



Joy Lane Primary School SEND policy and information report



Joy Lane Primary School is committed to inspiring children, staff, parents and the community in the active pursuit of learning. A child's learning is truly valued and the achievements and contributions of the whole school community are recognised and celebrated.

At Joy Lane Primary School we pride ourselves on providing an inclusive education which enables all children to reach their full potential. Our aim is to ensure that all individuals feel they can succeed and feel safe and happy at school. Sometimes children need support with this and so we offer a wide range of interventions to support children on their learning journeys.

As an inclusive school, every effort will be made to cater for an individual's special educational needs throughout their time at Joy Lane.

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Signed by Chair of Governors: Chris Graves	
Signed by Executive Headteacher: Debra Hines	
Review Date	September 2024

This policy has been impact assessed to ensure that it does not have an adverse effect on the nine protected characteristics under the Equality Act 2010."

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1. Aims

At Joy Lane Primary School, all pupils regardless of their individual needs are provided with inclusive teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavors to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals who are able to make a successful transition on to the next phase of their education.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure a clear process is set out for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre
- Develop effective whole school provision management of support for pupils with special educational needs and disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Joy Lane Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has SEND 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)*

Many children and young people who have SEND 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)*

4. Roles and responsibilities

4.1 The Inclusion Manager

The Inclusion Manager and SENDCo at Joy Lane primary School is Annamarie Godden. The Inclusion Manager has day-to-day responsibility for the operation and implementation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (or Statements until 2018).

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Refer to the expectations set out in the Kent Mainstream Core Standards, ensuring these are delivered on a daily basis by all staff.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Monitor and track the quality and impact of interventions across the school, ensuring the outcomes of these are evaluated
- Deliver a training program to all staff with a focus on recommendations within the Mainstream Core Standards
- Track the progress and monitor impact of actions as set out in the SEND Action Plan
- Ensure all policies under inclusion are up-to-date and reviewed accordingly
- Attend network meetings and updating staff on any changes or developments in support
- Update the SEND register and maintaining individual pupil records regularly throughout the year
- Line manage support staff using their skill set to ensure greatest impact
- Liaise with the SENCo's and Inclusion Team to ensure staff are upto date with changes and training and to share relevant information

4.2 The SENCO

The named SENCO's are Kirsty Pout (Oyster Bay Nursery and Reception), Sally Bowler (years 1-6) and Lisa Crocombe (SRP).

They will:

- Support staff in identifying pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- 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
- Maintain links and information sharing with receiving schools
- Ensure the school keeps the records of all pupils with SEND up to date
- Support teachers in liaising with parents/carers regularly about the progress and impact of support in place for individuals (at least 3x per year)

- Be responsible for coordinating annual reviews for children who have an EHCP
- Support staff in the completion of any relevant paperwork or referrals

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

4.4 The Headteacher

The Headteacher will:

- Work with the Inclusion Manager, SENDCo's and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Ensuring they follow this SEND policy
- Follow and implement the Mainstream Core Standards throughout
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensure any Individual Provision Maps are up-to-date and reviewed with next steps and to ensure this is communicated with parents/carers at least three times per year
- Regular liaison with parents and the SENDCo (where appropriate)
- Attending reviews alongside the SENDCo, unless otherwise agreed
- The completion of referral paperwork alongside the SENDCo
- Ensuring they are aware of their child's outcomes and targets and provide opportunities for these to be progressed through recommended strategies, resources and interventions. Where this is not possible, the Class Teacher must inform the SENDCo.
- Ensuring all children are aware of their targets and how they are working towards these

4.6 Support staff

Support staff are responsible for:

- Ensuring that day to day provision is in place for the pupils they support

- Implementing agreed strategies, programmes and advice from specialists
- record keeping, tracking attendance, progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teacher and the SENDCo around progress and possible next steps

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place in order to ensure individuals are supported effectively. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need p.97 (sections 6.28-6.35):

Communication and interaction (section 6.28 & 6.29 CoP) - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning (section 6.30 & 6.31 CoP) - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (section 6.32 CoP) - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs (section 6.34 CoP) - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

5.2 Identifying pupils with SEND and assessing their needs

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher and implementation of the Mainstream Core Standards. Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place and will be recorded on group provision maps. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from, or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Map (IPM). This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support staff or specialists who provide support set out in the plan and monitor the progress being made. Where required the SENCo and Inclusion Manager will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed on a regular basis by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

As a school we 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 SEND.

