



Special Education Needs and Disability (SEND) Policy

March 2023

Approved by the Governing Body 08/03/23

**This Policy is due for renewal in Term 4
2023–24**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

of

GODINTON PRIMARY SCHOOL

SECTION ONE: INTRODUCTION

All references to parents within this policy also refers to carers and guardians.

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

Children and Families Act 2014

SEN Code of Practice 2014

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/Discipline Policy, Equalities Policy, Accessibility Plan, Inclusion policy, Safeguarding Policy, Homework Policy, Complaints Policy

This policy was developed through initial consultation with the Disability Equality Working Party. A draft policy was then shared with parents through a letter referring them to the school website and paper copies were made available for collection at the school office. Interested parties were then invited to attend a meeting with the Assistant Head – Inclusion and chair of governors to share their views, both positive and negative on the draft document. Any agreed amendments were then made with the policy being placed on the school website for a period of 10 working days for final approval before this was ratified with the governing body and adopted formally by the school. This policy will be reviewed annually.

SECTION TWO: DEFINITION OF SEND

2.1 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 (2014, p 4)*

2.2 Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

SECTION THREE: THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL

At Godinton Primary School we will 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 Social, Emotional and Mental Health difficulties. 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 has met the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Down Syndrome and associated difficulties
- Speech and Language disorders
- Cognition and Learning
- Autistic Spectrum Condition
- Physical and Sensory Needs
- Emotional, social and mental health needs

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.

SECTION FOUR: INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

At Godinton Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points or when required:

- Y1 phonics screening check
- Speech link and language link assessments (year R and beyond)
- Class Based Summative assessments from Year R onwards.
- Literacy assessments package for children in year 3 who have not passed the phonic screening tests in year 1 or 2 or are attaining below age expected levels.
- Sounds – Write Diagnostic assessments
- Assessments accessed via an Educational Psychologist in a small number of cases.
- Leuven Scales to assess pupil wellbeing.
- Boxall Profile to assess and monitor pupil's social and emotional needs when needed.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Additional small group booster work in literacy and maths
- Differentiated targets to meet individual needs
- 1:1 reading
- Precision Teaching
- Pre teaching and over learning
- Intervention relative to a child's specific need
- Personalised curriculum
- Lego Therapy
- Social and emotional small group work or 1:1 support
- A Godinton 'Superhero' (pastoral mentor)
- Fizzy and Clever Hands programme for fine and gross motor skills
- Intervention programmes to support pupils with English as an additional language (age appropriate)
- Speech production support – speech link or Speech and Language therapy based
- Language development intervention related to Language link/ Speech link or Speech and language therapy based
- Language Enrichment Groups in Year R
- Small group support for phonic development and spelling
- Sounds Write intervention
- Memory Magic or memory fix to support working memory
- Reading comprehension and writing interventions

- Discussion at Pupil Progress meetings.
- Nurture group
- Drawing and Talking
- ELSA Support
- Rainbows Bereavement and loss support

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Godinton Primary School we are experienced in using the following assessment tools:

- Literacy assessment package provided by an Educational Psychologist
- Boxhall Profile
- Speech Link
- Language link
- Sounds write Diagnostic assessments for Phonic difficulties
- Use of class based assessments to establish specific areas of difficulty
- Sensory Checklists

And we have access to external advisors who are able to offer additional assessment and advice such as:

- Cognitive Assessments – An Educational Psychologist is commissioned by the school regularly throughout the year. ~~for eight days per year by the school.~~
- Specialist Teaching Assessment accessed through the Local Inclusion Forum Team (LIFT) who have expertise in cognition and learning, communication and interaction, Physical and Sensory and social, emotional and mental health needs.
- School /nurse assessment for personal care, ~~hearing~~, Counselling package, social and emotional wellbeing.
- Developmental Assessment/ ADHD assessment – Community Paediatrician
- The Rainbow Centre and NELFT Support services for ASC or ADHD assessment
- Outside Agency specialist assessment – Speech and Language Therapy, Mental Health Assessments, Occupational Therapy assessments
- Specialist School Outreach Service.
- Early Help Notification – Support from Early Help Practitioners
- Rosewood School – Support for pupils with complex health needs who cannot be in school or school refusers
- Provision Evaluation Officers for Kent Local Authority

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These

will be shared with parents, put into a SEN support plan when appropriate 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.

