



SEND Policy

Our Vision

We are a safe, happy, inclusive school community where each individual is known and valued. Through our nurturing environment all develop resilience and self-worth to recognise their value as a bearer of God's light. Strengths and talents are celebrated, whilst knowing that mistakes are an opportunity to learn and grow. Curiosity and enquiry are promoted in our curriculum, bringing learning to life through rich opportunities, knowledge and experiences. All are empowered to be friends for others, able to make change both locally and globally, shining their light with courage and using their voice respectfully to make a positive difference.

Let Your Light Shine

Friendship, Respect, Courage, Resilience

Contents	
1. Aims and objectives	3
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	5
4.1 SENCO roles and responsibilities	5
4.2 SEN Governor roles and responsibilities	6
4.3 Headteacher roles and responsibilities	6
4.4 Class teachers roles and responsibilities	6
4.5 Support Staff Roles and responsibilities	6
5. SEN information report	7
5.1 The kinds of SEN that are provided for at Lymgne Primary School	7
5.2 Identifying pupils with SEN and assessing their needs	7
5.3 Consulting and involving pupils and parents	8
5.4 Assessing and Reviewing pupils' progress towards outcomes	8
5.5 Supporting pupils moving between phases and preparing for adulthood	9
5.6 Our approach to teaching pupils with SEN	9
5.7 Adaptations to the Curriculum and Learning Environment	11
5.8 Additional Support for Learning	12
5.9 Expertise and training of staff	13
5.10 Securing Equipment and Facilities	14
5.11 Evaluating the effectiveness of SEN Provision	14
5.12 Enabling pupils with SEN to engage in activities available in school	15
5.13 Support for improving emotional and social development	15
5.14 Working with other agencies	15
5.15 Complaints about SEN provision	16
5.16 Contact details of support services for parents of pupils with SEN	16

5.17 Contact details for raising concerns	16
5.18 The Local Authority local offer	16
6. Monitoring arrangements	17
7. Links with other policies and documents	18

Date	Revisions
March 2026	5.1 Removal of term 'Aspergers Syndrome' as no longer an official medical diagnosis and merged instead into the broader category of ASD. 5.1 Change of name from 'Language Disorder' to Developmental Language Disorder (DLD) 5.1 Additon of PDA (Pathological Demand Avoidance) 5.1 Change to number of EHCPs (4 to 3) 5.8 Change to number of Tas (6 to 7) and amended sentence: based in ~~(class)~~ various classes across the school depending on cohort need. 5.8 Additon of Project Salus to School Nursing Team 5.9 EpiPen Training changed to Anaphylaxis training 5.9 removal of Supporting the Anxious Child return to school post Pandemic and ELSA 5.17 updated SENCO email address

Aims and Objectives

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Lympne Church of England Primary School is a Church of England Voluntary Controlled Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with four specific values (LEAF – Love, Endurance, Awe, Friendship) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition. As a church school, we welcome all children and families, with our inclusive and nurturing outlook. Each and every child is valued within our school community and helps to build the patchwork of Lympne School family. All of

our children are encouraged and supported to celebrate their achievements and reach their whole child potential through our caring and supportive approach

We aim to:

- Identify at the earliest possible opportunity, all children who need special consideration to support their physical, sensory, social, emotional, communication and interaction or cognitive development
- Ensure that these children are given appropriate support to allow every child full access to the National Curriculum
- Ensure that these children are fully included in all activities of the school, in order to promote the highest levels of achievement
- To involve parents, pupils and others in developing a partnership of support, enabling full confidence in the strategy adopted by the school
- Ensure the laws and associated guidance on disability equality are carried out.

The objectives of our policy are:

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through a staff shared approach to SEND
- To demonstrate that meeting the needs of children's learning and or behavior is part of a quality mainstream education
- To plan for any pupil who may at some time in their education have SEND
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement
- To work in partnership with parents, pupils and external agencies to provide for pupil's individual educational needs.

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
- **The Equality Act 2010 and Schools – May 2014**, which offers non-statutory advice from the Department for Education. It has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act.

3. Definitions

A pupil has SEN 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 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.

