Policy for Inclusion and Special Educational Needs

Aldington Primary School

Headteacher Mr B Dawson
SENCO Miss A Paggett
Inclusion Lead Miss A Paggett

Our aim is that all our children should be happy and successful during their time here.

We strive to provide a secure and caring environment in which each individual child can fulfil his or her own potential.

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1. Aims

Aldington's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Aldington Primary School all pupils, irrespective of need, access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24
  Maintained Schools:
  https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

Kent Local Authority:

The Local Authority's local offer
The Local Authority's Offer can be found in the SEND Information Report

https://www.kent.gov.uk/education-and-children/special-educational-needs
Countywide Approach to Inclusive Education (CATIE)
A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.

- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Education Strategy – to be confirmed (by KCC)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

Everyone within our school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Aldington works towards achieving the Kent Children and Young People Outcomes Framework

Our SEND policy should be read in conjunction with our school's policies published on our website: https://www.aldington.kent.sch.uk/policies

- Safeguarding policy: https://www.aldington.kent.sch.uk/attachments/documents.asp?id=234
- Behaviour Policy https://www.aldington.kent.sch.uk/attachments/documents.asp?id=216

- Equality Policy
  https://www.aldington.kent.sch.uk/attachments/documents.asp?id=220
- Accessibility Plan
  https://www.aldington.kent.sch.uk/attachments/documents.asp?id=218
- Attendance and punctuality policy
  https://www.aldington.kent.sch.uk/attachments/documents.asp?id=222

- SEN Information Report
  https://www.aldington.kent.sch.uk/send-inclusion

3. Definitions

Definition of SEN

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

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and 'substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Aldington the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEN provision is in place, informing

parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

At Aldington Primary School, children with a Special Educational Need but who do not require support that is "additional to, or different from, the support generally made for other children of the same age in a school" may be placed on the monitoring register. A diagnosed need is not required to be placed on the monitoring register. When placed on this register, the child's needs are recognised and monitored by the SENCO and school staff. Should the level of support needed increase, then the child may be moved to the SEND Register following a discussion with parents.

4. Inclusion and Equal Opportunity

At Aldington Primary School, we strive to create an inclusive environment that offers all pupils, irrespective of need and/or ability, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We use the Graduated Approach (Assess – Plan – Do – Review) to review and improve our provision. Further information can be found in the SEND Information Report.

5. Roles and Responsibilities – in conjunction with SEN Information Report

Aldington Primary School works strategically in line with the Special Educational Needs Code of Practice 2015.

https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25

Further information can be found in our SEND Information Report.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

  (Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

At Aldington our SENCO is Miss Alice Paggett. She can be contacted via the school office on 01233 720247 or office@aldington.kent.sch.uk

Miss Paggett is a qualified teacher and has been working at Aldington Primary School since September 2022 and has been the school's SENCO/inclusion manager since September 2025.

She is currently working on achieving her National Professional Qualification (NPQ) for SENCOs.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Aldington Primary School's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead the whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who have a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.

- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.

- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

Our Governing Body has a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

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 body following monitoring visits.

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and the SEND code of practice.

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.

- report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school

Our SEN Governor is Mrs Emma McQuillan.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- the progress and development of every pupil in their class
- instilling high aspirations for every pupil.
- delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- ensuring they follow this SEN policy.

At Aldington Primary School, we are committed to being an inclusive school that supports all of our children to the highest standard. Our aim is to identify needs early and address

those needs through our universal and targeted offer. Our universal offer includes, for example:

- Good quality teaching with appropriate adaptations made to allow all children to access the learning.
- Clear learning objectives and steps to success so that children know what they have to do.
- Lessons that are carefully planned, progressive and build on prior learning. Links between learning are made explicit.
- Additional adults in the classroom are planned for and used to maximise learning and promote independence.
- Well organised classrooms with resources clearly labelled.
- Instructions given in small chunks with visual cues to support recall and independence.
- Tasks are broken down into manageable steps and the steps are made explicitly known.
- Seating plans and groupings are carefully considered and used to support learners and learning, including through access to role-models and opportunities for structured discussion work.
- A nurturing approach towards our pupils with the wellbeing of the children at the centre.
- Training and professional development for staff to meet the needs of our pupils.
- Assessment systems that support the identification of learning gaps and monitor progress. Assessment is used to inform planning and interventions, and identify next steps for pupils.
- Alternative methods of recording used as appropriate.
- Use of a range of visual supports including class visual timetables, now and next boards, task management boards, symbols, word banks/lists, prompt cards and symbols, and learning steps clearly identified.
- Access to practical resources to support learning such as number lines, place value counters, cubes, number beads, 100 squares and, multiplication grids.

- Support for the development of reading skills including a structured systematic approach to learning phonic and reading skills (Little Wandle), the use of Little Wandle sounds charts and cards to reinforce, common exception words accessible and practised, whole class adult-led reading, and focused reading activities.

- Access to resources to support writing development including dictionaries, thesauruses, handwriting books, and different types of pens and pencils.

For further information on our universal offer, please refer to the SEND Information Report.

Teaching Assistants play a crucial role in supporting our pupils both within the classroom and the wider school environment. Some pupils require significant levels of personalised support to be able to access learning and teaching assistants are often utilised to provide this support under the supervision and direction of the class teacher. Teaching assistants are also used to provide more targeted interventions and support to individuals and/or groups of children, as well as providing support within the class learning activities.

