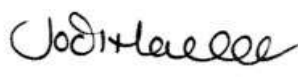




Our vision is to create an inclusive, friendly, safe and engaging learning environment which is grounded in our Christian values, enabling children to navigate obstacles, fulfil their potential and extend their horizons.

We value all members of our school community and encourage their individual talents and personalities so that each can shine in their own way.

Policy Name	SEND and Inclusion Policy
Original Date written:	March 2022
Date of last update/review:	September 29th 2025
Date agreed and ratified by Governing Body:	September 28th 2026
Date of next full review:	September 2027
Signed by head Teacher: (Jodi Hacker)	
Signed by Chair of Governors: (Simon Curd)	

SEND and Inclusion Policy1

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1. Aims

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

KCC's Education Strategy can be found here:

[A strategy for education in Kent 2025–2030](#)

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 and 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 Hawkhurst CE 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
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality policy

3. Definitions

Definition of SEN

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have 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 Hawkhurst CEP 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>

At Hawkhurst CEP, children who are receiving SEN Support are identified on our SEN register. They will be children who require support that is additional to or different from the usual provision made for other children. We also have a school monitoring register for children who don't meet the criteria for the SEN register but whose progress needs to be tracked and monitored.

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

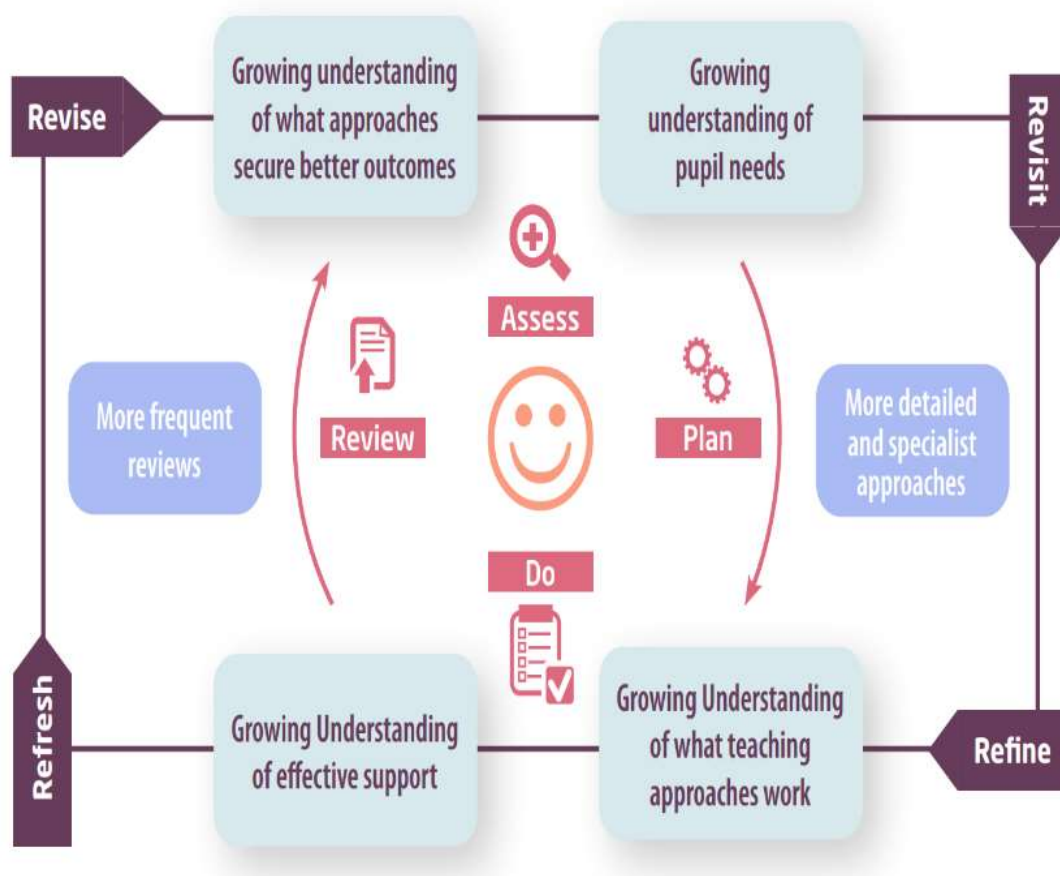
4. Inclusion and Equal Opportunity

Hawkhurst CEP School is committed to providing high quality education for all children in the school. We strongly believe that all children, including those identified as having special educational needs have an entitlement to a broad, balanced and creative curriculum which is accessible to them. As part of this curriculum, we also believe that all our children have a right to be fully included in all aspects of school life, both socially and academically.

We value the abilities and achievements of all our pupils. We are committed to providing, for each pupil, the best possible environment for learning that we can provide, striving to eliminate prejudice and discrimination, creating a learning base where all children can flourish and feel safe.

We are committed to inclusion. We endeavour to make every effort to achieve maximum inclusion for all pupils whilst meeting their individual needs. We aim to engender a sense of community and belonging, and to offer new opportunities for learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Hawkhurst CEP we follow the 'graduated approach'. This 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 SENCO, 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.

Please see our SEN Information report published on our website

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

Hawkhurst CE Primary 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. 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 Hawkhurst CEP our SENCO is Mrs. Nicki Poland who can be contacted on;
senco@hawkhurst.kent.sch.uk 01580 753254

She has 11 years experience in this role and has worked as Class Teacher in both KS1 and KS2. She is the Assistant Headteacher, Senior Mental Health Lead, a trained ELSA, a Youth Mental Health First Aider and Nurture Lead.