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. When any change in identification of SEN is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

SECTION FIVE: INFORMATION ABOUT THE SCHOOL'S POLICY FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE AN EHCP (EDUCATIONAL HEALTH CARE PLAN), INCLUDING -

5.1 How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. These documents are discussed at parents evenings.

The *SEN Code of Practice (2014, 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 be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For pupils without an Education, Health and Care Plan there will be regular review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. This is achieved through the pupil progress process and intervention analysis and review. Provision maps are reviewed three times per year to ensure that provision is effective for pupils with amendments to intervention targets made to accommodate pupils

changing needs. Pupils with personalised plans will have their plans reviewed twice a year with a new plan being devised at the third review. These pupils are likely to be in receipt of High Needs Funding and possibly an Education and Health Care Plan.

End of Key Stage Outcomes are reviewed with parents at the additional SEN parents evening in Term 6.

5.2 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 three times per year. In addition to this, pupils with special educational needs may have additional assessments completed with them. The assessments we use at Godinton Primary School are referred to in section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If assessments do not show adequate progress is being made, SEN support will be reviewed and adjusted. An End of Key Stage outcome will be decided upon for each pupil with SEN and this is reviewed annually at their final parents evening of the year so that pupils, parents and staff have a long term, collaborative aim to work towards during the next academic year. New End of Key Stage Outcomes will be decided upon with parents, pupils (where appropriate) and staff at the end of the Foundation stage, Key Stage 1 and reviewed for transition to secondary school at the end of Key stage 2.

5.3 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 (2014, 6.37)*.

In Godinton Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice (available on request) developed by Kent County Council to ensure that our teaching conforms to best practice. These have recently been reviewed by the Local Authority.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages, Nurture group. These are delivered by additional staff employed through the funding

contribution provided to the school as ‘notional SEN funding’. Teaching Assistant placements are reviewed annually and staff are deployed to meet the needs of the children. Godinton Primary School also makes use of the Local Authority’s Local offer, a link to this can be found below.

Kent County Council Local Offer – <https://www.kent.gov.uk/education-and-children/special-educational-needs>

5.4 How the school adapts the curriculum and learning environment for pupils with special educational needs

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

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

- Implemented a three year training plan for Teaching Assistants which currently focuses on the six principles of nurture and will extend to further training in specific areas of need.
- Provided a Wellbeing and nurture space in response to pupil needs.

and have identified that the following aspects of the school need to be improved:

- A long term plan to consider the role of ICT in our delivery of the curriculum to pupils with SEND e.g. Tint and track software on all computers.
- Plan to create a social story package for key events in school that can be used by staff and pupils when needed.

5.5 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 contributes to and 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; including access in some cases to an Educational Psychologist if this is felt to be necessary. 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 can offer is on our class provision maps. 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; this is known as High Needs Funding.

5.6 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 Godinton Primary School are available to pupils with special educational needs or disabilities 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 adult support to enable the safe participation of the pupil in the activity.

5.7 Support that is available for improving the emotional and social development of pupils with special educational needs

At Godinton 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 of:

- PSHE
- Circle time
- Whole school emotional wellbeing awareness

and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- Lego Therapy
- Social and emotional small group work or 1:1 support
- ELSA 1:1 Support
- Young Carers support
- Bereavement support for loss either through the Rainbows support programme or on a bespoke basis.
- Mentor time with a member of SLT or other staff – Godinton ‘Superheroes’ project
- Child and adolescent mental health referral/Educational Psychology referral
- Advice provided by an Educational Psychologist and/ or the local CAMHS team implemented.
- Opt out or time out options for pupils who find the school day challenging emotionally.
- Early Help notification
- Emotion coaching approach to supporting pupils
- Attachment aware school
- Drawing and Talking
- Nurture Group

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. All staff in the school are vigilant in regard to bullying, particularly in regard to the vulnerability of a pupil to this if they have complex special educational needs. Staff will always listen to the voice of a pupil and offer support when this is needed.

SECTION SIX: THE NAME AND CONTACT DETAILS OF THE SEN COORDINATOR

The Assistant Headteacher – Inclusion (SENCO) at Godinton Primary School is Mrs Sarah Stein, who is a qualified teacher and has been a SENCO continuously since before 1 Sept 2009. She has also completed a Post – Graduate Diploma on Inclusion, SEN and Institutional Development.

