

Policy for Inclusion and Special Educational Needs

Sheldwich Primary School and
Little Hedgehogs Pre-School



Headteacher Mrs Sarah Garrett
SENCO Mrs Charlotte Lay

MISSION STATEMENT

At Sheldwich Primary School we believe in maintaining consistently high standards of work and behaviour in a happy and caring environment.

Approved by Academy Trustees

October
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Contents

1.Aims	
2. Legislation and guidance	
3. Definitions.....	
4. Inclusion and equal opportunities	
5. Role and Responsibilities	
6. SEND Information Report.....	
7. Admissions and Accessibility	
8. Our school's approach to SEND.....	
9. Monitoring and evaluating provision	
10. Complaints about SEND Provision	
11. Links to other policies and documents.....	
12. Glossary	

1. Aims

Sheldwich Primary School and Little Hedgehogs Pre-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 Sheldwich Primary School and Little Hedgehogs Pre-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, Sheldwich Primary School and Little Hedgehogs Pre-School will make reasonable adjustments to support pupils with SEND. Sheldwich Primary School and Little Hedgehogs Pre-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
- 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)

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

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.

Sheldwich Primary School and Little Hedgehogs Pre-School are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Sheldwich Primary School and Little Hedgehogs Pre-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 : [School Policies](#)
- SEN Information Report: [Information report](#)
- Safeguarding policy found on this webpage: [School Policies](#)
- Equality Policy : [School Policies](#)
- Behaviour Policy: [School Policies](#)
- Accessibility Plan: [School Policies](#)
- Attendance Policy: [School Policies](#)
- Complaints Policy: [School Policies](#)

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 Sheldwich Primary School and Little Hedgehogs Pre-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. These pupils will be placed on the 'monitoring' register ensuring their progress, attainment and well-being is regularly reviewed.

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>

4. Inclusion and Equal Opportunity

At Sheldwich Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, learning difficulties and attention difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with Medical and Speech and Language needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority (KCC).

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Please see SEN Information Report: [Information report](#)

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

Sheldwich Primary School and Little Hedgehogs Pre-School work strategically in line with the Special Educational Needs Code of Practice 2015

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

At Sheldwich Primary School and Little Hedgehogs Pre-School our SENCO is **Mrs Charlotte Lay**. Contact details: charlotte.lay@sheldwich.kent.sch.uk

Mrs Lay has 25 years' experience in this role and has been teaching since 1991, worked as Assistant Headteacher since 2018 and is lead for the Faversham SENCo Forum. She is working towards achieving the National Award in Special Educational Needs Co-ordination and will complete this in April 2026

The SENCO has an important role to play with the headteacher and board of trustees with regards to the strategic oversight and implementation of Sheldwich Primary School and Little Hedgehogs' 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/carers 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 trustee to determine the strategic development of the SEN policy and provision across the academy.
- Work with the SENCO and trustees to ensure the academy 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 Academy Trust

Our Trustees board have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN trustees will:

- Help to raise awareness of SEN issues at trustee board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trustee body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Our SEN Trustees are Mr Mike Lee and Mr Scot Greathead. They are responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

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

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.

Sheldwich Primary School and Little Hedgehogs Pre-School 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)

At Sheldwich Primary School the quality of teaching is judged to be Outstanding (OFTSED May 2024)

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 Sheldwich Primary School we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Trustees continuously make improvements as part of the School's accessibility planning and identify aspects of the school that need to be improved, in relation to buildings, curriculum and training of staff.

Please see link to Information Report: [Information report](#)

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.

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 Sheldwich Primary School are able to express their views verbally and visually through: Pupils questionnaires, pupil conferencing, contributing to EHCP Appendix 1

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report ([Information report](#)) which sets out how this policy is implemented at Sheldwich Primary School and Little Hedgehogs Pre-School.

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

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

Parents of pupils with disabilities are asked to discuss the details of the disability, as soon as the child is offered a place at the school. Any necessary arrangements will need to be made to enable the child to participate fully in all lessons and activities. These may include:

- Consulting specialist agencies
- Briefing staff
- Obtaining special equipment
- Making minor adaptations to the building
- Re-arranging the classroom furniture
- Employing support staff

We have disabled access through the rear of the building. We also have a disabled toilet and changing facilities.