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.

5.3 Consulting and involving pupils and parents

All parents of pupils at Joy Lane Primary School are invited to discuss the progress of their children at least twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional support 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.

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 understand 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 bi-termly reviews of this provision.

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

In addition to the above, parents of pupils with a statement of SEND / 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.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class 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

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.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to; this may be done through meetings or telephone consultations. In addition to this, all relevant SEND documents will be shared with the school prior to them starting.

Transition support will be provided through PSHE lessons and planned transition work. Where appropriate, children will be provided with an additional intervention using the 'Little fish in a Big pond' programme and/or be provided with a bespoke social story.

- Opportunities within our curriculum are provided to ensure all our children experience working with various staff members across the year.
- Whole school transition week, where classes move to their next class and experience being in a new setting with a new teacher. A whole school theme is set and explored within their new classes at the end of term and start in September.
- Parent consultations early in the academic year allow parents/carers to discuss the transition and how well each child has settled.
- Transition for the EYFS and nursery is supported by home visits and a variety of meetings and workshops.
- Transition days for year 6 are supported, including children in the SRP, to ensure familiarity with the new setting prior to leaving Joy Lane Primary School. Please note, these days are arranged by the secondary schools.
- Transition sheets/booklets are used to support children who need an extended transition. This might include several visits to the new setting and an information booklet.
- Resilience sessions and support will be offered to children who need or would benefit from an extended transition.
- The SENCo from JLPS will have communications with the Inclusion manager/SENco in the new setting to discuss children and their individual needs.
- Transition books in the form of social stories will be created for all children and individualized where appropriate.
- Children will be given opportunities to visit the classroom more frequently. This could be in the form of a 'job' or taking a message.
- Social stories will be used to aide transition.

5.6 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils using the advice and guidance found in The Mainstream Core Standards.

In addition to this we will also provide the following interventions:

- All lessons are carefully planned and prepared to ensure all children are provided with the same opportunities regardless of their need. This is achieved through Adaptive teaching and the implementation of the Mainstream Core Standards.
- Learning Intentions, success criteria and Steps to success are shared with the children during every lesson.
- Writing ladders are used to ensure consistency in writing across the curriculum at an appropriate level or stage.
- Assessment for Learning is an integral part of all teaching to ensure pitch and pace of lessons is appropriate.

- Practical resources including working walls and use of ICT are available and used to support learning.
- Different teaching styles are employed in order to meet all children's needs.
- All children's learning is marked following the school marking policy. This is displayed and referred to regularly.
- All children's work is celebrated through displays in all classrooms and in shared areas of the school.
- Class Teachers and Teaching Assistants support learning by working with groups of children. These groups are varied to include all children, ensuring all children have access to the teacher and TA throughout the day.
- Alternative ways of recording are offered where appropriate.
- Personalised and adapted teaching supports all children. Where appropriate, and where a specific need has been identified, a child may benefit from having additional adult support in small groups or on an individual basis. At all times the TA is promoting independent learning and life skills.
- Individual Provision Maps identify personal support and targets.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language provision

5.7 Adaptations to the curriculum and learning environment

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

- At Joy Lane Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for all pupils including those with special educational needs.
- An inclusive, inspiring and active curriculum has been designed to engage and motivate all children.
- Outdoor opportunities, including school trips and child initiated is integral to our curriculum in supporting academic, physical, personal and social aspects of education for all children.
- Every year group benefits from Teaching Assistants who provide additional interventions in the afternoons. These interventions are all monitored.
- English, Maths and Reading focus groups are established within each phase or year group. The focus for these interventions may vary depending on assessments and schemes of work. Focus groups change regularly, this can be as a result of formative and informative assessments.
- Subject resources can be used to support groups in lessons such as sound mats, writing frames and speaking frames.
- Individual provision is identified through provision maps and Individual Provision Maps (IPMs). The curriculum is adapted to meet the needs of all children.
- Where appropriate, a variety of technology is made available to pupils where they may benefit from this assistive approach to learning and recording.
- Individual use of visual cues to support the curriculum and timetable.

5.8 Additional support for learning

We have over 40 teaching assistants across the school who have received a wealth of training to support them in their roles. Many of our Teaching Assistants have been trained to deliver interventions such as Sensory Circuits, ELSA, Lego Play, Fizzy, Speech and Language, anxiety/well-being and Nurture. In addition to this, we are fortunate to have a qualified counsellor and Psychodynamic Psychotherapist on our school role.

