



Warden House Primary School Special Educational Needs & Disability Policy

Reviewed: Autumn Term 5 2025
Next review date: Spring Term 2026

This document meets the Policy requirements as detailed in the Special Educational Needs Code of Practice 2014.

The information should be read in conjunction with the

- Teaching and Learning Policy
- Equal Opportunities Policy
- Behaviour for Learning Policy
- Accessibility Plans
- The Code of Practice 2014 (www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Where the word 'parent(s)' is used this included all carers who are responsible for that child.

What is SEN?

The 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 other in the same age in mainstream schools of mainstream post-16 institutions.

(SEN Code of Practice 2014 p15)

The definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(SEN Code of Practice 2014 p16)

How does Warden House make provision for pupils with SEN?

Provision and support for pupils at Warden House is tailored specifically to ensure that pupils' needs are met on an individual basis and support is targeted clearly. Pupils are set targets that whilst challenging, are also achievable and measurable. Work is designed and differentiated carefully to ensure that pupils can work towards achieving these targets using the best resources and incorporating the learning style that suits them best.

All of our children, have the best Quality First Teaching in the class. In addition, they may have time-limited interventions to meet their learning needs. This is recorded on the Pupil Progress Meeting form. Much of the support given, is done within class or a small group and fully includes all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils' well-being and inclusion at all times. However some provision requires 1:1 work to ensure full engagement and management of the provision – for example speech and language work. These interventions may take place outside the classroom or with a different adult. The targets and interventions are for approximately six weeks and then will be reviewed each term. A child's needs may be transient and therefore not require any additional support after a term. Alternatively, if it is felt that the targets need to continue, new provision will be identified.

SEN support is intensive and personalised intervention which is required to enable a pupil to be engaged in learning. It will usually involve significant amounts of resource from school, (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each Child identified as SEN Support will have outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close pupil and parental involvement.

In order to provide the best support we can, we have Personalised Plans with overarching outcomes and small step targets. These will be reviewed with the Class Teachers three times a year, in line with our parents' evening. This will be an important opportunity for parents to share their views.

Examples of additional provision that might be seen at Warden House:

- Language Link Programme Intervention groups
- Speech link Programme Intervention
- Additional Phonics support e.g. overlearning using Letters and Sounds or precision teaching of phonics using a multi-sensory approach.
- Additional Reading Support e.g. with Accelerated Reader, TRUGS – Teaching Reading Using Games
- Dyslexia Support (Visual Perception skills)
- Additional Maths support e.g. Dyscalculia solutions
- Social Skills/ Communication Skills groups
- Emotional support through Drawing and Talking, Forest school,
- Sensory Circuits, Write Dance, Fizzy and Clever Fingers – gross and fine motor skills programmes

Examples of practical resources and approaches that might be seen at Warden House:

- Visual support in class (e.g. visual timetables, writing frames)
- Alternative recording methods (lap tops)
- Support for memory skills (voice recorders)

- Seating aids (cushions)
- Writing supports (desk slopes, pencil grips)
- Visual support in class (e.g. visual timetables, writing frames)
- Language through Colour
- Alternative recording methods (laptops)
- Support for memory skills and organisation (voice recorders and Clicker 6 computer programme)
- Writing supports (desk slopes, pencil grips)
- Use of Sensory profiling to optimise arousal levels for key pupils
- Use of SPELL (Structure, Positive approaches and expectations, Empathy, Low arousal, Links) best practice framework for understanding and responding to the needs of children on the autism spectrum.
- TEACCH boxes- for calming and personalised independent learning

Pupils who access taught provision and/or practical resources may not necessarily be identified as having SEN.

What is the Pupil Centred Approach?

Your child is central to all thinking around their education and well-being. Warden House ensures that all additional provision and support is tailored to your child as an individual. This does not mean that they will be working on an individual basis for support as this can be detrimental to well-being and educational progress. It does mean that your child's views and needs will be taken into consideration and the Class Teacher is responsible for ensuring your child has a 'voice' in their learning and provision. At the end of each term the lead adult working with your child will have an informal 'chat' to see how they feel they have done and to discuss their next targets. This will be done in an age appropriate manner. You will have a chance to comment on your child's additional provision when you receive the termly letter detailing your child's provision, as there will be a return form with room for pupil and parental response.