5.5 Parents and carers

Parents and carers should inform the school/academy if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

Parent voice

We recognize that parents are the experts on their child and want to build collaborative relationships, working together to support each child. We encourage parents to share their concerns initially with the class teacher as they have the most contact with the child in school. Advice from the SENCO can be sought throughout the process. Please see the advice below:

Speak to the class teacher

Share your concerns with the person who spends most time in school with your child and is able to make adaptations within the classroom. Teachers may approach the SENCO for advice.

Allow time for interventions/support to have impact

Any interventions or adaptations that are in place to support your child need time to have an impact. Teachers will review the support in place and make adjustments as necessary. The teacher may seek support from the SENCO.

Have a review meeting with the class teacher

This is an opportunity to discuss the support in place with the teacher and agree on next steps. The teacher may consult the SENCO at this point. If, following your discussion with the class teacher, you still have concerns around the rate of progress or any underlying needs that your child might have, then it is at this point that we encourage parents to speak to the SENCO on the nature of the difficulties.

Speak to the SENCO

Further in-school support may be identified, support from other agencies may be suggested, signposting to support or training opportunities or referrals may be submitted (e.g. ADHD assessments, ASC assessments, Occupational Therapist, Speech Therapist or School Health). At this point, your child may be placed on the school SEND Register.

Teachers may also raise concerns directly with the SENCO.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Aldington Primary School are able to express their views through pupil questionnaires, discussions with staff, raising concerns directly with teaching staff or members of the Senior leadership team, and Student Council.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which can be found on the SEND page on the website https://www.aldington.kent.sch.uk/send-inclusion

The SEND Information Report sets out how this policy is implemented in the school.

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The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Aldington Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Refer to the Accessibility Policy and the Admissions Policy on the website for further information.

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school/academy approach to SEN provision

Class teachers regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted/differentiated, high-quality teaching as part of our universal offer. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary/appropriate they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether special educational provision is required, the school/academy will start with the desired outcomes, including the expected progress and attainment using the school/academy's graduated approach, and the views and the wishes of the pupil and their parents. The school/academy will use this to determine the support that is needed and whether the school/academy can provide it by adapting the universal offer, or whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Aldington Primary School provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Aldington Primary School we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

A formal diagnosis is not necessary for additional support and adaptations to be implemented to support a child. Each child is an individual and their needs are considered on an individual basis. We have a range of needs within the school, including those with formal diagnoses of Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) – inattentive, hyperactive or combined presentations, dyslexia, developmental coordination disorder and physical disabilities. In addition, we recognize the emotional wellbeing needs of many of our pupils.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Aldington Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan. In addition, we recognize children as having SEND and being on the monitoring list.

At Aldington Primary School progress is closely monitored throughout the year to review their academic progress using core and wider subject data drops followed by pupil progress meetings. Pupils with SEN may also have more frequent assessments.

To support pupils, the school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

At Aldington Primary School, progress is closely monitored throughout the year to review academic progress:

- three times a year using NfER tests in Years 3, 4, and 5 and previous SATs papers in Year 6
- a range of annual assessments with all of the pupils at various points.
- Y6 SATs, Y1 Phonics Screening Check, Y4 Times tables Check

These tests will enable the early identification of difficulties that a pupil may present. Further information about a child's difficulties may be gathered using additional or alternative assessments such as Speech Link, Infant or Junior Language Link. Boxall and Social Difficulties Questionnaires (SDQs) will also be used to gather information about a pupil. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Aldington Primary School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. It may be appropriate for the SENCO to consult with the pupils' parents/carers to discuss further support at this point. Following a review of interventions/strategies implemented, the SENCO may then feel that it is appropriate to seek advice from professionals such as the Link Speech Therapist, Occupational Therapy, an Educational Psychologist, the Specialist Teaching Service, or our Community of Schools. A more detailed assessment may be appropriate.

The purpose of a more detailed assessment will identify what additional resources and/or different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school/academy is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school/academy will continue to identify the pupils having special educational needs. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through personal plans stored and shared through the use of a shared electronic storage system (Google Drive), discussions, review meetings, pupil profiles or support plans.

8.3 Consulting with Parents

All parents of pupils at Aldington Primary School are invited to discuss the progress of their children twice yearly, in the autumn and spring terms, and receive a written report in the summer term each year. In addition, the SENCO will arrange additional meetings as necessary for parents of children on the SEN register with high levels of support, to plan provision and monitor progress. Parents will have the opportunity to meet with the class teacher and/or SENCO throughout the year. We are happy to arrange meetings and have an open-door policy. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a pupil profile. Notes taken during meetings are placed in the child's file.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At Aldington Primary School, progress is monitored throughout the year and teachers carry out regular assessments to track progress and identify pupils who may need further support. The school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils.

Some children need provision that is additional to the universal approaches offered to all pupils. The additional provision will be recorded on the pupil profile. The pupil profile is created by the class teacher following their assessments of the children and is reviewed every other term. Once the review has taken place, the teacher will plan next steps in line with the graduated approach – Assess – Plan – Do – Review. Class profiles are overseen by the SENCO.

Personal provision plans are written by the SENCO in collaboration with teachers and utilising all relevant information provided by outside agencies such as Educational Psychologists and Specialist Teachers. Personal provision plans are shared with parents to seek their views and plan next steps.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by the SENCO every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Aldington Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with the class teacher, then with the SENCO or Headteacher to resolve the issue, before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have an Education Health & Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints, which fall within this category, cannot be investigated by the school.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. 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

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

Complaints Policy: https://www.aldington.kent.sch.uk/attachments/documents.asp?id=105

10. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages