

SEND Policy and Information Report



Haver CE Primary School

Approved by:

Headteacher: Mrs H. Bligh

Chair Governors: Ms P. Lang

Date: September 2026

Next review due by: September 2027

Introduction

All children are entitled to an appropriate education that meets their needs and promotes high expectations and standards, *building the confidence and resilience to flourish* and enabling them to achieve their potential. This policy has been developed in collaboration with staff, parents/carers and representatives from the governing body to provide detailed information about the implementation of the governing body's policy for children with special educational needs (SEN) at Hever CEP School. It embodies our Christian vision, centred on the story of Jesus Walks on the Water (Matthew 14: 22-33), which sets high expectations for our whole school community to challenge and support each other to:

- have the COURAGE to try and the determination to PERSEVERE
- build TRUST by being honest and thoughtful
- show COMPASSION through acts of kindness and forgiveness
- demonstrate our value of BELONGING treating everyone with respect and courtesy

This policy is reviewed annually and should be read in conjunction with the following school policies and documents which are available on the school website or on request from the school office: Accessibility Plan; Admissions; Behaviour Policy; Equality Information and Objectives; Medical Needs Policy and Safeguarding Policy.

Definition of Special Educational Need

At Hever School, we define SEN using the 2014 Code of Practice definition:

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

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

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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'. 2

Children with SEN at Hever School

Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

- Communication and Interaction
- Cognition and learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs.

At Hever School, we can make provision for all frequently occurring SEN without the need for an Education, Health and Care Plan (EHCP), including speech and language needs, autism spectrum Disorder (ASD), Specific Learning Difficulties (dyslexia, dyscalculia and dyspraxia) and Social, Emotional and Mental Health (SEMH) difficulties including attention deficit (hyperactivity) disorder (ADHD, including inattentive ADHD). We have experience in meeting the needs of pupils who have an Educational Health Care Plan across all four areas of SEN. Where we are supporting children with SEND and require advice, we can access quick training and advice from our SEN Inclusion Advisor, Specialist Teachers, our Link Educational Psychologist and our Link Speech and Language Therapist. We can also make referrals for other Speech and Language Therapy Support, Occupational Therapy support, School Health and other healthcare professionals. Furthermore, the school is now part of a 'community of schools,' where the SENCOs from those schools meet seven or eight times per year to discuss the latest information around SEND, seek advice from one another, and can request funding to support a specific need in the school.

Decisions on the admission of pupils with an EHCP are made by the Local Authority. The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Roles and Responsibilities

Class Teachers

Each class teacher is responsible for the progress and development of every pupil in their class. They work 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. They work with the SENCO to review each pupil's progress and development and decide on any changes to provision, ensuring they follow the SEND policy. Class teachers receive regular training, both in house and from external providers, on the most up to date and research-based methods of teaching children with additional needs.

If a parent has any concerns about their child, including if they think their child might have SEN, the first step is to speak to the class teacher. If they would then like to speak to the SENCO, appointments can be booked via the school office on 01732 862304 or email senco@hever.kent.sch.uk

Our Special Educational Needs Co-ordinator (SENCO)

The SENCO at Hever School is Joanne Seymour, a qualified teacher who holds the National Award for SEN Co-ordination (NASENCO). Mrs Seymour is available by phone on 01732 862304 or by email at senco@hever.kent.sch.uk and works at the school 2.5 days per week.

The SENCO works with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have an EHCP. They 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. They advise on the graduated approach to providing SEND support, on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and are the point of contact for external agencies, especially the local authority and its support services. The SENCO liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned. They 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 and ensures the school keeps the records of all pupils with SEND up to date.

SEND Governor

The SEND Governor helps to raise awareness of SEND issues at governing body meetings, monitors the quality and effectiveness of SEND and disability provision within the school and updates the governing board on this. They work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school. The SEND Governor meets with the SENCO on a termly basis.