At all times your child will be praised and have their strengths and achievements highlighted to them

How does Warden House know if provision for pupils with SEN is working?

All targets set within taught provision are limited by a time frame of 6 weeks (or termly). Class Teachers have the responsibility to ensure that the provision is set, appropriate for the pupils and for monitoring of the outcomes. At the end of each term the provision is assessed, and this data is given to the SENCO who monitors the effectiveness of the provision. If the expected progress is not evidenced, the support is reviewed, altered as required or changed. Evidence of the support a pupil has received is logged via our provision maps on a termly cycle, and these are used should a referral be required for further support. If the provision has been set by an Outside Agency and targets given to the school to work on and monitored using a personalised plan, – they have joint responsibility for checking on progress and reviewing provision, this is done within their review cycle, however the provision is continuously monitored within school and we will call for earlier review and support should we feel that there are concerns regarding the provision set.

How does Warden House teach pupils with SEN?

All pupils learn differently and have strengths and weaknesses. At Warden House we strongly believe that emphasis should be on the strengths of a pupil and we use this knowledge to provide timely and sensitive support when needed.

For example:

Pupil A loves doing and making and can always remember what work has been completed. In contrast when learning his sounds they are not retained and frustration and lack of progress is evident. His

Class Teacher has recognised this and has ensured that his phonics learning is practically based, from making letter shapes with different resources e.g. pipe cleaners, to writing in a variety of ways e.g. chalk. Pupil A has found it easier to remember his phonics and has recognised his own style of learning.

Pupil B finds it difficult to listen and retain information and is consequently struggling to finish her work and remember tasks set. Pupil B is very good at visual work e.g. drawing and retelling stories from pictures. her Class Teacher provides Pupil B with a visual support for her work with the small steps clearly indicated for her to follow until the task is complete. If Pupil B forgets where she is she can return to her visual support which clearly identifies her next step. Pupil B is now finishing work increasingly independently and learning to self manage her tasks visually.

Class differentiation is a key management technique when supporting pupils with SEN. All lessons can be differentiated to support all learners and allow them to be fully included in class whilst keeping to the topic of the lessons being taught.

Examples of differentiation could be:

- individual learning outcomes
- shorter tasks
- different wording of tasks
- pictorial support
- expected outcomes and marking
- adult support
- peer group support

Pupil support is assessed and managed on an individual basis and what works for one pupil may not be right for the next, even if they present with similar difficulties. Class teachers will try different styles of support for pupils, continuously measuring impact and pupils well-being on a lesson by lesson basis. At Warden House provision for pupils, whether by taught sessions or physical resources, is flexible and will often be reviewed or altered midterm as the individual child requires.

How does Warden House ensure that Pupils with SEN are engaged in all activities at school?

All pupils are fully included within all activities throughout the day and after school. At some points in the day your child may receive group support or individual work, and this is monitored closely. Every lesson and activity (e.g. PE) can be differentiated to support all pupils in a variety of ways from equipment to sensitive use of adult support when and where necessary.

Learning needs or physical difficulties are never an obstacle to a pupils attendance at additional activities and all adjustments will be made to ensure that all school activities are fully inclusive.

This is highlighted in the school's Accessibility Policy, which supported by the Disability Discrimination Act (1995) as amended by the SENDA (2001).

'From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils and their admissions and exclusions, education and associated services'.

Schools and Academies must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment duty')

What support is available for the emotional, mental and social development of pupils with SEN?

At Warden House, 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 (Personal Social & Health Education)

A 'worry box' in classrooms,

Self Regulation and reflection

Speaking and Listening

Social skills groups

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

The social, emotional and mental health development of your child will be monitored by the Class Teacher on a daily basis, through observation. It is especially vital that parents and school work closely when supporting pupils. Warden House encourages parents to access support and pass on information quickly. When there are ongoing areas of concern the school will run a Boxall Screen and create a diagnostic developmental profile of the pupil. It will look at all elements of a child's development and well-being and allow us to target key areas swiftly and with the biggest impact. Support is also provided by our Family Liaison Officer, Kerry Mackenzie-Frazer, who will be able to support families in addition to talking to pupils in a 1:1 situation. For some pupils with a greater need for help in the area of social, emotional and mental health development, we also can provide the following:

Drawing and Talking,

Forest school,

Social Stories/use of 5 point scales

Time out space to use when upset or agitated

Behaviour support plans, moving to Pastoral support plans for those children with the most complex needs.

Referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria)

Access to these supportive strategies does not necessarily mean that your child will be entered on the SEN register.

How does Warden House get the equipment and make sure that the facilities are correct for a pupil with SEN?

All schools are provided with a budget for SEN and this allows us to ensure that the resources and facilities are correct for individual pupils. Some resources are accessed via the SENCO who along with the Class Teacher has identified an area where an additional resource might be supportive (for example a voice recorder or desk screen). In other instances Outside Agencies will provide us with the details of equipment that we need to access and the school will provide this. Often these can be quite specialist resources or occasionally a recommendation for a specific pupil that will actually support many. If a pupil requires a high level of support/equipment, in addition to the budget allocation, an application can be made for High Needs Funding to ensure that all the support required can be in place for that pupil.

How are parents consulted if there are concerns about their child?

Parental involvement is identified as having the biggest impact on your child's learning and well being, which is why at Warden House we believe that your support is vital. You will be made aware of your child's learning journey via their Class Teacher either by an informal meeting or through a more detailed discussion at Parents' Evening. If there is a specific concern, or your child is already supported by an Outside Agency you might be contacted directly by the SENCO. If your child is entered on the SEN register you will be sent termly letters detailing the support that your child is receiving and their targets. This ensures that you are fully aware of your child's input and can support your child meeting these targets at home. In addition there is a form for you to reply to this letter where you and your child can add a comment. If your child is receiving support from the school but is not on the schools SEN register your child's class teacher will discuss the provision at parents' evening or an appointment can be made if required.

How can parents consult with the school if they have any problems or queries?

The initial contact for concerns should be via your child's class teacher. This is best achieved in a pre-arranged meeting. In other instances, you can contact the school office to arrange a meeting with the SENCO, FLO, Head teacher, Deputy head teacher. If queries cannot be answered immediately a meeting will be arranged in order to discuss concerns and decide on further action if required.

When will I speak to someone about my child's progress when they are on the SEN register?

You will have 3 meetings a year with your child's class teacher to discuss your child's progress. All children have 2 parent meetings a year, however, if your child is entered on to our SEN register you will have an additional third meeting in Term 6. At the parent's evenings you will be offered additional time, as part of your appointment, ensuring you have a good understanding of the additional support and outcomes for your child. You may also be asked to attend additional meetings with outside agencies should they be involved in supporting your child. These will be requested by the agency concerned and they will usually liaise with the school and family to make an appointment.

If your child has an Education Health Care Plan and/or High Needs Funding you will be invited to attend regular meetings with the SENCO and Class Teacher to update and monitor progress.

How can parents support their child who has SEN?

Parental support is the key to helping raise the attainment your child and it is vital that Warden House and parents work together. A consistent approach to learning and support via home and school, is essential in allowing a child to feel secure in their learning. The following are some bullet points for key support a parent can offer:

Communication: Talk to your child's class teacher whenever you have a concern or query. This can be arranged directly with the Class Teacher or by phoning the school office 01304 375040.

Attend Meetings: There are a variety of meeting times across the year for example parents evenings, however there might also be additional meetings that occur should your child be supported by an outside agency. These might be to gain information from school or home, discuss support being offered by the agency, arranging educational targets, or making a next steps plan. All of these areas will be much more successful with your input.

Inform the school of Appointments: If you receive any letters arranging appointments for assessments or appointments outside of school hours, please inform the school office (so that your child's absence can be registered as authorised), and their Class Teacher or the SENCO. We can use this information to ensure that any referrals have been received and processed. In addition we know to expect reports and information from your child's appointments. Sometimes the reports might only be sent to the parents, if you feel that there is information that the school needs to know please inform the school and we can arrange a time to discuss any results or information that you may have. In addition you can directly ask for appropriate correspondence to be cc'd to the school when at you appointments.

