

Plaxtol Primary School Policy for Inclusion and Special Educational Needs



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Date for Review	September 2027
Headteacher	Ms Claire Rowley
SENCO	Mrs Katherine Housley
Chair of governors	Mrs Sally Shewell

This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

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<u>Our school motto:</u> • Learning together – school, family, community	<u>Our Intent:</u> M – we use a Growth Mindset attitude to learning, where resilience is key. I – we promote independence in both the children’s learning and their approach to later life. N –we pride ourselves on how we nurture the potential of every child. E – we recognise the importance of the environment both on a local, national and global level. R – we will respect all pupils and adults in our school and the wider community. V – our village is fundamental in developing a sense of community. A – all children, parents and staff are aspirational in their outlook
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1. Aims

Plaxtol 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.

At Plaxtol 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

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

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)

For Kent strategy - <https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-strategy>

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 Plaxtol 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: <https://www.plaxtol.kent.sch.uk/policies/>

Safeguarding policy: <https://www.plaxtol.kent.sch.uk/policies/>

Behaviour Policy: <https://www.plaxtol.kent.sch.uk/policies/>

Equality Policy: <https://www.plaxtol.kent.sch.uk/policies/>

Accessibility Plan: <https://www.plaxtol.kent.sch.uk/policies/>

Attendance Policy: <https://www.plaxtol.kent.sch.uk/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'

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 Plaxtol 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>

SEN Monitoring

At Plaxtol Primary School we monitor the progress of all pupils regularly to review their academic progress. We use a range of assessments to undertake this. Where we identify that progress is less than we might otherwise expect, even if a special educational need has not been identified, we put in place extra support to enable the pupil to make accelerated progress. At this point we would add the pupil to our SEN monitoring list to ensure they are a focus at pupil progress meetings that are undertaken with the class teacher, headteacher and SENCO three times a year. If the support put in place enables the pupil to make expected

progress they may be removed from this list, but if they continue to have difficulties they will remain on the monitoring list and further investigation and assessment of need will be undertaken.

4. Inclusion and Equal Opportunity

The school endeavours to provide, review and develop high quality inclusive opportunities for all pupils. We follow advice in the Mainstream Core Standards on how to adapt the curriculum and 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 Educational, Health and Care Plans.

As part of our requirement to maintain the appropriateness of our curriculum and learning environment, any new buildings or improvements must comply with DDA requirements. Contractors employed to make any changes must also comply with DDA standards. The governing body and SEN Co-ordinator constantly monitor and review the appropriateness of the building in light of our pupils' needs.

All clubs, trips and activities are available to pupils with SEND and where necessary the school will provide additional adult support or adapt the planned activities so that all pupils can safely participate.

At Plaxtol Primary school we use the graduated approach as described in the SEND Code of Practice (2015) to support pupils with SEND. This approach begins at a whole school level which we identify as universal provision. At this stage, all pupils are supported by high quality teaching adapted to learning needs based on formative assessments made by the teacher.

If a pupil is identified as not making progress despite receiving adapted high-quality teaching, then they may need additional strategies or provision to meet their learning needs. This is termed as targeted provision and this provision is in addition to, not instead of, the universal provision.

Once pupils have been identified as requiring targeted provision we follow a cycle of assess, plan, do, review. This allows for a more thorough assessment of need through teacher assessment and sometimes standardised tests, to inform the next steps required. A plan is made and the additional provision put into place. After an agreed period of time, usually 6-8 weeks, the plan is reviewed and then the cycle begins again.

These successive cycles help build a holistic picture of the needs of the child and what support secures good outcomes for them. These cycles could lead to increased support for the child if initial provision does not lead to the anticipated outcome, or decreased support if the pupil starts to make good progress. The child would continue to be monitored to ensure their progress is maintained.

Please see more detail about the graduated approach that we undertake at Plaxtol Primary school in our SEN Information report.

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

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

Plaxtol Primary school is committed to meeting all statutory duties set out in the SEND Code of Practice (2015). To ensure compliance, the school:

- Implements the graduated approach (Assess–Plan–Do–Review) for all pupils receiving SEN Support.
- Identifies and assesses needs using the definitions and guidance set out in the Code of Practice.
- Ensures high-quality, inclusive teaching and follows the Mainstream Core Standards as part of ordinarily available provision.
- Involves parents and pupils in all decisions regarding SEN support, ensuring communication is clear, collaborative, and timely.
- Works with external professionals when specialist advice or assessment is required, including when considering EHC needs assessments.
- Provides ongoing staff training so all staff understand their responsibilities under the Code of Practice.
- Maintains accurate record keeping, monitoring provision and outcomes to ensure consistency with statutory expectations.
- Ensures the SENCO, senior leaders, and governors regularly review SEN provision to maintain alignment with national guidance.