Mrs Sarah Stein is available on 01233 621616 or sarahstein@godinton.kent.sch.uk.

SECTION SEVEN: 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 (See Appendix 1)

In addition, please see Appendix 2 for the enhanced and specialist training that our teachers and teaching assistants have completed.

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:

- The Wyvern school/ Goldwyn School (outreach support from specialist provision),
- Educational Psychologist – Mrs Rebecca Rice
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Local Inclusion Forum Team (Lift) to access the Specialist Teaching Service.
- School Nurses Team

The cost of training is covered (in part) by the notional SEN funding.

SECTION EIGHT: 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, we can obtain it or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

SECTION NINE: THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of pupils at Godinton Primary School are invited to discuss the progress of their children on three occasions a year and receive a written review of their children's individual targets three times per year along with a report on attainment and effort. We ask parents to parents evening so that we can discuss their child's progress, new targets and their current additional provision. In addition to this we are happy to arrange meetings outside these times. For parents of pupils with a personalised plan and possibly High Needs Funding support, they will be asked to attend a review meeting with the Assistant Headteacher – Inclusion and their child's class teacher three times per year where these plans will be reviewed and amended accordingly.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year, regardless of whether they have Special Educational Needs or not.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these 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 planning and reviews of this provision at parents evening. 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. Personalised Plans for pupils with or without an Education and Health Care Plan will also be regularly reviewed with parents and outside agencies where possible.

SECTION TEN: 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.

SECTION ELEVEN: THE ARRANGMENTS 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 Godinton Primary School are used for complaints about provision made for special educational needs and parents should refer to the school complaints policy for further guidance. We encourage parents to discuss their concerns with any of the following members of staff to resolve the issue before making the complaint formal to the Headteacher (Miss Jill Talbot):

- Class teacher
- Assistant Headteacher – Inclusion (Mrs Sarah Stein)
- Assistant Head – Curriculum (Mrs Hayley Partridge)
- Family Liaison Officer (Mrs Jacqui McGibney)

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 to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

SECTION TWELVE: 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
- Employ an Educational Psychologist to offer additional advise when needed
- Access to Disabled Children’s Service for support to families for some pupils with high needs
- Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. Lift, SENCO forum.

- Access to Early Help when needed

SECTION THIRTEEN: THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32 (PARENT PARTNERSHIP SERVICES)

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 (0–25). They empower parents to play an active and informed role in their child’s education. They can be contacted on:

HELPLINE: 0300 041 3000,

Office: 0300 412 412

Email: iask@kent.gov.uk

Website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>

SECTION FOURTEEN: 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 Godinton 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. Transitions between phases are managed in the following ways:

Nursery – Year R

- A new intake meeting is held for new Year R parents in Term 6 of the academic year prior to the children joining the school in September.
- Reception teaching staff make visits to Nursery placements during the summer term prior to the children joining us at the beginning of the next academic year. The school’s Assistant Head for Inclusion will also attend these visits if advised to or make separate visits as necessary.
- A ‘getting to know your child’ meeting is held with parents prior to the children joining the school in Year R.
- Stay and Play sessions and Story time sessions are organised for the new children in the summer term.
- A short-term phased placement is used to introduce the new Year R children to school life in September. All children are full time by the end of the first two weeks of the first term of the academic year.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.

- Bespoke transition planning will be put in place for those pupils with complex or severe needs and /or an Education, Health and Care Plan.

Internal transition between year groups

- Class swap afternoon arranged for all children to meet their new teacher and see their new classroom.
- A Transition meeting is held between all year groups on the last **INSET** day of Term 6 and is attended by all teachers so that information about the classes can be shared with those staff who will be receiving the class in the **September** of the following academic year. The intention behind this is to enable smooth transitions between all year groups and classes in the school. The details of this meeting are recorded on a transition plan and a transition pack of relevant information such as provision maps, **SEND** Support Plans, personalised plans, pupil progress forms and data etc. is provided for staff.
- A final Parents evening is held for **SEN** Pupils in Term 6 to review progress through the year and review **End of Key Stage Outcomes**.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- Further bespoke transition planning will be arranged should this be necessary and staff will work with parents to achieve this e.g. additional meetings with parents for those pupils with complex needs.