Read at Home: This is a vital element of child's learning and has been evidenced that children who read regularly at home make more progress in school. If you would like additional support with completing this please let the school know.

Complete Homework: As with reading, homework is a vital part of your child's education and is used to reinforce their learning at school. All pupils will need to be encouraged to complete homework and a quiet time without distractions is essential in supporting them to complete their tasks. You can sit with your child and ask them to talk about what they have to do, they will enjoy 'teaching' you. If your child finds a piece of homework particularly difficult please inform your child's Class Teacher as they can then ensure that this is revisited in class. Homework can be differentiated by task, or expectations to suit the individual pupils learning style and ability

How are pupils with SEN able to express their views?

This will often happen through informal discussion with any adult who your child works with. Class Teachers have responsibility in understanding their pupil's needs and wishes and will take this into account throughout the school day. We also have access to a child questionnaire which can be used to form a more detailed understanding of pupil views and ensure that their thoughts and wishes are taken into account. At the end of any provision your child will be asked how they thought they did and what they would like their next steps to be. This is done on an informal basis and is part of the quality first teaching in a classroom. If your child is on the SEN register you will receive a feedback form which we encourage pupils to fill in alongside yourselves so we can gain a good understanding of their feelings and wishes.

If I have a complaint what can I do?

Initially please talk to a member of staff should you wish to discuss any queries. We would hope that through speaking with a member of school staff we can resolve your concerns. For additional information please read the schools complaints policy.

Who else could be involved with supporting us?

Governing Body – has ultimate responsibility in ensuring that SEN provision is provided for pupils at Warden House Primary School

Our SEN Governor - Jane Grant, Staff Governor (please ring the school office 01304 375040)

Health – Any NHS specialist support (e.g. Speech and Language, Paediatrician, Occupational Health) some services can be accessed via a direct referral from schools others need to be referred by health usually GP.

Doctor/GP – Your GP can refer to all NHS departments (e.g. Speech and Language).

Early Help and Preventative Services – Supports families and in turn pupils in providing help both in school and in the home for social and emotional needs

Information, advice and support Kent – A special educational needs and disabilities service for children, young people and parents

Contact details:

Telephone: 03000 41 3000

Email: iask@kent.gov.uk

Facebook: <https://www.facebook.com/IASK.0to25>

Social Services – Our school will work in partnership with Social Services ensuring that families and pupils are fully supported and have their needs met in a sensitive and timely manner.

Local Authority – Are responsible for ensuring that they provide details of how information, advice and supported related to SEN and disabilities can be accessed and resourced. This is identified in the Local Offer published on the kent.gov.uk website. The Local Authority are required to provide information to parents regarding

'the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)'

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

Are there any other support services that could help?

National Network of Parent Carer Forums: www.nnpfc.org.uk

Early Support Programme: <http://tinyurl.com/ESprogramme>

Family Information Services: <http://www.daycaretrust.org.uk/nafis>

National Parent Partnership Network – guidance on impartial information, advice and support: <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service (PALS): <http://tinyurl.com/PALservice>

Autism Education Trust: www.autismeducationtrust.org.uk

Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust: www.thecommunicationtrust.org.uk

Dyslexia SpLD Trust: www.thedyslexia-spldtrust.org.uk

I CAN – the children’s communications charity - <http://www.ican.org.uk>

Mental Health and Behaviour Guidance: <http://tinyurl.com/MHB-2014>

MindEd: www.minded.org.uk

National Sensory Impairment Partnership: www.natsip.org.uk

Picture Exchange Communication System: <http://www.pecs-unitedkingdom.com>

If you would like further support in finding help from outside agencies please contact the school and we identify groups/charities that might be of benefit.

How do you help pupils with SEN manage the transition to Secondary School?

All pupils partake in a thorough transition to secondary school within class time, through discussion and visits. The Class Teachers and SENCO, where necessary, will talk to the adults who will support your child in the Secondary School Placement and all paperwork will be provided and, where required, parents attend these transition meetings.

In addition the SENCO and Class teacher from Warden House will continue to liaise and support the Secondary School setting. If, when your child has left, their new school have concerns we will advise further.

Where can I find the Local Authorities Offer?

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