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

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 Plaxtol Primary School our SENCO is Mrs Katherine Housley. Contact details 01732 810200 and via email on senco@plaxtol.kent.sch.uk. She has 4 years' experience in this role and has worked as a qualified teacher for 15 years. She has been awarded the National Professional Qualification for SEND in August 2026.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Plaxtol 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

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.

The SEN governor will:

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

Maintained School

Children with special educational needs and disabilities (SEND)

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

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

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

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

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

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Mrs Sarah Stokes

5.4 Teachers

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

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

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

Every teacher is responsible for:

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

Specific interventions include:

- Phonic catch up
- Clicker 8
- Fizzy fingers
- Sensory Circuits
- BEAM (Balance, Education and Movement) programme
- Talk about
- Lego Therapy
- TTRS – Touch type read and spell
- Lexia
- Counselling (second half of the year via external professionals)
- Daily reading
- Beanstalk reading
- Specialist teacher led targeted interventions

At Plaxtol Primary school we have a dedicated team of TAs, including HLTAs, who support pupils throughout the school day. TAs are provided with relevant, up to date training to allow them to support pupils whether in whole class settings, or when delivering targeted

interventions. TAs work closely with class teachers and the SENCo to ensure that the needs of all pupils are communicated and understood by the whole staff team.

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.

Parent voice is very important to us at Plaxtol Primary school as we recognise that parents are the experts on their child. Parents are encouraged to speak to their child's class teacher in the first instance about any concerns, which may result in a referral to the SENCO. Alternatively, parents can contact the SENCO or headteacher if that seems more appropriate.

The school is committed to maintaining a collaborative approach to supporting pupils with Special Educational Needs. In accordance with the SEND Code of Practice, the school implements the Assess–Plan–Do–Review (ADPR) cycle to ensure that provision is responsive, effective, and tailored to individual need.

Assess:

The school undertakes a thorough assessment of the pupil's needs, drawing upon a range of information including teacher observations, progress data, specialist advice where appropriate, and the views of parents and the pupil. This stage ensures that needs of the pupil are clearly identified and understood.

Plan:

Following assessment, specific and measurable targets are agreed in consultation with parents and, where appropriate, the pupil. The plan outlines the support and interventions to be implemented, the staff responsible, and the expected outcomes. Parents are provided with clear information about the nature and purpose of the planned provision.

Do:

The agreed support is implemented by teaching and support staff under the guidance of the SENCO. Staff monitor the pupil's engagement and progress closely and make necessary adjustments to teaching and intervention approaches to ensure the provision is delivered effectively.

Review:

Meetings are held with parents three times a year to evaluate the pupil's progress against the agreed targets. During the review, parents are invited to discuss the effectiveness of the provision, any emerging needs, and the next steps. Targets and support strategies are updated accordingly to ensure continuous improvement in outcomes.

The school values the contributions of parents and recognises them as essential partners in the SEN process. Parents may request additional meetings with the SENCO or relevant staff should they have concerns or require further clarification regarding their child's 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 views 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 Plaxtol Primary School are able to express their views through: pupil questionnaires/ school council and pupil voice.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report <https://www.plaxtol.kent.sch.uk/send/> which sets out how this policy is implemented in the 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

Plaxtol Primary School 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.

8. Our school approach to SEN provision

At Plaxtol Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum condition, learning difficulties, physical disabilities and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar such as chromosomal and genetic anomalies, however we can access training and advice to ensure that each individual's needs can be met.

Plaxtol Primary school is committed to providing an inclusive learning environment where the needs of all pupils are identified, understood, and met through high-quality teaching and targeted support. We recognise that pupils may require additional or differentiated provision at different points in their school journey, and we aim to ensure that all pupils with Special Educational Needs achieve their full potential academically, socially, and emotionally.

Early Identification and Assessment

The early identification of SEN is a priority at our school. Staff closely monitor pupil progress and wellbeing, using assessment data, classroom observations, and professional judgment to identify emerging needs. Concerns regarding a pupil's progress are addressed promptly through further assessment, collaboration with the SENCO, and engagement with parents and carers.

Graduated Approach

The school follows the graduated approach set out in the SEND Code of Practice, using the Assess–Plan–Do–Review (ADPR) cycle to ensure provision is continually refined and responsive to individual needs. This systematic process enables staff to identify effective strategies, track progress, and review outcomes regularly.

High-Quality Teaching as the First Response

High-quality, differentiated teaching is the foundation of our SEN provision. Teachers adapt lessons, resources, and classroom environments to ensure all pupils can access the curriculum. The SENCO works with teachers to provide guidance, training, and resources to support inclusive practice.

Targeted and Specialist Support

Where additional support is required, the school provides targeted interventions tailored to the pupil's specific needs. This may involve small-group work, one-to-one provision, pastoral support, or the involvement of external professionals. Support is evidence-based and monitored for effectiveness.

