

Policy for Inclusion and Special Educational Needs

Graveney Primary School



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Approved by Governing Body

19th May 2025

Last reviewed on: 26th March 2025

Next review due by: 18th May 2026

Learning and Achieving Together

Graveney Primary School provides a positive learning community delivered through partnership which believes in the uniqueness of each child. We aim to nurture the spiritual, cultural and emotional wellbeing of each individual within a caring and safe environment.

We are committed to a process of continual improvement promoting aspiration, confidence and enjoyment.

Our aims for all our children at Graveney are to ensure they will:

- have high expectations of themselves and others at all times
- have respect for themselves and others in our diverse community as well as the environment
- have the confidence to work independently and collaboratively, and to embrace new challenges
- have an enthusiasm for learning which empowers them in achieving their best in all aspects of life and follow a safe and healthy lifestyle.
- be able to reflect, evaluate and build upon their experiences at Graveney, with happiness and pride.

Our curriculum is broad, balanced, flexible, exciting and relevant, inclusive and well planned. We ensure it enables pupils to make a significant contribution to their school, their community and the wider world.

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1. Aims

Graveney Primary School'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 trustees.

At Graveney 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/academy will make reasonable adjustments to support pupils with SEND. The school/academy 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

Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)

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)

Kents Education Strategy – has not yet been confirmed

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.

The school/academy are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Graveney Primary School 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 :

SEN Information Report: [Graveney Primary School - Special Educational Needs](#)

Safeguarding policy: [Child Protection Policy](#)

Behaviour Policy: [Behaviour Policy](#)

Equality Policy: [Equality Information and Objectives](#)

Accessibility Plan: [School Accessibility Plan](#)

Attendance and punctuality policy: [Attendance Policy](#)

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 Graveney Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers 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>

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made; these are reviewed three times a year as part of our monitoring and assessment cycle.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

4. Inclusion and Equal Opportunity

At Graveney Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, 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.

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our provision maps, and will be made accessible to staff working within the class.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of the parents/carers and pupils

The level of progress the pupil has made towards their outcomes

The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

For more information click this link to see our [SEN](#) Information report

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

Graveney Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

Graveney Primary School is part of the local collaboration of schools within Faversham and works closely with other SENCOs, Specialist Teaching Service and the Kent SEN team to ensure that staff, pupils and parents are able to access the latest support and advice.

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

Access to impartial information, advice and support throughout their time in the school/academy 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 present in **Graveney Primary School** our SENCO is **Tracey Goodsell**. Miss Evie Crickson is completing the NPQ for SEN and will be shadowing Miss Goodsell in preparation for taking over this responsibility.

Miss Goodsell is available on 01795 532005 or tracey.goodsell@graveney.kent.sch.uk. Please note she is currently out of class on a Wednesday.

Miss Goodsell has over 15 years' experience in this role and has been a class teacher for over 20 years.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Graveney 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/academy.

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 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 has 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 carryout 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

Academy Trust reference 7.4.1 Children with special educational needs and disabilities (SEND)

Boards 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](#).

Trusts **must** also meet these requirements by virtue of their funding agreement.

DfE Academy trust governance guide: updated 2 October 2024 [Academy Trust Governance Guide](#)

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 Governors are Carla Hodgson and Charles Rumsey

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provide 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.

Within Graveney Primary School teachers follow the mainstream core standards to support and adapt learning for pupils within their classes. Lessons are differentiated within the school due to our mixed age classes, further differentiation is provided for those pupils who require individualised learning within a class. Pupils individual needs are considered and resources and TA support provided where this has been identified on the class or individual provision map.

TA support is mostly given within the classroom to enable all learners to feel part of the whole class. Where 1:1 support requires a quieter environment, pupils will be taken to work in an alternative room to enable them to access the provision appropriately e.g. Speech and Language support, precision teaching.

Class teachers may on some occasions ask a TA to work with a small group outside of the class room to enable them to focus on a particular aspect of their learning, this maybe pre-teaching a group or a focus group within the class working together on a task.

5.5 Parents and carers

Parents and carers should inform the school 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.

Parents are encouraged to meet with the class teacher and SENCO to discuss the support being provided within school, along with strategies to support further at home. These meetings are recorded on the school Record of SEN, parents will be provided with a copy of this document at the end of the meeting. As a part of the Assess, Plan, Do, Review cycle parents will be invited to meet with the class teacher at varying stages of the cycle to keep them informed of the progress and impact of the provision.

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 Graveney Primary School are able to express their views through Pupils questionnaires – identifying how they like to learn and also through our school council meetings

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school. This can be found on the school website www.Graveneyprimary.com under the [Special Educational Needs section](#).

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

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

When the decision has been made for a pupil with SEN and/ or a disability to attend our school, the SENCo will make contact with all relevant agencies supporting the child. This will include parents, any previous education providers and other professionals such as speech and language therapists or specialist teachers. Following this a transition plan will be drawn up in order to ensure that the child experiences a smooth and happy start to our school, where their needs are quickly understood and met.

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

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline.

Fails to match or better the child's previous rate of progress.

Fails to close the attainment gap between the child and their peers.

Widens the attainment gap.

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

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 Graveney 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 Graveney 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.

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

Communication and Interaction, for example, Autistic Spectrum Condition, Speech and Language difficulties

Cognition and Learning, for example, Dyslexia, Dyspraxia

Social, Emotional and Mental Health Difficulties, for example, visual impairments, hearing impairments, processing difficulties, behaviour difficulties

Moderate/ severe/ profound and multiple learning difficulties

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 Graveney Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Graveney Primary School progress is closely monitored throughout the year to review their academic progress this is completed 3 times a year. However, pupils with SEN may have more frequent assessments as a part of their interventions being reviewed as part of the APDR cycle.

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.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, Phonics Screening checks, speech link assessments, Maths assessments, dyslexia screening tests, verbal and non-verbal reasoning assessments. These tests will enable the early identification of difficulties that a pupil may present and enable the school to seek further support or advice from outside agencies. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Graveney 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, this will be discussed as part of our pupil progress meetings each term. 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. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is 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 will continue to identify the pupils having special educational need. 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/academy 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 our progress meetings and our provision maps (these are a record of the APDR cycle).

8.3 Consulting with Parents

All parents of pupils at Graveney Primary School are invited to discuss the progress of their children on three of occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional 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 Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

Graveney Primary School endeavours to ensure progress for all pupils through:

The teacher's assessment and experience of the pupil

The pupil's previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The pupil's individual development compared to their peers and national data.

Collaboration with parents/carers to seek their views and experience and agreed next steps.

The pupil's own views

Advice from external support services, if relevant

Ensuring pupils are prepared for their next steps and onward pathways.

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 senior leadership team 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 website.

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Graveney Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, the SENCO or a member of the Senior Leadership Team to resolve the issue before making the complaint formal to the Chair of the governing body.

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

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

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](#)

11. Glossary and SEND Acronyms

APDR – Assess, Plan, Do, Review cycle used to support pupils

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