At Joy Lane Primary School, we are passionate about promoting independence as a vital life skill and, where possible, encourage this in all aspects of school including learning; however, it is recognised that some

children, despite interventions, may require a higher level of support. Teaching assistants will support pupils on an individual basis where a need means they are unable to access the curriculum without such support. This could be due to a physical need/barrier or a significant SEND need. Typically, these children would have an EHCP; although not all children with an EHCP require this type of support.

Teaching assistants will support pupils in small groups when there are concerns around an individual's lack of progress.

5.9 Expertise and training of staff

- Our Inclusion Manager, Annamarie Godden, has 8 years experience in this role and, as well as completing the National Award for SEN Coordination with Christ Church University, she is a qualified Attachment Aware, Trauma Informed Lead. She has been teaching for 14 years at Joy Lane and worked with children with a high level of Special Needs prior to this.
- Sally Bowler, Lisa Crocombe and Kirsty Pout are all supporting SENCo's working across the school. Sally Bowler has been working within this role for 3 years and supports SEND from years 1-6. Lisa Crocombe is the SENCo for Oysters SRP and has been teaching for over 12 years. Kirsty Pout is very experienced and enthusiastic about inclusive provision and early intervention. All three of our SENCO's have a background of SEND and a passion for making education accessible and enjoyable for all children despite ability.
- Philippa Feist is our Mental Health Lead. Coming from a therapy background, where she is a qualified counsellor, she is keen to share her expertise and skills with staff, teachers and families. Philippa will also be offering counselling in school to children where this intervention has been identified appropriate.
- After completing her placement at Joy Lane Primary School last academic year, Alice Lawrence has qualified as a Psychodynamic Psychotherapist and will continue to work with some of our pupils; providing therapy for children along with support and advice for staff and families.
- Hayley Allen is our school Family Liaison Officer and Attendance officer. She has been at Joy Lane for 8 years and has taken on the FLO role over the last 6 years. Hayley works with children in across the school, supporting social skills and their well-being. Hayley is also an accredited ELSA and works 1:1 with children who have been referred for this intervention.
- Michelle Ayres is a qualified ELSA (Emotional Literacy Support Assistant), supporting children in the Early Years and KS1. Michelle has a wealth of experience in supporting the well-being needs of children and is an asset to the team.
- Nicole Livingstone is a very experienced Teaching Assistant, previously a class teacher, who delivers our Nurture UK provision. Nicole has worked as a Nurture teacher previously and is dedicated in ensuring the 6 principles of nurture are reflected across the school on a day-to-day basis.
- Paula Ames is a Higher-Level Teaching assistant who supports Speech and Language across the school. Paula works with individual children or small groups that require additional support with speech or language – this may include children with EAL where appropriate. Paula also works very closely with the Inclusion Manager and experienced speech and language therapists in delivering support programmes.
- Julie Elbourn is a Higher Level Teaching Assistant who also supports speech and language. Julie works closely with the nursery, year R and year 1 delivering individual or small group intervention. Julie also leads the speech and language link assessments for children in year R and may support our EAL learners where this need has been identified.
- Sarah Baker is our safeguarding assistant who oversees and monitors the progress and well-being of our more vulnerable pupils by liaising with families and professionals around the child. Sarah is a qualified Attachment Aware, Trauma Informed Lead and uses the skills taught to support children with self-regulation.

Any member of the Inclusion Team can be contacted on the school telephone number- 01227 261430.

This academic year teachers and teaching assistants have had training in safeguarding children and Autism Spectrum Disorder. In addition to this, all our Teaching assistants have received training on Language Through Colour and the use of Widgeit visuals to support learning. There have been various courses to support children and their identified needs such as sensory circuits, supporting the sensory challenged child, Lego Play, using the 5-point scale, emotional coaching and ELSA support. There are many more scheduled for the remainder of the year which include supporting children with dyslexia, weak working memory and Proact Scipr. We are also incredibly lucky to have our own Speech and Language support assistants. Paula Ames and Julie Elbourn are both HLTAs who have had extensive training and support from Speech and Language therapists. Where a training need is identified beyond this we work to find a provider who is able to deliver it. Training providers we can approach are; special schools, specialist teachers, educational psychologist, speech and language therapist, occupational therapists, physiotherapists, dyslexia specialists etc. SEND training is included in the school training budget.