Collaboration with Parents and Pupils

Parents and pupils are regarded as essential partners in the SEN process. The school actively seeks their views and ensures they are fully involved in decision-making regarding support and next steps. Communication is transparent, regular, and focused on achieving the best possible outcomes.

Inclusion and Whole School Responsibility

SEN provision is a whole-school responsibility. All staff share a collective commitment to inclusion and work together to create a supportive environment for pupils with diverse needs. Training and professional development are provided to ensure staff remain knowledgeable and confident in meeting the requirements of pupils with SEN.

Plaxtol Primary school is committed to ensuring that the Mainstream Core Standards are embedded across all areas of teaching and learning so that pupils with Special Educational Needs are able to access a high-quality, inclusive education. These standards form the foundation of our SEN provision and outline the expectations for meeting a wide range of needs within a mainstream setting.

High-Quality Teaching

Teachers are expected to deliver high-quality, evidence-based teaching as the first response to supporting pupils with SEN. Lessons are planned to include clear modelling, scaffolding, and opportunities for repetition and consolidation. Adaptive teaching strategies are used consistently to ensure that all pupils can engage with the curriculum.

Clear and Consistent Classroom Practice

At Plaxtol Primary school we maintain consistent classroom routines, clear behaviour expectations, and structured learning environments that support pupils with additional needs. Visual supports, task breakdowns, accessible resources, and predictable lesson structures are used to reduce barriers to learning and promote independence.

Differentiation and Curriculum Adaptation

Teachers differentiate tasks, materials, and teaching approaches to meet the needs of individual learners. Adaptations may include adapted task demands, alternative methods of recording, pre-teaching of key concepts, targeted vocabulary support, or additional processing time. These adjustments ensure that pupils remain engaged and can demonstrate their understanding effectively.

Use of Assessment to Inform Provision

Continuous formative assessment allows staff to identify gaps in learning and adapt teaching accordingly. Teachers work closely with the SENCO to analyse progress data, review barriers to learning, and ensure that core standards are implemented consistently and effectively.

Collaboration Between Staff

The SENCO provides guidance and where required, professional development opportunities to enable all staff to implement the mainstream core standards confidently. Regular collaboration between teachers, teaching assistants, and the SENCO ensures that support is aligned with pupils' identified needs.

As outlined earlier in the policy the early identification of needs is a priority at Plaxtol Primary school.

We 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 will start with the desired outcomes, including the expected progress and attainment using the school graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school 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 Plaxtol 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 Plaxtol 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.

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 Plaxtol 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 Plaxtol Primary School we monitor the progress of all pupils regularly to review their academic progress. Reception Baseline assessment is carried out in the first 6 weeks of a children starting in Reception. There are termly assessments in reading, writing and Maths at the end of Term 2, 4 and 6. KS2 SAT's are completed in May each year with Year 6.

Pupil Progress meetings take place 3 times a year however, pupils with SEN may have more frequent assessments, such as 6 week targets for some interventions and through the use of personalised plans. Class provision maps are regularly reviewed by the class teacher and the SENCO throughout the year.

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, phonic and maths assessments. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

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

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school 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.

This further support may include access to support from our specialist teacher or could involve a referral being made to another professional outside of the school setting who may be able to provide more guidance in the specific support that the child requires.

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 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 the use of provision maps, personalised plans, staff meetings, pupil progress meetings and class SEN files.

8.3 Consulting with Parents

At Plaxtol Primary School we are committed to developing positive, collaborative relationships with parents and ensuring that they are fully involved in decision-making regarding their child's support.

The school will:

- Engage parents at the earliest opportunity when concerns about a pupil's progress or needs are identified.
- Provide clear information about the nature of any concerns, the assessment process, and the support available.
- Invite parents to contribute their views during the Assess–Plan–Do–Review (ADPR) cycle and ensure their insights inform planning and target setting.
- Hold regular review meetings to discuss progress, evaluate provision, and agree next steps.
- Communicate openly and respectfully, ensuring parents have opportunities to ask questions, express concerns, and provide feedback.
- Offer additional meetings with the SENCO or relevant staff upon request at any stage.
- Provide information about external support services, where appropriate, to help parents understand and navigate SEND processes.

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

The school best endeavours through, for example:

- 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
- Ensure 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 Mrs Katherine Housley, 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 website.

10. Complaints about SEND Provision

<https://www.plaxtol.kent.sch.uk/policies/>

Concerns about SEN provision at Plaxtol Primary School should be made to the class teacher in the first instance. If further discussion is required meetings with the Senco and the Headteacher will be arranged to seek to resolve the issue, before making the complaint formally via the school's complaints policy.

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](#)

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