

Policy for Inclusion and Special Educational Needs Ethelbert Road Primary School



**Headteacher Mrs Michele Kirkbride
SENCo Mrs Lisa Vitiello**

Approved by Governing Body

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Our Vision

We believe that everyone in our community can be the best they can be if we all work together. We aim to enable every individual regardless of ability to achieve their full potential, develop a love of learning, become good citizens and to prepare for future life.

We aim to foster an enthusiastic, curious, creative community of learners (children, staff, parents and governors) who embrace challenge and have high expectations for themselves others. We will provide a safe and nurturing environment where everyone is celebrated, valued and treated with kindness and compassion.



At Ethelbert Road 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 sets 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.

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1. Aims

Ethelbert Road 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 Governors.

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

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) :
[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 works towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Ethelbert Road 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: <https://www.ethelbert-road.kent.sch.uk/policies/>

- SEN Information Report
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality 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 SEND 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 SEND, but there is sufficient

overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEND definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

The Special Educational Needs Register is an internal register of pupils who have an identified SEND need which is causing the pupils to have significant barriers to learning. At Ethelbert Road Primary School, the SENCo will regularly review the SEND 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 SEND 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>

4. Inclusion and Equal Opportunities

Link to our SEN Information report: <https://www.ethelbert-road.kent.sch.uk/policies/>

At Ethelbert Road, our guiding principle is one of inclusion. We are proud of our nurturing environment and community feel. Our whole school community is committed to giving our children the very best possible start. We strongly believe that active, confident, creative and curious children will be successful in all areas of life. With this in mind the whole school community works tirelessly to ensure our school vision is achieved.

We keep the needs of the individual child at the heart of all of our decision making and work hard to breakdown any barriers, to ensure every child can reach their full potential, within all areas of school life and the wider community. At Ethelbert Road we also aim to promote and foster independence in all our children with SEND to promote self-esteem, resilience, confidence and high-levels of motivation. We take every opportunity to celebrate success and take a positive approach which emphasizes the achievements of all pupils. We aim to prepare them for their next phase of education and to continue to be successful in the future.

We set out an approach which encourages effective communication between all stakeholders- pupils/ families, teachers, support staff, school leadership, Mental Health and Well-being Manager, external specialist staff and other external agencies. We know that when we build an effective team around the child, we can all work together for the best possible outcomes.

All our enrichment opportunities to support the curriculum and school visits are available to all our pupils and all pupils are encouraged to go on our school trips, including residential trips. All pupils are encouraged to take part in events such as class assemblies, sports day, performances and so on. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our approach at Ethelbert Road is to work with parents/carers to plan for reasonable adjustments, using a risk assessment where required to ensure all our pupils are included in activities alongside pupils who do not have a SEND need.

Please see the [School Accessibility Plan](#) on the school website for more information:

<https://www.ethelbert-road.kent.sch.uk/policies/>

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

Ethelbert Road Primary 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/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.

The named SENCO is Lisa Vitiello and she holds the statutory NASENCO qualification. She has also more than 15 years' experience as a Class Teacher and Key Stage Leader in every year group and in every Key Stage across the Primary age range. She has over seven years' experience as a member of the Senior Leadership Team. To contact the SENCO please email: senco@ethelbert-road.kent.sch.uk

The SENCo is supported by the Headteacher, Michele Kirkbride, who is also a fully qualified and experienced SENCo, and the Mental Health and Wellbeing Manager, Claire Cornall, who has previous experience of the SENCo role.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Ethelbert Road Primary School's SEND 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 SEND 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 SEND and medical information, advice, guidance, and strategies to support pupils with SEND 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 SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND

- 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 SEND
- 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 SEND 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.

5.2 Headteacher

The Headteacher, Michele Kirkbride, will:

- Work closely with the SENCo and SEND 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 SEND 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 SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

5.3 SEND Governor

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

Ethelbert Road Primary School has two SEND governors, Siobhan Price and Elaine Parkinson, who will:

- Help to raise awareness of SEND 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](#)

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

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.

For further information please refer to the school's SEND Information report:

link to our SEN Information Report: <https://www.ethelbert-road.kent.sch.uk/policies/>

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. 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.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report.

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

Add link to SEN Information report: <https://www.ethelbert-road.kent.sch.uk/policies/>

7. Admissions and Accessibility

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

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

Decisions on the admission of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. As a local authority school we follow the DFE School Admissions Code and the Kent County Council Admissions Arrangements to ensure that school admissions are managed in a transparent and equitable way.

See our Accessibility Plan for more information

<https://primarysite-prod-sorted.s3.amazonaws.com/ethelbert-road-primary-school/UploadedDocument/110c0f0c-4714-4dc2-a8cc-5e46ce25dbac/accessibility-plan-september-23-262.pdf>

8. Our school's approach to evaluating SEND 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:

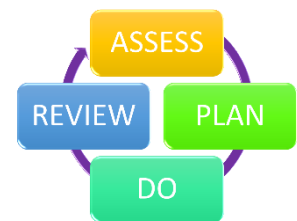
- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

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.