Year 6 – Year 7

- All secondary schools are invited into school to meet with the children and staff to share information.
- Additional visits or transition meetings will be arranged with the Assistant Head – Inclusion and parents if this was felt to be necessary for the children.
- Year 6 staff will complete transition forms which are requested by the secondary schools giving key information about the children.
- If secondary schools offer sessions for more vulnerable pupils staff will nominate suitable pupils for this.
- All year 6 children participate in a series of ‘Moving on’ sessions which are completed in their secondary school groups and are intending to help the children prepare for the move to year 7 in **September**.
- Our Family Liaison officer runs ‘Moving on’ sessions for our year 6 parents and pupils.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.

- Further bespoke transition planning will be implemented and arranged with the secondary school should this be necessary for an individual.

We also contribute information to a pupils' onward destination by providing information to the next setting through the passing on of documentation and information regarding the child, liaison with staff from the receiving school and separate transition meetings being held should they be felt to be necessary which would involve parents, pupils and outside agencies, attendance at year 7 annual reviews.

SECTION FIFTEEN: 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> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

SECTION SIXTEEN: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) achieve the highest standards they can. Staff are aware that Looked After Children can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support Looked after Children who have special educational needs or disability by liaising with other agencies that are supporting that child and by using our internal school systems to access and support them.

SECTION SEVENTEEN: EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION EIGHTEEN MONITORING AND REVIEW

The implementation of this policy is monitored by the Headteacher and the Governing Body Strategy Group and reviewed annually.

APPENDIX ONE

Awareness Training for all staff:

- Update on the new Sen Code of Practise (2014)
- Language for Learning Training
- Language through Colour
- ASD awareness staff meeting – outside speaker
- Emotion Coaching – TA Training 2018/19
- Attachment Aware School – Provided by Virtual School Kent 2019/20

Training during school closure – all staff:

- Speech and Language Link
- Managing Stress – Wellbeing Toolkit
- Sensory Processing
- Understanding Autism

TA Training made available during Bubble closures/ Lockdown period – Online Resources provided by the Specialist Teaching Service:

- Understanding anxiety
- Managing Anxiety
- Visual Supports
- Supporting Wellbeing – an introduction
- Supporting Wellbeing through Intervention and support
- Leuven Scales
- Boxall Profile
- Using Strengths and Difficulties Questionnaires
- Memory Difficulties
- Using the Outdoors – lower school
- 5 point scale
- Emotion Coaching 1
- Emotion Coaching 2

2021/22 Update:

Teaching Staff

- Emotion Coaching
- Mainstream Core Standards

Teaching Assistants Training Programme:

- School Calculation Policy
- Precision Teaching
- How to support Memory Difficulties
- Safeguarding Update

- ASD – Social Stories/ Comic Strip Conversations
- TERM 5 & 6 – Transition Planning and Strategies/ 5 point scale and pupil voice

NB:

2022/2023 Training Update:

- Monster Phonics Training
- Pro Act Skip Level 1 Training – all teaching staff and lower school teaching assistants.

APPENDIX TWO

Enhanced and specialist training for individual staff members:

- Sounds – Write
- Lego Therapy
- Bereavement and Loss support at whole school level
- Rainbows Bereavement and Loss training – Family Liaison Officer and 1 Teaching Assistant
- Fizzy Training – Gross and fine motor skill intervention
- Support for the language impaired child in the classroom.
- Support for a child who is a selective communicator
- Advice to staff about individual children from Educational Psychologist and other outside agencies.
- Supporting the visually impaired child in the classroom.
- Supporting the hearing impaired child in the classroom
- Attachment Trauma and Anxiety Awareness
- ASD Champions Course (10 afternoon sessions)
- Drawing and Talking Practitioner – Foundation Level Training
- Level 3 – Supporting Children’s Speech, Language and Communication

2021/22 Update:

- Sensory Champions Course
- ELSA (Emotional Literacy Support Assistant) Training Course
- Nurturing Kent Programme – Nurture UK ongoing

2022/23 Update:

- Teaching Assistant Training Programme for 2022/23 – 6 principles of Nurture
- 6 Teaching Assistants Trained in Soundwrite – 1 per year group in Yrs. 1 –6
- Ongoing Nurturing Kent Course with accreditation to be completed by August 2023
- Theory and Practise of Nurture Groups
- Demand Avoidant Profiles – PDA (Pathological Demand Avoidance Anxiety) An Introduction