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 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

All members of the school community work towards the schools aims by:

- Being fully aware of the school procedures for identifying, assessing and making provision for pupils with SEN
- Sharing a commitment to inclusion and partnership approach to provision

4.1 The SENCO

The SENCO at Lypne Primary School is Anna Ladd

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Co-ordinate the provision for children with special educational needs
- Be the point of contact for external agencies, especially the local authority and its support services
- To co-ordinate and lead provision meetings – to discuss and plan for the needs of all children in the school.
- Evaluate the impact of interventions provided to pupils with SEND

- Liaise with potential next providers of education to ensure that the pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.
- Attend Communities of Schools meetings to apply for additional funding and ensure access to the partnership resource group.

4.2 The SEN Governor

The governing body has statutory duties towards pupils with SEN. They, with the head-teacher, agree the school's general policy and approach to meeting pupil's learning difficulties of disabilities for those with and without Education, health and care plans. They are involved in setting up appropriate staffing and funding arrangements and oversee the school's work.

The SEN Governor at Lympne School is Diane Clark.

The SEN governor will:

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

4.3 The headteacher

The head-teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school .
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Keep governors informed about the changes to legislation.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- In collaboration with the SENCO, take responsibility for the creation, administration and review of Class Provision Plans.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision with contribution and preparation towards class Progress and Provision meetings and the review of individual plans (Support plans, Plan- Do – Review plans and EHCP's.
- Ensuring they follow this SEND policy

4.5 Support Staff

Each member of the support staff team is responsible for:

- Ensuring that the SEND policy is followed
- Accessing and understanding the needs of the children within their class by reading appropriate sections of the Inclusion file, attending transition and progress meetings as appropriate
- Working in collaboration with the Class teacher and SENCO in creation of the Class provision plan and the individual provision plans
- Collecting entry and exit data
- Using this to inform teaching in intervention times and class provision support.
- Seeking additional training to support them in their role

5. SEN information report

5.1 The kinds of SEN that are provided for at Lympne School

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties, Developmental Language Delay, Speech Sounds delay/ disorder, PDA (Pathological Demand avoidance).
- Cognition and learning, for example, dyslexia, dyscalculia, dyspraxia, mild and moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, ODD (Oppositional Defiance Disorder)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties and medical needs

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 needs can be met.

A child who has the above needs might not necessarily have SEND, however, we monitor the progress and provision of all children continually through our assessment procedures and termly progress and provision meetings, ensuring that all children on roll are meeting their potential.

The school currently has 3 pupils with an EHCP- the Local Authority makes decisions on the admission of pupils with an EHCP. The Local Authority consults the Head teacher and Governors in advance. 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.

5.2 Identifying pupils with SEN and assessing their needs at Lympne School

At Lympne Primary School, we monitor closely the attainment and progress of our children's academic levels. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils, using the Target Tracker assessment tool to support, inform and track all pupils. Via termly progress and provision meetings, staff are able to 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 and emotional needs, which is measured using the Leuven Scales.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, however, they will be added to the schools Monitoring register, provision will be put in place as required to enable the child to catch up. This extra support can form part of whole class provision, or small group interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at areas of weakness. For these pupils, and in consultation with parents, 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 as we move to identifying a Special Educational Need. We will use these assessments 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

We will have an early discussion with the pupils 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 and views
- Pupil voice and views will be consulted and form part of the support plan in place.
- 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 Special Needs Support Plan and a copy given to their parents and shared with all staff working with that child.

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** on a termly basis.

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 and behaviour

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

The assessment will be reviewed on a termly basis as part of termly Progress and Provision meetings. Parents will be informed and kept up to date with progress via paper copies of the plans at the start of each term, invited to termly meetings at the end of terms 2,4 and 6 to review progress and inform next steps. This is in addition to parent consultations with teachers which take place mid-term.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Lympe school, we know that times of transition can be challenging and we work hard to ensure that it is as smooth as possible. We will share information with the school, college, or other setting the pupil is moving to via the destination schools information collection methods. We will agree with parents and pupils which information will be shared as part of this and all parties will contribute to the transition process.

Should we deem it necessary, and dependent on need, The SENCO may also co-ordinate and arrange additional transition meetings, in a multi- agency approach should it be required, to ensure that the transition of information is cohesive and detailed as well as ensuring that all paperwork is handed over in a timely fashion to support a smooth transition.