We will continuously evaluate the effectiveness of provision for your child using the Graduated Approach, in a range of ways which include the following:

- Reviewing and tracking their progress over time towards their agreed outcomes at Pupil progress Meetings
- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the SENCo
- Using the school's internal paper-based processes of whole class provision maps / personalised Record of Outcomes / Personalised Plans
- Holding an annual review (if they have an education, health and care (EHC) plan)



We might need to make adaptations to the curriculum or to the learning environment to best support a pupil. We take a personalised approach and may make a range of adaptations to ensure all pupils' needs are met, including:

- Adapting our approaches in a range of ways, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing in a range of ways eg: use of focus groups in the classroom
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Scaffolding lesson materials in a range of ways with a view to reducing the scaffolding given over time

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

There are four main areas of need: Communication and Interaction (C&I), Cognition and Learning (C&L), Social, Emotional and Mental Health (SEMH) and Sensory and/or Physical (S&P).

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

- Communication and Interaction - Autistic Spectrum Condition (ASC), Speech and Language difficulties, Developmental Language Disorder (DLD), Selective Mutism
- Cognition and Learning – Learning Delay, Dyslexia, Dysexecutive difficulties, Memory and Processing
- Social, Emotional and Mental Health (SEMH) - Attention Deficit Hyperactivity Disorder (ADHD), Selective Mutism, Autistic Spectrum Condition (ASC), Anxiety disorders, Low mood, Attachment disorder
- Sensory and/or Physical (S&P) - Visual impairments, Sensory Processing difficulties, Visual Stress Disorder, Fine and Gross Motor 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 Ethelbert Road 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 Ethelbert Road, we continuously monitor the progress of all pupils in order to identify any additional needs as early as possible. When identifying additional needs, factors such as slow

progress, low attainment or a formal diagnosis will not automatically mean a pupil is recorded on the SEND register.

We also use a range of assessments with all the pupils at various points including EYFS assessments, Y1 phonics screening, Speech Link, Language Link, Nessy dyslexia screening, regular assessments in reading, writing and mathematics, termly moderation and end of year assessment points. With the consent of parents, we may also carry out additional screening using the Boxall Profile, Strengths and Difficulties Questionnaires and Sensory Checklists.

We follow the Main Stream Core Standards which outline some of practices and adaptations which are part of Quality First Teaching (QFT.) We recognise that evidence and research shows all children benefit the most from high quality first teaching. Therefore, a child is not automatically supported by an additional intervention. However, where progress is not as expected, even if special educational need has not been identified, we may put in place extra support to enable the pupil to make accelerated progress and close any gaps to 'catch up.' The majority of the additional support provisions in place are carried out within the child's classroom, during the normal teaching time by the child's class team who know them best. At Ethelbert Road we try, wherever possible, to minimise the time children are removed from class for interventions. Examples of extra support are additional phonics support, additional reading, spellings, comprehension groups, Fizzy and Clever Hands (occupational therapy programme), 1:1 mathematics support, pre-teach, handwriting, touch typing, social skills group, speech and language interventions. If a child is receiving this level of support, teachers will add it to their Class Provision Maps, share the information with parent and review the provision as part of our Graduated Approach.

Over a period of time, some pupils may continue to make less than expected progress, despite high-quality teaching and targeted support. For these pupils, and in consultation with parents, we may then use a range of additional assessment tools to identify the pupil's barrier to learning. 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. If your child is receiving this level of support, teachers will add it to their Class Provision Maps, and share the information with parents.

