <p>Rewards – house points, Head Teacher awards, achievement certificates.</p>		
<p><b>Communication and Interaction</b></p>	<p>Differentiated curriculum</p> <p>Visual support for verbal input Routines/ pre warning about change Modelled, chunked tasks</p>	<p>Lego</p> <p>Pre-teaching Catch up sessions</p> <p>Time out card</p> <p>Social skills intervention</p> <p>Talk Boost</p>	<p>Specialist Teaching Service/ <b>SALT support</b></p> <p>Social Stories</p> <p>Comic Strip conversations</p> <p>Personalised Timetable</p> <p>1:1 support</p>

	<p>Clear instructions and timings</p> <p>Thinking time given – 10 second rule</p> <p>Multi-sensory learning</p> <p>Seating plans/ workstation</p> <p>Pre-teaching vocabulary</p>	<p>Language Link/Speech Link</p> <p>Pentagon/ pre-teaching vocabulary</p>	<p>Sensory breaks</p> <p>Speech and Language Therapy</p>
<b>Sensory and Physical</b>	<p>Enlarge/modified resources hearing support equipment</p> <p>Seating plans</p> <p>Pen grips/ handwriting pens</p> <p>Appropriate P.E options</p> <p>Access to ICT/ alternative ways to record</p>	<p>Handwriting intervention</p> <p>Additional technology</p> <p>Typing support</p> <p>Catch up sessions</p> <p>Medical card for access to the toilet</p> <p>Sensory circuits</p> <p>Clever Hands/ Gross Motor Fizzy</p> <p>Sensory Circuits</p>	<p>Medical Care Plan</p> <p>Physiotherapy support</p> <p>O.T support</p> <p>Intimate care plan</p> <p>Personalised P.E programmes</p> <p>Highly personalised resources- braille and tactile</p> <p>Assistance to move around the site</p> <p>TA support</p> <p>Learning support mentoring</p>
<b>SEMH</b>	<p>Catch Me Cards</p> <p>Visuals – learning behaviour</p> <p>Tasks broken into chunks</p> <p>Pre-teaching</p> <p>Targeted teacher support in class</p> <p>Seating plans</p> <p>Positive parent links</p> <p>Positive approach and rewards</p> <p>Peer Meditation/ massage</p> <p>Transparent, firm and fair behaviour system</p> <p>Responsibilities</p> <p>Fiddle toy, move and sit cushion</p>	<p>Targeted enrichment activities</p> <p>Time out card</p> <p>TA support in class</p> <p>Parental contact</p> <p>WOW Book Catch Me/ Behaviour cards</p> <p>Social Skills/ Lego</p> <p>Role of responsibility (for example ambassador or librarian)</p> <p>Peer mentor</p> <p>Children’s champion support</p>	<p>Behaviour Support Plan</p> <p><b>Risk Assessment</b></p> <p>Boxall Profile and supporting intervention</p> <p><b>THRIVE</b></p> <p><b>Art Therapy</b></p> <p><b>Dare to Differ</b></p> <p>Play therapy</p> <p>One to one Mentoring</p> <p>Access to learning support at social times</p> <p>Integration plan</p> <p>Input from external agencies</p>

		Circle Time Sensory circuits	Achievement record Social Stories
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## Appendix 2

### Graduated Response Tool

Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring Systems	Monitored by
<b>1</b>	<i>Universal provision</i>	High quality inclusive teaching Personalised learning targets Necessary learning adaptations made Assessment for learning	Reviewed at Pupil Progress meetings Progress Data	Class teacher Phase Leaders SLT
<b>2</b>	<i>Early intervention support</i>	In addition to stage 1: Support within class through B20% strategy	Reviewed at Pupil Progress meetings Progress Data	Class teacher Phase Leaders SLT
<b>3</b>	<i>Targeted additional support</i>	In addition to stages 1-2; Additional group or individual intervention	Reviewed at Pupil Progress meetings SENCo made aware Intervention records Assess Plan Do Review cycle Consider adding to the SEN register Added to SEN monitoring list	Class teacher Phase Leaders SLT SENCo
<b>4</b>	<i>Prolonged targeted additional support</i>	In addition to stages 1-3; Continued intervention support Potential LIFT/ EP consultation	SEN register Added to SEN overview Reviewed at Pupil Progress meetings Intervention records Assess Plan Do Review cycle SENCO monitoring provision	Class teacher Phase Leaders SLT SENCo
<b>5</b>	<i>Targeted intensive additional support</i>	In addition to stages 1-4; Multi-professional support/ LIFT referral Personalised plan Consider request for EHCP	SEN register Pupil passport Personalised plan SENCO monitoring provision Consider end of year transition	Class teacher Phase Leaders SLT SENCo