All children will have an opportunity to have induction sessions at their new school. The SENCO will ensure that access to additional support sessions for transition for pupils with SEND is arranged and in place – for example extra sessions for children with ASD. In school support for transition will take place as part of the year six provision in terms 5 and 6, with adaptation for children with SEND as required.

5.6 Our approach to teaching pupils with SEN at Lympe Primary School

- At Lympe school, Teachers are responsible and accountable for the progress and development of all the pupils in their class as part of our assessment cycle. We use a range of assessment tools as part of the children's journey – Puma and PIRA tests, Language and Speech Link screening, The Early Years profile, Phonics assessments, Leuven scales for wellbeing, reading ages, Sonar and external testing (SATS)

- High-quality teaching meeting the mainstream core standards for the four areas of need is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- In the Early Years we follow the Early Years Best Practice Guidance
- Each class has an overview of the provision in place at a universal level via their class provision plan. This is written based on the Mainstream Core Standards/ Early Years Best Practice Guidance and is under regular review to continue to meet the changing needs of the cohorts.
- We may also provide the following interventions as part of Special Needs Support Plans:

Communication and Interaction:

- Language Links
- Speech Links
- Conversation Cards
- Intensive communication
- Talk Boost
- Language for Thinking
- Ginger Bear
- Circle of Friends
- Language through Colour
- Language for Learning
- ASD Champion sessions

Social, Emotional and Mental Health:

- Sensory Circuits
- All About me
It's good to be Me
- Build an Island
- Forest School
- 5 Point Scale
- Turtle Technique
- Emotional Regulation Program/ Wellbeing toolkit
- Emotional Check in
- Drawing and Talking
- Wellbeing Toolkit

Cognition and Learning

- Success at Arithmetic
- Five Minute Box Phonics
- Five Minute Box Maths
- Precision teaching (phonics, read and spell, number)
- Better Reading Partnership
- Sounds Write (1:1/ small group)
- George's 1:1 intensive reading
- Memory Training
- Spelling Support

- Reading Between the Lines Inference training
- Super Sentences writing skills
- 1st Class at Number
- Snip Programme for spelling
- Stile.

Sensory and Physical

- Sensory Circuits
- Clever Hands
- Speed Up
- Dance Mat/ Touch Typing Skills
- Teodorescu/ Fine Motor Skills
- Dough Disco
- Fizzy

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 of assessment tools to aim to determine the cause of the difficulty. This may be in conjunction with the Specialist Teaching and Learning team. At Lympe primary school, we use the following assessment tools:

- GL Dyslexia Screening
- GL Dyscalculia screening
- Boxall profile
- Aston Index
- SDQ
- Language and Speech Links
- Executive Functioning Toolkit
- Cognition and Learning assessment toolkit (STLS)

We also have access to external advisors who are able to use appropriate assessment tools accessed via our local partnership resource group and Clinics. These include Speech and Language therapists, Educational Psychologists and the Specialist Teaching and Learning team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable to pupil to make better progress. These will be shared with parents, written into a Special Needs Support plan and reviewed regularly. 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 continues to make good progress using these additional and different resources but would not be able 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 as with Special Educational needs and be removed from the SEND register. When any change in identification of SEN is changed, parents will be notified. Children will then be added to our monitoring register, to ensure that progress is being

maintained and this will be closely reviewed as part of our cycle of assessment and review.

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. This is via the Special Needs Support plan, Class inclusion files, Progress and Provision meetings as well as transition meetings.

5.7 Adaptations to the curriculum and learning environment at Lypne School

At Lypne Primary School, we know that High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN, we use the Mainstream Core Standards to inform and steer our SEN practice. The Mainstream Core Standards reflect the 4 broad areas of need; communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical 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 encountered. (SEN Code of practice 2014 6.37)

Examples of adaptations:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. All subject leaders have produced a resource detailing how to support pupils with SEND in their subject.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, chunking of instructions, task boards, visual cues etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

5.8 Additional support for learning

At Lypne School we follow the Mainstream Core Standards as above. We also incorporate the advice provided as a result of assessments (both internal and external) and the strategies described in EHCP's.

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 the improvements made to the building, curriculum and training of staff : DDA build and the school was built all on the same level, the doors are wide enough to accommodate a wheelchair, handles are at correct height for wheelchair users, loop system for hearing impairment, colour/ use of materials to demonstrate change in doors/corridors, range of training provided and accessed.