Identifying children with SEN

At Hever Primary School, we monitor the progress of all pupils three times a year to review their academic progress in reading, writing and maths. This information is shared with parents through data reports and discussed at Parent Consultation meetings. To inform our teacher assessment, we use a range of assessments with all the pupils at various points, for example termly NTS Assessments for English and maths, baseline screening on entry to Reception, phonics screening in June of Year 1, the multiplication tables check (MTC) in Year 4, optional verbal and non-verbal reasoning tests in Year 5 and end of Key Stage 2 SATS in Year 6.

As a result of ongoing tracking and monitoring, we aim to quickly identify children who are not making expected progress. At this point a teacher might seek advice from the SENCO, who might look at the child's books, make a classroom observation, and conduct some assessments to give us a fuller picture of a child's needs. This allows us to put additional targeted support in place to enable the pupil to continue to make progress, even if SEN have not been identified. The majority of a pupil's needs are met through the delivery of high-quality teaching, with additional strategies and adaptations to overcome barriers to learning, within the classroom. This may include small group work with targeted support and/or the use of additional resources such as visual cues, colourful semantics. We prioritise children learning together in an inclusive environment and balance this with the need for specific intervention. Additional targeted individual or small group support may include: pre-teaching sessions; phonics keep up or catch up groups; reading interventions; social and communication groups; attention and listening groups; sensory integration interventions; Lego therapy; working memory support; mastering mathematics consolidation groups; speech and language groups; targeted handwriting and mental health and well-being interventions. Some of these will take place out of class.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness and may need further, more individualised provision. This would usually indicate that the child has a special educational need because the school is making special educational provision for the child which is additional and different to what is normally available.

The SEN Code of Practice (2014, 6.17) describes inadequate progress as that which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between rate of progress.
- widens the attainment gap.

Following school-based intervention, we can access external advice from the Specialist Teaching and Learning Service who have more specialised experience with a range of learning difficulties. This might help us to understand what additional resources and different approaches might help a child to make better progress. These recommendations are incorporated into the class Provision Map or a Personalised Provision Plan, which is reviewed three times a year.

Children who need a range of support, including all those with EHC Plans, will have a Personalised Plan identifying the provision in place, including SMART targets under the child's areas of difficulty. These are set using as well as specialist-advised assessments, such as the portage system, Number Stacks and Little Wandle Phonics catch up and keep up, as well as gap analysis from whole class assessments like NTS Maths and Reading. Within Early Years, we use the Development Matters targets to set targets and review the progress of pupils. Targets will be included on the pupil's SEN plans, shared with parents and reviewed regularly (3 times a year) to track progress and update accordingly.

If the pupil can make good progress using additional and different resources (but would not be able to maintain this good progress without) we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

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

Evaluating the Effectiveness of Provision

The effectiveness of SEND provision is measured using both qualitative and quantitative data. Qualitative data will gather the views of parents, pupils and teaching staff on how successful the provision has been in enabling the pupil to attain their outcomes. Quantitative data will use teacher assessment judgements informed by standardised assessments.

The interventions we provide across the school, shown in the class Provision Map, are reviewed three times a year by the SENCO and teachers. This allows us to make informed judgements about whether or not specific interventions are having a positive impact, and if not, what might be more effective. If results suggest that progress is not as good as expected, the class teacher and SENCO will revise the Provision Map.

For pupils receiving SEND support with a personalised provision plan or for those with an Education, Health and Care Plan, there will be the opportunity to review the progress made towards agreed outcomes and the effectiveness of the pupil's provision at least three times per year. For pupils with an Education, Health and Care Plan this will include a formal Annual Review held each year, in line with the SEN Code of Practice

Reviewing the progress of pupils with SEN

Every pupil in the school has their progress tracked three times per year in Pupil Progress Meetings. In addition to this, pupils with SEN may have additional assessments to measure the impact of interventions. If these assessments do not show adequate progress is being made, the Personalised Plan and Provision Map will be reviewed and adjusted.

Adapting teaching for children with SEN

At Hever School, teachers have the knowledge of strategies to effectively support pupils with special educational needs. We recognise that high quality teaching is the first step in responding to pupils who have or may have SEN and additional intervention and support cannot compensate for a lack of good quality teaching.

The Curriculum and Learning Environment

We ensure that all children have access to a broad and balanced curriculum and that all pupils, including those with SEN, access the planned curriculum in lessons alongside their peers. We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in children's EHC Plans. Our school offers spacious classrooms with high quality learning environments, including access to planned outdoor provision such as Forest School and a kitchen garden and access to nurture-style provision in a designated space, if appropriate.

All pupils with SEN are fully included in the wider curriculum, including trips, clubs etc. with additional supervision and support (including individual risk assessments) in place as appropriate.

Additional support for learning that is available to pupils with SEN

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 to support the provision of resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In a small number of 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. Pupils with an EHCP, and who qualify for requiring more than £6000 of support per year, will be allocated additional funding through a tier system, based on the provision within their EHCP. The SENCO can also obtain advice, resources and funding for groups of children, by making a request through their 'school community' group.

Support for the emotional and social development of pupils with SEN

At Hever Primary School, we celebrate and respect diversity and we model by example the inclusion of all children, with or without SEN. We support all pupils to develop emotional resilience and social skills, both through direct teaching in PSHE and through daily worship, and indirectly through our school's Christian ethos and culture. As a result of our commitment to supporting children emotional wellbeing, we were awarded the Kent Award for Resilience and Wellbeing in April 2026.

For some children, unstructured and social times of the day such as wraparound care and break and lunchtime can present particular challenges and we recognise that these children need continuity and consistency at these times. Our Breakfast Club and After School Club are run by

staff who are TAs and are familiar to the children. A member of the Senior Leadership Team or the teaching staff is on the playground at break and lunchtime to oversee the teaching assistants and midday staff on duty and to reinforce behaviour expectations for all children.

Pupils in the early stages of emotional and social development because of their SEN, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

For children with the most need for support we offer:

- time-out space to use when upset or emotionally dysregulated
- sensory circuits to support regulation and transition
- anxieties and worries group
- wellbeing club at lunchtime to support friendships and provide a quiet place to play
- Drawing and Talking
- Lego Therapy
- A range of services, including 1:1 support, from Kent Emotional Wellbeing Team
- Referrals to external specialist provision, for example Early Help, the Children and Young People's Mental Health Service (CYPMHS) and appropriate charities.

School data 2025-2026:

Data is only one measure of success. Our school values, and the work we have done to secure the Kent Award for Resilience and Emotional Wellbeing, reflect our commitment to providing an inclusive learning environment where wellbeing and high standards of academic achievement go hand in hand.

SATs results Year 6:

End KS2	Reading		Writing		Maths		Combined		GPS	
	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
National 2026	75%	(33%)	73%	(13%)	75%	(26%)	63%	(8%)	74%	(29%)
Hever 26 (21)	81%	47.6%	57%	14%	85.7%	23.8%	57%	14%	76%	19%

(The national GD figures in brackets are last year's as this year's GD figures are not yet available)

In the context where a third of the Year 6 cohort (7 children) have SEND, including 5 with EHCPs, these are strong outcomes, particularly demonstrating the improved outcomes in maths over the past three years. The reading outcomes continue to be above national average, whilst the outcomes in writing are progressing.

Year 4 multiplication check:

Our Year 4 multiplication check also reflects our progress in maths with **60%** of children achieving full marks, compared to 37% nationally last year, with an average score of **24/25**, compared to 21/25 nationally last year. (National data for the current year is not available until November.)

Phonics screening check:

Year 1 phonics outcomes remain exceptionally strong at **92.3%**, compared to 80% national last year. Of the two children who did not reach the expected standard, one was disapplied (could not access the screen) and the other is an in-year admission who has made good progress from their starting point. Both of the Year 2 children who had to retake the screen passed, reflecting the sustained efforts of the Year 2 team.

Reception data:

The school's end of EYFS outcomes also remain strong, reflecting the commitment of our EY team and the sustained and targeted support in place. For the first time this year, the LA set schools an individual target for GLD; our outcome of **76.7%** of children reaching GLD, surpassed our LA target of 67% and last year's national of 67.7%.