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

At Sheldwich Primary School we are committed to the inclusion of learners with difficulties or disabilities into the full life of the school, through:

- Teaching SEN pupils primarily in mainstream classes.
- Ensuring that all pupils with SEN join in all the activities of the school so far as this is reasonably practical.
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school.

Where appropriate this may involve:

- Liaison with other schools.
- The provision of mechanical and/or communication aids to support learning.
- Adaptation of the material presented to a group or individual within the class.
- The provision of a Provision Plan, which breaks learning down into steps manageable by the particular child.
- A Provision Plan aimed at modifying behaviour.
- A Therapy Plan set by a specialist such as a speech therapist or occupational therapist.
- Periodic withdrawal either individually or as part of a group.

Suitably differentiated work both in teacher delivery and pupil outcome will facilitate full and equal access to the curriculum. Strategies could include:

- Working in a variety of groups.
- Providing opportunities for success.
- Pupils involved in planning their own learning through self-assessment and target setting.

Sheldwich Primary School and Little Hedgehogs Pre-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, Sheldwich Primary School and Little Hedgehogs Pre-School 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 Sheldwich Primary School and Little Hedgehogs Pre-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 Sheldwich Primary School and Little Hedgehogs Pre-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.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Sheldwich Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following - access to a counsellor, mentor time with member of Senior Leadership Team, external referral to CYPMHS (Child and Young Person Mental Health Services), time-out space for pupil to use when upset or agitated, behaviour management plan and Early Help service.

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

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 Sheldwich Primary School and Little Hedgehogs Pre-School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Sheldwich Primary School and Little Hedgehogs Pre-School progress is closely monitored throughout the year to review their academic progress. However, pupils with SEN may have more frequent assessments in line with their Individual Provision Plan.

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, Sheldwich Primary School and Little Hedgehogs Pre-School monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g.: Y1 phonics screening, speech link, language link, three times a year formal assessments in reading, writing and maths, termly moderation, optional SATs and end of Key Stage SATS.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group phonic support, Numicon, Toe by Toe, Stareway, comprehension groups, Fizzy and Clever Hands (occupational therapy programme), 1:1 maths support, Handwriting group, social skills group.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Sheldwich Primary School we are experienced in using the following assessment tools: Harcourt Dyslexic Assessment, Neale Reading Analysis, British Picture Vocabulary Scale. We also have access to external advisors through Community of Schools Professional Resource Hubs.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined/revised as required. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

Teachers at Sheldwich Primary School and Little Hedgehogs Pre-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/academy'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. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

Add any professional support that is available to your setting.

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/academy 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 Sheldwich Primary School and Little Hedgehogs Pre-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 Pupil Progress meetings, Individual Provision Plans, Individual and whole class transition meetings.

8.3 Consulting with Parents

All parents of pupils at Sheldwich Primary School and Little Hedgehogs Pre-School are invited to discuss the progress of their children on two formal occasions a year and receive a written report twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional 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.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412 and

E-mail: iask@kent.gov.uk

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

Every pupil in the school has their progress tracked six times per year. Staff at Sheldwich Primary School and Little Hedgehogs Pre-School use the following to assess, monitor and review progress:

- 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

In addition to this, pupils with special educational needs may have more frequent assessments.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

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.

At Sheldwich Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to our pupils' onward destination by providing information to the next setting. We ensure pupils are prepared for their next steps and onward pathways. We attend transition meetings with our Early Years setting. Class R teacher also visits families before children start school. There are induction visits in Term 6 for Year R pupils to which their parents are also invited. Class Teacher and SENCo meet with receiving staff from Secondary schools and support our pupils in engaging in transition activities and additional visits.

This policy and SEN Information Report will be reviewed by Mrs Charlotte Lay (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 trustees and available to read and refer to on the school's website.

10. Complaints about SEND Provision

Complaints about the provision made for special educational needs are dealt with in accordance with the school's Complaints Policy. We encourage parents to discuss their concerns with their class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the Board of Trustees.

If the complaint is not resolved after it has been considered by the Board of Trustees, 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. SEND Code of Practice Chapter 11 Pages 244-273

There are some circumstances 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.

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