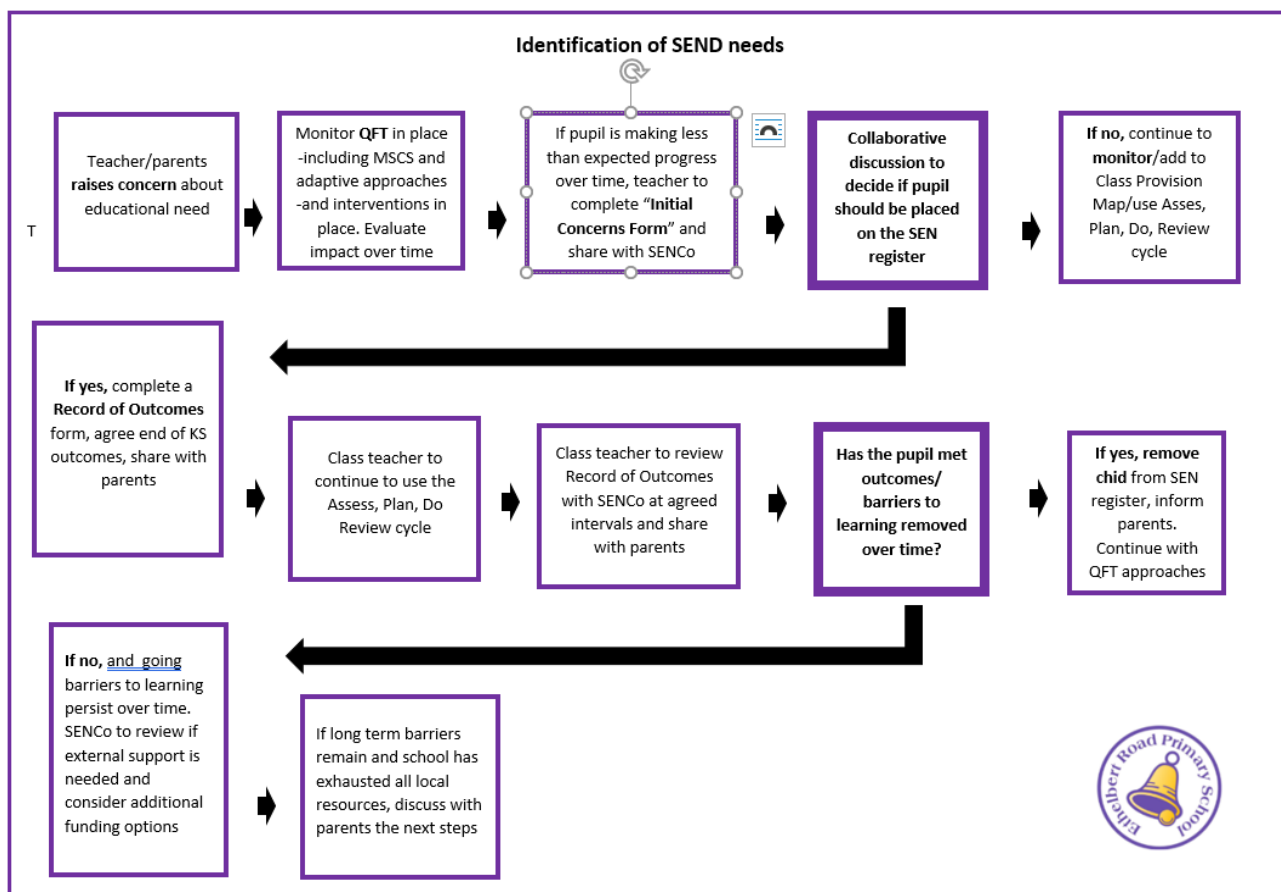
Where the school is making special educational provision for the pupil which is additional and goes above and beyond what is normally available, the school may decide to place the child on the SEND

register following a consultation with parents, demonstrating we identified that the pupil has a special educational need. At Ethelbert Road Primary School, the personalised provision will be recorded internally on a Record of Outcomes form or a Personalised Plan. These will be shared with parents and reviewed as part of our Graduated Approach.

The SEND Code of Practice describes inadequate progress as follows

- 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

Please refer to the flow chart below:



8.3 Consulting with Parents

We aim to work closely with families and build positive home-school relationships in the best interests of the child. We will have an early discussion with parents when identifying whether their child needs special educational provision. We also listen carefully to the voice and views of the child when planning any provision. These conversations will make sure that:

- We take a child centered and personalised approach to planning support
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

At Ethelbert Road Primary School, when parents/ careres raise a concern about possible SEND needs, their concerns will often be recorded on an Initial Concerns Form. The teaching team, and the SENCo will have extensive discussions around the need to place the child's name on the internal SEND register. This decision is taken as a team and the school may build up picture over time through careful tracking before deciding whether or not to place the child on the SEND register.

At Ethelbert Road Primary School, when a child is on the SEND register, the personlaised provision will be recorded internally on a Record of Outcomes form or a Personalised Plan. These will be shared with parents and reviewed as part of our Graduated Approach.

We will formally notify parents when it is decided that a pupil will receive SEND Support. Parents will also be notified if a pupil no longer requires SEND Support.

Please refer back to the flow chart in 8.2.

Please refer to the SEND Information Report

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

We will continuously evaluate the effectiveness of provision for your child in a range of ways which include the following:

- Reviewing and tracking their progress over time towards their agreed outcomes at Pupil progress Meetings
- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the SENCo
- Using the school's internal paper-based processes of whole class provision maps / personalised Record of Outcomes / Personalised Plans
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

Concerns should be raised with the class teacher in the first instance. At this stage informal mediation may be offered. While this can be useful in helping the school and complainants reach an

agreement and move forward, there are times when it may not be the most appropriate course of action. If you are not satisfied with the school's response, you can escalate the complaint.

To find out more about how to make a complaint, please read the school's Complaint Procedure

<https://primarysite-prod-sorted.s3.amazonaws.com/ethelbert-road-primary-school/UploadedDocument/4476bf3d-6cc7-4a6b-ae60-0e3169d3a72f/complaints-procedure-2024.25.pdf>

Parents of pupils with SEND should follow the school's Complaint Policy, unless the complainant's child has an Education Health and Care Plan and the Complainant wishes to appeal against a decision that the Local Authority has taken. If this is the case, the Complainant needs to contact the Local Authority.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making **reasonable adjustments**, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals>

10. Glossary and SEND Acronyms – REVIEW and add to other school information is added

- **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