Egerton Church of England Primary School

Together, we inspire, nurture and thrive

Perseverance Compassion Respect Honesty Forgiveness Hope

Inclusion and Special Educational Needs Policy

Key Contact Personnel in School

Mrs Head
Headteacher

Mrs Gill Morrissey
SENDCO

Mrs Beth Foxford
SEND Governor

Date written: **September 2026**

Date agreed and ratified by Governing Body: **October 2025**

Date of next review: **September 2027**

This policy will be reviewed annually.

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

Egerton Church of England Primary School has a strong calling to support pupils with additional and special educational or personal needs. We are committed to 'the dignity and ultimate worth of each person rooted in being created in the image of God and loved by God.' [*Church of England Vision for Education: Deeply Christian, Serving the Common Good' (C of E, 2016) p.11*.] Our SEND Policy is driven by our Christian Vision, inspired by our defining Bible narrative. We build hope and aspiration for children with SEND and their families by addressing their needs within a deeply inclusive culture that always respects their dignity without compromise. By making our most vulnerable pupils a high priority, we build the moral character of all children and adults in our school community and seek to contribute to the common good of society. *['Deeply Christian' pp. 11-12.]*

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1. Aims

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

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24

  Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publishonline
- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

This policy was developed with parents of children with special educational needs, foundation governor, SEND representatives from the governing body and teaching practitioners.

Kent Local Authority:

The Local Authority's local offer
The Local Authority's Offer can be found in the SEND Information Report
About the SEND local offer - Kent County Council

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.pdf

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 are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Egerton 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: Egerton Church of England Primary School - SEND Provision
- Safeguarding policy: Egerton Church of England Primary School - Safeguarding
- Behaviour Policy: Egerton Church of England Primary School - Policies & Procedures
- Equality Policy: Egerton Church of England Primary School - Equality Objectives
- Accessibility Plan: Egerton Church of England Primary School - Policies & Procedures
- Attendance policy: Egerton Church of England Primary School - Policies & Procedures
- Mental Health and Wellbeing Policy: Egerton Church of England Primary School - Mental Health, Wellbeing and Nurture

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 Egerton the SENDCO will regularly review the SEN register as part of the Graduated Approach. The SENDCO 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-educationalneeds-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-educationalneeds-in-england

SEND Monitoring List

In addition to the SEND register we monitor interventions and additional support for children, this provision is recorded on a class provision map by class teachers. The SENDCo works closely with class teachers on this provision which is reviewed termly.

At termly pupil progress meetings every child is discussed and their academic progress and social, emotional and mental health/well-being is considered. Any child being monitored is added to the Monitoring List. This is updated by the SENDCo.

4. Inclusion and Equal Opportunity

At Egerton CEP School we endeavour to provide, review and develop high quality inclusive opportunities.

Key Principles at Egerton Church of England Primary School

Inclusive: we welcome pupils with SEND and ALN to our school. There is a strong presumption that special and additional needs should be met within the classroom alongside peers. Children with SEND and ALN access all curriculum areas without exception. They therefore have equal opportunities to develop a capacity to enjoy 'life in all its fullness.' (John 10.10).

Valued Unconditionally: children with additional needs flourish in a culture that upholds their inherent worth because they are not 'measured' by their educational attainment or behavioural challenges.

Strength-centred: we identify strengths of individuals with SEND and harness these to help overcome difficulties. We aim to understand barriers to learning and personal development respectfully and deeply. However, we strive never to define children by their difficulties or their diagnosis: 'we…avoid at all costs, diminishing the dignity of any individual to a stereotype or problem.' *[Valuing All God's Children (C of E, 2017), p. 1.]* **Cherish the**

whole child: our Support Plans are holistic addressing the individual academic, personal and social needs of children with SEND and ALN. We nurture all children to overcome the additional challenges SEND can pose for relationships between peers. We are sensitive to the additional emotional and mental health difficulties SEND can create for children and their families.