5.10 Securing equipment and facilities and the physical environment

- The school is fully accessible for wheelchairs.
- There are disabled toilets in each of our main buildings.
- There are changing facilities in each of our main buildings and the swimming pool.
- The school is a secure site with fencing and locked gates.
- Robust systems ensure out of school activities are well managed.
- High standards of learning environments are maintained in all classrooms and corridors using The Curiosity Approach across the school.
- The outdoor space is used well to support and enhance the curriculum.
- All sports and ICT equipment is tested.
- The Specialist Resource Provision provides a safe and secure base for our pupils with ASD.
- There are designated quiet spaces around the school including Zen Zones in line with our behavior policy.
- The indoor and outside sanctuaries provide a quiet and safe environment during play-times.
- Sensory circuits are used to address and target sensory needs of children resulting in a calmer start to their day.
- Specialist equipment allows disabled children to be independent.
- Provision is made to address sensory needs with the use of ear defenders and fiddle toys.
- Where appropriate, children with a physical disability will have an individual Personal Emergency Evacuation Plan (PEEP).

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All clubs, trips and activities offered to pupils at Joy Lane Primary School are available to pupils with special educational needs and disability either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support enabling the safe participation of the pupil in the activity.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) where available.
- All pupils are encouraged to take part in sports day/school plays/special workshops.

- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- At Joy Lane Primary School, our behavior policy reflects the benefits of teaching self-regulation using a variety of strategies and approaches to promote positive well-being.
- Personal Social Health Education (PSHE) lessons and assemblies develops personal and social skills within all children.
- The school Family Liaison Officer (FLO) is available to meet with children and families on a daily basis. They support the well-being of children and families, attendance to school and support social and emotional needs/skills.
- All children have the opportunity to take part in the PASS survey which monitors the well-being of every child on an annual basis.
- Parent consultations provide opportunities to discuss the well-being of each child alongside their academic progress.
- Children feel safe at school. A positive behaviour system is in place where all adults focus on promoting positive behaviours.
- Joy Lane primary School are half way through their journey of becoming a Nurture UK setting which has led to the introduction of the 'Cosy Cabin' supporting children who are struggling to access learning.
- Indoor and outdoor sanctuaries are run every playtime to support children who find these unstructured times challenging. Throughout these sessions, social skills are reinforced and embedded to promote successful play.
- ELSA is in place to support children who struggle to identify and understand their emotions and those of others or children who need additional emotional support.
- Pastoral Support Plans are designed to address and support children's emotional and behavioural needs. These are created and reviewed with class teachers, children and parents/carers.
- Play therapy is offered where appropriate to individual children.
- The school can offer counselling and play therapy to individual children where appropriate and recommended.
- Early support meetings are held to support children and their families.
- Two members of staff are trained to deliver the ELSA programme where appropriate.
- A qualified Psychodynamic Psychotherapist supports identified children, staff and families on weekly basis. She also offers parents groups where a need has been highlighted and drop-in's.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Where pupils have higher levels of need, and with parental permission, the school may want to seek advice from external agencies.

These agencies may include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)

- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

In this instance, parents will be invited in to discuss the school's concerns and an external referral may be recommended. As part of the referral process, parents/carers may be asked to sign a letter of commitment which outlines the referral process and the roles and responsibilities of all parties involved.

5.15 Complaints about SEND provision

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the Inclusion Team or the Head Teacher 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 a Statement of SEND or EHCP, 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.

5.16 Contact details of support services for parents of pupils with SEND

The contact details of support services for the parents of pupils with special educational needs and disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000,
Office: 0300 333 6474 and
Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

5.17 Contact details for raising concerns

If you would like to raise a concern, please make contact with your child's Class Teacher through the main school office on 01227 261430. Alternatively, please ask to speak with Mrs Godden who is the Inclusion Manager.

5.18 The local authority local offer

The local authority's local offer is published on the Kelsi website <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with a member of the Inclusion Team to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed by Annamarie Godden **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Restrictive Intervention

These policies can be found on the school's website:

<https://www.joylane.kent.sch.uk/page/?title=Policies&pid=25>

This policy is supported by the school's website where there are several links to informative websites, a wide variety of resources and provision maps to support SEND at home:

<https://www.joylane.kent.sch.uk/page/?title=SEND+Resources+and+Support&pid=42>