Training and Specialist Equipment

Training is an essential part of our professional practice and we are continually building the knowledge and expertise of our staff. All staff receive a SEND Equality and Inclusion Update each year, which includes awareness raising training appropriate to the needs of children joining our school. Whole school training this year also included:

- Trauma and Mental Health Informed Schools
- Mental Health First Aider training
- Making sense of autism training

We meet the training needs of teaching assistants (TAs) through in-house training, external courses to deliver specific interventions and by shadowing staff experienced in working with children with specific needs. Where there is an associated cost of training, this is covered by the notional SEN funding and/or our CPD (Continued Professional Development) budget.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding or borrow it. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

Parent and child involvement

All parents/carers of pupils at Hever Primary School are invited into school to discuss the progress of their children twice a year. Parents receive a short data report twice a year and a full school report at the end of the summer term. Parents are also invited to open afternoons and 'meet the teacher' sessions. Parents are encouraged to arrange meetings outside these times if they have concerns.

As part of our normal teaching arrangements, all children will access some additional support to help them catch-up if progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. This provision will be recorded, tracked and evaluated on a Provision Map and will be shared with parents by the class teacher as appropriate.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of external advice and/or assessments which will help us to address

these needs better. From this point onwards, the child will be identified as having special educational needs because special educational provision is being made, and parents/carers will be invited to regular planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review three times per year. This will usually consist of two parent consultations (which may involve the SENCO) and an end of year transition meeting. Parents of children with an EHC Plan will be invited to contribute to, and attend, an Annual Review. Wherever possible, this will also include other agencies involved with the child. Parents will receive copies of all paperwork forming the annual review.

When a child has been identified with SEND, we talk to him or her about the extra help they are receiving and why, in an age-appropriate way. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. In line with the Code of Practice, children with an EHCP are encouraged to contribute to their Annual Review.

Complaints

The normal arrangements for the treatment of complaints at Hever Primary School, are used for complaints about provision made for SEN. We encourage parents to discuss their concerns with the class teacher in the first instance. This should be referred to the head teacher if unresolved before making a formal complaint to the Chair of the governing body. The complaints process is outlined in the Complaints Policy which can be found on the school website.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an 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.

The Governing Body

The SEND Governor meets with the SENCO three times a year. As part of these meetings, the SENCO reports on how the school have engaged with the following bodies:

- SEN Inclusion Advisor and the specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services
- Access to Early Help to support families in school and at their home setting.
- Requests for advice to the Communication Assistive Technology Team
- Membership of professional networks for SENCO e.g. the Sevenoaks Partnership SENCO forum and the community of schools group.

Support from Kent County Council (KCC)

Information Advice and Support Kent/IASK provide free, impartial, confidential, advice, support and options around educational issues for parents of children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted as follows:

HELPLINE: 03000 41 3000 (Mon-Fri 9am to 5pm)

Office: 03000 412 412

E-mail: iask@kent.gov.uk

Website: [IASK iask.org.uk](http://IASK.iask.org.uk)

To find out about KCC's Local Offer, go to kent.gov.uk and search for Local Offer or click the link to visit the SEND Information Hub. Parents without internet access are invited to make an appointment with the SENCO for support.

Transition

At Hever School we work closely with parents and the educational settings attended by children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This includes: home visits and/or school based meetings with parent/carers; visits to the pre-school by key school staff to observe the child's strengths and needs in their current setting and liaise with pre-school staff, particularly the child's key worker and the SENCO; providing the pre-school setting and home with a personalised 'Welcome to Hever' transition book to support them in preparing the child to start school; additional transition visits for the child, if appropriate.

We also contribute information to a pupil's onward destination by providing information to the next setting. A smooth transition between primary and secondary schools has an impact on children's wellbeing and their successful integration into their new settings. Clear

records are kept for all children with SEND and passed on to their new schools. Secondary school transition teachers are invited to visit the school to meet the child and support information sharing. The Specialist Teacher Service, Early Help and the Kent Emotional Wellbeing Practitioner also provide support during transition from Year 6 to Year 7.

Note

This policy/information report has been written in line with the requirements of:

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014 10

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013