We have 7 teaching assistants who are trained to deliver interventions as listed above and who are based in various classes across the school depending on cohort need. We also have a trained Forest School, Nurture School lead and PPA cover HLTA.

Teaching assistants will support pupils on a 1:1 basis or in small groups as detailed in individual Plans.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching and Learning Team (STLS) – Cognition and Learning, Social and Emotional and Mental Health, Communication and Interaction, Physical Impairment
- Nurture team and local FLO network
- Hearing Impaired/ Vision impaired Specialist teams
- Specialist team for children with Medical Conditions
- Speech and Language team SALT
- CYPMHS (Children and Young Persons Mental Health team)
- Under 8's assessment team (Community Pediatricians)
- Early help and Children's Services
- School Nursing Team and Project Salus
- Psicon

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. 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; in the academic year 2025/2026 there was removal of agreed high needs funding for some children and tariff amounts were set which were linked to historic funding bids. Should a school require additional funding a bid can be made to the communities of school's groups for additional funding.

5.9 Expertise and training of our staff

Our SENCO has completed the nationally required SEND PGCE CERT a national requirement to complete within the first 3 years of assuming the post. She has worked in the setting for over 25 years and is also the school Deputy Headteacher.

We have a team of 7 teaching assistants in classes, which includes 3 higher level teaching assistants (HLTA) (2 of whom holds QTS) who are trained to deliver SEN provision.

Staff in school are trained in the following areas:

Attachment and Nurture, Multisensory Learning, Growth Mindset, Anaphylaxis Training, Impact of Trauma, Mental Health, Dyslexia awareness, Speech Sound Difficulties, Anxiety Based School Avoidance, Phonics, Social Stories, Positive Handling, Safeguarding, ASD, ADHD, ODD, Dyslexia, Visual Impairment, Speech and language, Dyscalculia, Speech Sounds, Language Difficulties, Hearing Impairment, Behaviour Management Zone Board, language for learning.

Individuals have received a variety of training such as Drawing for Talking, Success in Arithmetic, Solihull, Bereavement, Playground support. ASD champions, Speech and Language Link, Speech Sound Difficulties, Language through Colour, Managing the Challenging Class, Bereavement, Nurture Principles, Attachment Disorders, Emotional Intervention Toolkit, Wellbeing toolkit, Fizzy and Clever Hands, Selective Mutism, Russian Scaffolding, Nurture Champion, Talk Boost and Better Reading Partnerships, level 3 Counselling services

All planning and training needs for subsequent years are carefully planned and sourced in light of cohort specific needs, changing needs and movement of staff. 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: our local PRG, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapists. The cost of training is covered by the notional SEN funding.

We regularly review the schools' training programme and CPD for staff to ensure we can deliver high-quality support for all Children with Send.

As part of our support for children with Autism our whole school has completed / accessed the Autism Education Trust, Making Sense of Autism Module.

This is an awareness-raising module for all staff in the school community. The module provides participants with an introduction to autism and the reasonable adjustments that need to be considered when working with autistic pupils.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school do not have, we will purchase it using the notional SEN funding or seek it by loan. For highly specialist communication equipment, the school will seek advice from KCC SEN team.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term at the end of the Plan, Do, Review Cycle and as part of class Progress and Provision meetings. Short term targets are reviewed at the end of terms 2, 4 and 6. Yearly or key Stage outcomes are reviewed at the end of term 6. We use information from class assessment procedures, meetings with pupils and parents, external agency reports and assessments and teacher judgements to inform our reviews.
- Reviewing the impact of interventions after 5 weeks – TA's measure entry and exit data for all interventions in collaboration with the class teachers and overseen by the SENCO.
- Using pupil questionnaires and pupil voice procedures to seek the views of the pupils
- Collating parental feedback and confidence via Parent Voice.
- Monitoring teaching and learning by the SENCO via learning walks, measuring impact of interventions and observations
- Peer monitoring with the communities of schools Sencos
- Visit reports from external agencies
- SENCO to attend senco forums to maximize knowledge of up-to-date information.
- Using class provision maps to measure progress - these are written by the SENCO and Class teachers in collaboration and reviewed as part of the Progress and Provision meetings.
- Holding three-in-year reviews with parents and SENCO (T2/4/6), as well as annual reviews for pupils with statements of SEN Support and EHCP's.

In reviewing these plans, we are looking forward to see that adequate progress has been made. The SEN Code of Practice (2014) describes inadequate progress as:

- 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 rates of progress
- Widens the attainment gap.

If inadequate progress towards outcomes has been made. The plan will be adjusted and reviewed accordingly and external support sought.

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

- Lymgne School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the Kent Admissions policy
- 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 Year Six.
- All pupils are encouraged to take part in sports day/school plays/special workshops and no pupil is ever excluded from taking part in these activities because of their SEN or disability. Children who require additional support or adjustments to be made to support their participation will be carefully planned for. For example, social stories, risk assessments, use of adult support, adjustment to tasks

5.13 Support for improving emotional and social development

At Lymgne CEP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching and quality curriculum for instance; PSHE curriculum, Circle Time, Lunchtime clubs (Yew and Me Den, our forest school provision, monitor roles and through every conversation adults have with children in the school day as part of our inclusive and family ethos. We encourage all children to be an active part of the school community, adjusting arrangements and providing additional support where required so no child is excluded.

For some pupils with the most need for help in this area we now have our own in house nurture and wellbeing lead who is the first point of contact to support – this is for both pupils and parents/carers. In addition to this, we can also provide access to interventions and specialist provision in accordance with STLS Support, Nurture project, Salus, Early Help, Family Support Services, Church Street Project for Counselling and CYPMHS. This is monitored via pupil progress meetings and Boxall/ SDQ/ Leuven/Stirling wellbeing scales. These interventions may include: access to a counsellor, mentor time with SLT/ SENCO, Emotional Check in/ Check out, Circle of Friends, Resilience skills, Drawing for Talking, Forest School, Nurture Project, Fantastic Me Self Esteem program, Friendship groups (wellbeing toolkit) Incredible 5 Point Scale (anger management).

We work closely with parents to provide support and advice for strategies to support children's emotional development outside of school, signposting them to relevant resources and providing workshops in school where applicable.

We have a zero-tolerance approach to bullying.

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.

5.14 Working with other agencies

At Lympne Primary School, we work closely with all agencies to ensure a cohesive package of support is in place around the whole child. We will work as a host venue to facilitate multi-agency meetings and work to create a seamless approach for all agencies working with children.

The SENCO is the main point of contact for all agencies working with children and it is her role to ensure that: Paperwork is prepared and shared appropriately, organize meetings and reviews and communicate with parents.

The SENCO will facilitate referrals to external agencies as part of our graduated response to SEN as detailed above, when inadequate progress towards targets and outcomes is being made.

Where parents wish to seek agency support, such as Community Child Health, School Nursing, CYPMHS; the SENCO will support parents through this process and fully support all screening through the referral process.

5.15 Complaints about SEN provision

- Any concerns or worries about your child's provision or needs should be in the first instance, directed at the class teacher with an aim for a quick resolution.
- Complaints about SEN provision in our school should be made to the SENCO or Head teacher and they will then be directed to refer to the school's complaints policy.

Contact details for all are available on the school website.

- The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

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

Information Advice and Support Services Network for SEND 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:

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>

www.kent.gov.uk/iask

5.17 Contact Details for raising concerns

Please contact the SENCO, Anna Ladd, on ladda@lympne.kent.sch.uk or call on 01303 268041

5.18 The local authority local offer

The local authority's local offer is published on:

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

Kent's Local offer is all about making it easier for people to find out about services available to 0-25 year olds with special educational needs and disabilities.

You can find out about our:

- arrangements for identifying and assessing children and young people with special educational needs and disabilities
- how to access services and how we make decisions
- services to support young people prepare for adulthood and independence
- arrangements for resolving disagreements, mediation and appealing to the SEN Tribunal
- sources of support, advice and information

This is one of the ways we are delivering the changes introduced by the Children and Families Act, which became law in September 2014.

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

6. Monitoring arrangements

This policy and information report will be reviewed **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 plan

Equality information and objectives

Supporting pupils with medical conditions

Anti-Bullying Policy

This policy was agreed by the Governing Body on 21st October 2026

Review due by 21st October 2027