Difference embraced and celebrated: We cherish neuro-divergent individuals and the qualities they bring to our school community. We teach all children to value difference and show that positively in their behaviour.

Self-worth and resilience: Our Christian values develop the self-esteem, self-knowledge and perseverance of children with SEND and ALN equipping them for the next stage in their education. A culture with a deep and uncompromising moral code – Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope - creates conditions where those with ALN and SEND can flourish alongside their peers. *[Mental Health and Wellbeing: Towards a While School Approach' (C of E, 2018), p.4.]*

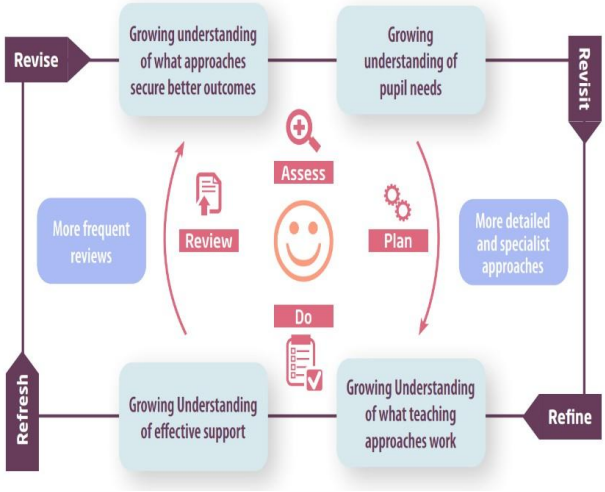
Every pupil is discussed termly at Pupil Progress Meetings. These meetings are attended by Head teacher, SENDCo, teachers & a school governor. Attainment and well-being are discussed.

During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a class provision map which is created by the class teacher to record all the support/intervention delivered and the impact of this additional support.

Individual Provision Plans (which will state the outcomes the child is working towards) are created for children who are on SEN Support. Parents are informed if their child is receiving additional support and as well as parent teacher consultation meetings, the class teacher and SENDCo will meet separately with parents to review these plans 3 times a year.

If your child has an EHCP (Education, Health & Care Plan) you will receive Personalised Plans detailing your child's specific support and outcomes to work towards, each academic year. Progress towards outcomes will be discussed at meetings which parents attend; these are held three times a year.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

Egerton CEP School works 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 SENDCO

All maintained schools and academies are required by law to have a named SENDCO 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).

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

At Egerton C E Primary School our SENDCO is Mrs Gill Morrissey **01233 756274 or via email at office@egerton.kent.sch.uk**

She has 9 years' experience in this role and has worked as a teacher for 29 years.

She achieved the Award in Special Educational Needs Co-ordination in 2012.

The SENDCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Egerton‘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 SENDCO 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 SENDCOs 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 SENDCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENDCO 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 SENDCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENDCO 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 SENDCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

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

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

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

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

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

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body Board meetings.
- Work closely with the SENDCO 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 Beth Foxford.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENDCO 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 SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:



Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

Scaffolding lesson materials

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

Ramps in school to make the building accessible to all.

A toilet adapted for disabled users.

Wide doors in some parts of the building.

A disabled parking bay.

We may also provide the following interventions:

These interventions are part of our contribution to Kent County Council's local offer.

Read, Write, Inc tutoring for younger children and Fresh Start for older children to support reading & writing, sensory circuits, clever hands for fine motor development, fizzy for gross motor development, well-being/nurture support, time to draw & talk intervention, Lego therapy intervention.

Teaching Assistants will:

- Support children in class as directed by the class teacher, this could include small group and 1:1 support where needed in a lesson.
- Run interventions such as Read, Write, Inc. and other interventions on the class provision map.
- They will keep notes and liaise with class teachers.
- They will cover lunch and playtime duties to support the children giving a consistent approach to routines and behaviour management.

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.

At Egerton CEP School we operate an open-door policy; all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment. The SENDCo can also attend these meetings if requested.