		Consider request for HNF	meetings	
<b>6</b>	<i>Provision over and above stage 4 including specialist/ individual provision</i>	In addition to stages 1-5; EHCP reviewed annually Multi-professional support Personalised plan	EHCP Annual review meeting Pupil passport Personalised plan SENCO monitoring provision	Class teacher Phase Leaders SLT SENCo

## Appendix 3

### Information on Communities of Schools Model taken from KELS!

#### [Inclusion - KELS!](#)

### Improvements to Support for Children and Young People with SEND in Kent

Kent County Council is making changes to improve support for children with Special Educational Needs and Disabilities (SEND). By working closely with families and schools, KCC aims to make sure every child gets the right help at the right time, so they can learn, feel included, and thrive.

#### Why are the changes happening?

- Fairer access to support: Children will get the right support based on their individual needs, helping schools respond more effectively.
- Simpler system: It will be quicker and simpler for schools to get help for children.
- Better outcomes for children: All children will have a chance to learn, feel included, and do well, no matter where they live.
- Following national plans: These changes are part of bigger plans across the country to help children sooner using local resources.

#### Why now?

More children need extra help in school than before. The old system needs to change to meet this demand. Kent schools have received training and investment from KCC so they are ready to use the new system as part of wider improvements.

#### What changes are being made and how will they help my child?

Schools will now work in groups called Communities of Schools (CoS). These groups will share ideas and support each other so children can get better help and access to local resources.

#### How will the Communities of Schools approach aim to benefit my child?

- Schools learning from and supporting each other: Schools will work together by sharing ideas, tools, and ways to help children learn and grow.
- Less red tape, so schools can focus on pupils: With less paperwork, teachers will have more time to support and teach the children in their class.
- Quicker, more direct access to support services: Children will get the help they need more quickly,

from the right people, at the right time.

- Protected SEND Funding for 2025/26: Some funding in schools has been protected to support SEND provision based on the needs of the school.

- Stronger partnerships with parents and carers: KCC and schools will work closely with families to make sure children feel happy, do well in school, and have support when moving to secondary school.

All schools in Kent have access to helpful tools and resources to support your child. They also receive expert advice from Educational Psychologists, SEND Inclusion Advisers, and Specialist Teaching and Learning Services (STLS), so they can offer the right support at the right time for your child.

For further information, please read the Frequently Asked Questions document.

## FAQs

**1. What is High Needs Funding (HNF)?** In Kent, all schools receive core funding to help them meet the needs of children with SEND. In most cases, schools do not need to apply for HNF. HNF is extra money used to support children who need more help than the school's usual resources can provide.

**2. What are the Mainstream Core Standards?** The Kent Mainstream Core Standards document explains what all schools must do to support children and young people with SEND. A Parents' Guide is also available.

**3. How can I find out what support my child's school provides?** All schools will have an SEND Information Report available on their website. This explains what support is available. You can also speak to the school's SENDCo for more information.

**4. Will my child lose support?** No. Your child will still get the help they need, but it might look a little different. If your child has a special plan called an EHCP, they will still receive the support set out in Section F. The school will talk to you if anything changes.

**5. Does my child need an EHCP to access resources or support?** Absolutely not. There is no need for a child to have an EHCP to access additional resources or support.

**6. Does my child need 1:1 support?** Each school decides how to use their support staff to help all the children. One-to-one support is only used in the most exceptional cases. Most children learn best from being supported in class by teachers and teaching assistants. This helps them learn alongside their peers and grow in confidence and independence. Further information can be found here: Education Endowment Foundation.

**7. When might a child need an EHCP?** An Education, Health and Care Plan (EHCP) is for a small number of children who need a very high level of support over a long time. Most children with SEND are well supported through their school. If a child is still struggling despite extra help, an EHCP may be needed to bring in additional services.

**8. How will schools access support and funding?** Will I notice any difference? Schools will now work together in Communities of Schools to understand what help children need and to request resources or support. This support may benefit more than one child with similar needs. You may not notice major changes in your child's daily experience, but the new system is designed to help schools respond more quickly and fairly.

**9. What role do parents and carers play in this new system?** A vital one. Schools will always speak with you if any changes are planned. They are committed to working in partnership with families to support each child's progress and wellbeing.

**10. When do the changes start?** The new funding system is being introduced in phases from September 2025, with full implementation expected by September 2027.

**11. Who can I speak to if I still have questions?** If you have questions about the changes, speak to Contact the SEND Enquiries Hub - Kent County Council, or contact the Information, Advice and Support Kent for independent guidance. If you have questions about how support is being provided in your child's school setting, talk to your child's school SENDCo