All parents are formally invited to discuss their child's progress in our parent consultation meetings twice a year.

For pupils on the SEND register we offer 3 additional meetings during the year for parents. Pupils with an EHCP will have 2 additional meetings plus a formal annual review. The SENDCo and class teacher will attend these meetings.

Individual Provision Plans will:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If you

have concerns that arise between these meetings, please contact your child's class teacher at drop off or pick up or via the class email.

Mrs Morrissey can be contacted via the school office 01233 756274, email g.morrissey@egerton.kent.sch.uk or face to face on Mondays or Tuesdays.

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.

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Discuss their views with a member of staff

Express their views through:

Pupils questionnaires – identifying how they like to learn

Annual Reviews of their EHCP in the form of an Appendix 1 capturing their thoughts and feelings.

Verbally or visually

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report: Egerton Church of England Primary School - SEND Provision which is sets out how this policy is implemented in 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

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

Our school admission information can be found here:

Egerton Church of England Primary School - Policies & Procedures

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

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including the residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops/Forest School/swimming lessons.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Support for pupils with disabilities



Egerton Church of England Primary School - Policies & Procedures

At Egerton, all of our pupils with disabilities will be fully included in all day to day and additional activities. Facilities we have at present include:

Ramps in school to make the building accessible to all.

A toilet adapted for disabled users.

Wide doors in some parts of the building.

A disabled parking bay.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

Our school aims to include all pupils, including those with disabilities, in the full life of the school.

Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities (during the school day) including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities

- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining the texts we use across the curriculum to ensure that there are examples of positive images of disabled people.

8. Our school/academy approach to SEN provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and 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 SEND most frequently encountered *SEND Code of Practice (2015, 6.37)*

At Egerton CEP School the quality of teaching is judged to be good by OFSTED.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. Special educational needs mainstream core standards - KELSI

The Mainstream Core Standards advise on how to 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 statements of special educational needs / Education, Health and Care Plans.

At Egerton CEP School we monitor the progress of all pupils five times a year to review their academic progress.
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:

- Discussion at pupil progress meeting
- Participation in adult-led focus group in class learning
- Subject/need specific intervention programme

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 assessment tools to determine the cause of the learning difficulty. Eg. Leuven well-being and involvement scale, Boxall profile, Cognition & Learning screening assessment, Additional Speech Link assessment and Additional Language assessment.

At Egerton CEP School we actively source up to date assessment tools and attend the training required to administer them. We also have access to external advisors and specialist teachers who will support us in delivering detailed assessments such as:

- Early Help screening – Early Help Practitioners
- Full developmental assessment – Community Paediatrician

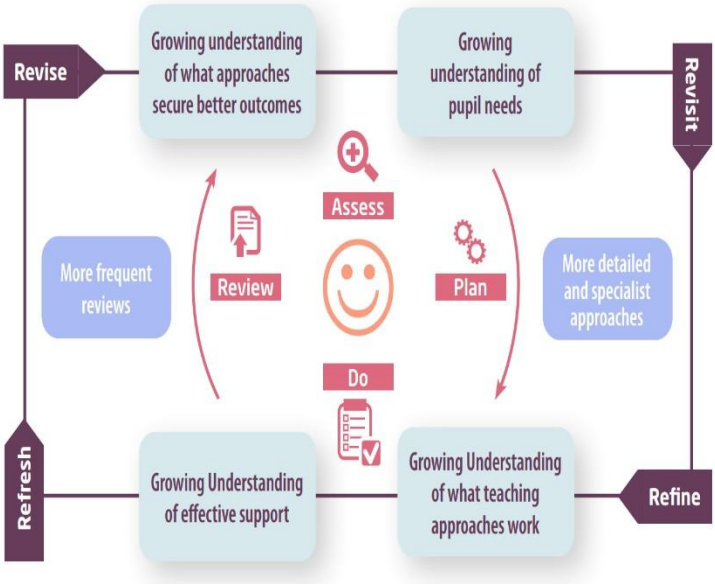
- Multi-disciplinary assessment – Multi-agency team
- Specialist teacher support
- Outside agency specialist assessment – eg. speech and language assessment, occupational therapy assessment, mental health assessment through NELFT/CAMHS or Young Carers etc.
- Private therapists – counselling services etc.
- School nurse assessment

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 if necessary. 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.

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) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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

At Egerton CEP 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 Egerton CEP 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.

At Egerton CEP 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, developmental language disorder (DLD), speech and language needs, ASD, ADHD, learning difficulties 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, 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 a statement of SEND / an Education, Health and Care plan with the following kinds of special educational need:

- Speech and language difficulties
- Communication and interaction difficulties
- Behavioural difficulties
- Developmental delay
- Physical disability
- Concentration and attention difficulties
- Learning difficulties
- Visual difficulties
- Gross and Fine Motor control 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 Egerton CEP School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Egerton progress is closely monitored throughout the year to review their academic progress termly. However, pupils with SEN may have more frequent assessments.

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

We also use a range of assessments with all the pupils at various points:

- Progress in phonics (termly; Year R upwards)

- Year 1 phonics screening check (Year 1)
- Speech link (Year R)
- Language screening (Year R)
- Class-based summative assessment in Reading, Writing and Maths from Year R onwards
- Dyslexia Screening (KS1 and KS2)
- KS1 Assessments (Year 2)
- Multiplication Test (Year 4)
- CAT Tests (Year 5)
- KS2 Assessments (Year 6)

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

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

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 8. 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 SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENDCO will, in consultation with the pupil's parents/carers, discuss further support.

At Egerton CEP School we actively source up to date assessment tools and attend the training required to administer them. We also have access to external advisors and specialist teachers who will support us in delivering detailed assessments such as:

- Early Help screening – Early Help Practitioners
- Full developmental assessment – Community Paediatrician
- Multi-disciplinary assessment – Multi-agency team
- Specialist teacher support
- Outside agency specialist assessment – eg. speech and language assessment, occupational therapy assessment, mental health assessment through NELFT/CAMHS or Young Carers etc.
- Private therapists – counselling services etc.
- School nurse assessment

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 SENDCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

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

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

The school 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 regular conversations and correspondence from the SENDCo, updated provision plans and maps, pen portraits for each child on the SEN register, updated registers and electronic systems/records.

8.3 Consulting with Parents

At Egerton CEP School we operate an open-door policy; all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment. The SENDCo can also attend these meetings if requested.

All parents are formally invited to discuss their child's progress in our parent consultation meetings twice a year.

For pupils on the SEND register we offer 3 additional meetings during the year for parents. Pupils with an EHCP will have 2 additional meetings plus a formal annual review. The SENDCo and class teacher will attend these meetings.

Individual Provision Plans will:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If you have concerns that arise between these meetings, please contact your child's class teacher at drop off or pick up or via the class email.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes The school's 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.

At Egerton CEP 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 is a seamless as possible.

- Pre-school and nursery settings
- Other Primary schools
- Private Education Providers

Through meetings with setting staff, meetings involving family members and professionals (including outside agencies), Annual Review meetings, TAF meetings, telephone conversations with other settings, visits by staff between settings, home visits by EYFS staff pre-entry.

We also contribute information to a pupils' onward destination by providing information to the next setting, such as liaison between primary and secondary staff, meetings involving family members and professionals (including outside agencies), attending Year 7 Annual Review meetings, attending Year 7 TAF meetings, telephone conversations with other settings and visits by staff between settings.

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

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

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Egerton CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher in the first instance and then SENDCO, or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have a Statement of SEND 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.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If 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.

If 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, 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/disabilitydiscrimination

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 service

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. Below is a link to the disagreement resolution and mediation services for Kent:
https://www.gov.uk/complain-about-school/disability-discrimination

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
- **SENDCO** – the special educational needs and disabilities 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