She achieved the Award in Special Educational Needs Co-ordination in 2014 and completed her Senior Mental Health training with Place2Be in 2022.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Hawkhurst CEP'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/carers and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.

- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2. Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link 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 carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3. SEND 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

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 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 Gill Knox.

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.

Quality first teaching is our first step to responding to our children's needs. Approaches are adapted to meet the needs of the child and we are guided by the Mainstream Core Standards in the first instance.

Please see pages 11 and 12 of our SEN Information report on our website.

We have a team of 11 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

TAs are based with a class and run intervention groups at appropriate times throughout the day according to the requirements specified on the Provision Maps.

Using evidence-based research including the DISS Report, Sutton Trust Toolkit findings and current thinking from groups including NASEN, derived from information received by SENCO at AEN updates, training has been delivered explaining the effective use of teaching assistants. Teaching assistants play a key part in supporting children's learning in our school and we are aware that a key question to reflect on regarding this support is: ***What impact is the support having on children's learning at every point in the session?***

We have discussed effective deployment strategies to use in class and around school and all teachers are aware of how to use Teaching Assistants at different points in the lesson:

Support during whole class teaching

- Ensuring **access** (for example by simplifying or translating the teacher's language, helping a child formulate answers to questions, helping a child to use resources, signing, or scribing);
- **Sitting close** to children who need support and giving them **focused help** (for example, reminding child of previously learned strategies, encouraging use of correct language);
- Working with children to **prepare** them to **answer a question** the teacher has given them time to think about;
- Providing images, pictures and tactile, practical resources to help children's understanding;
- Providing appropriate **praise** and **encouragement**;
- Supporting children with behaviour difficulties, e.g. helping to settle and involve them, and keep attention directed to the task;
- **Observing** individual children for assessment purposes;
- Monitoring progress of class or individuals on behaviour targets.

Support during group work

- Ensuring access to the task (for example by scribing, signing, helping the child use ICT, providing adapted resources);
- **Going over** the teaching in an earlier part of the lesson, **giving time** for more explanation and examples, and for children to explain their thinking to others;
- Supporting work on teacher-planned differentiated tasks;
- Ensuring access to resources children may need in order to understand what is being taught;
- Guided and supported reading/writing/talk;
- **Pre-tutoring** for future whole class work or the plenary;
- Coaching behaviour/group work skills;
- Supervising the class while a teacher works with a particular group.

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. We meet regularly with parents to discuss their child's needs and progress and follow the Graduated Approach. Parent voice is gathered through a variety of ways, such as; meetings, questionnaires and surveys.

We report to parents termly, through parent consultations and annual reports are written for parents at the end of the Academic year. Other reports and meetings take place as and when necessary, these can be at the request of parents or school.

5.6. The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Hawkhurst CE Primary School are able to express their views through a variety of ways depending on their age and individual needs. We may ask them to;

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing etc

Discuss their views with a member of staff

Complete Appendix 1 with support if necessary

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report, which sets out how this policy is implemented in the school.

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

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

For the admission of prospective pupils with a disability and prospective pupils with SEN, we would look to meet with parents and the pupil prior to starting school. as We would seek any medical reports and liaise with any previous settings.

All prospective pupils whose EHC plan names the school are given priority

Any pupil with an EHC Plan which names Hawkhurst CE Primary School will be admitted. As a result of this, the published admissions number will be reduced accordingly before places are allocated to other pupils.

As part of the school's accessibility planning, Hawkhurst CEP has the following:

- Care Suite and disabled toilet
- Disabled parking bays
- Secure fencing around the school site
- Secure entry into the main school site and building
- Updated CCTV system

Please refer to our Accessibility Plan.

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 Hawkhurst CEP we assess each pupil's current skills and levels of attainment on entry or within the first 6 weeks of starting, building on previous settings and Key Stages, where appropriate. Teachers make regular informal assessments of progress for all pupils. In Terms 2, 4 and 6, children in KS1 and KS2 all sit written assessments so that we can identify children 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 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 Hawkhurst CE 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 Hawkhurst CE 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 Hawkhurst CE 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 Hawkhurst CE Primary School progress is closely monitored throughout the year to review their academic progress. However, pupils with SEN may have more frequent assessments as necessary.

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 uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, Speech and Language Link assessments, Boxall profile, Dyslexia screeners; Lucid Rapid and Lass. 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.

Termly provision meetings are held to track children's progress, update provision maps, identify areas of difficulty and identify specific areas where provision should be targeted.

Teachers at Hawkhurst CEP 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 needs 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.

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 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 whole class provision maps or detailed individual Personalised Plans.

8.3. Consulting with Parents

All parents of pupils at Hawkhurst CEP are invited to discuss the progress of their children twice a year, and receive a written report once per year. In addition, we are happy to arrange

meetings outside these times. These meetings will be with the class teacher and/ or the SENCO.

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

Where necessary, either at the parent or school's request, we will hold a Co-production meeting in the form of a 'Summary of Need'. The completed Summary of Need will be shared with the parents and other professionals. This will also be kept on the child's file and reviewed when necessary.

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

Where a child has a Personalised Plan, we aim to meet with parents and staff working with the child three times a year.

All reviews will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. We will look at;

- 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. Nicki Poland 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 Hawkhurst CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with the class teacher who is responsible for the provision made for the children in their class. After that the SENCO, Assistant Headteacher or Head teacher can be consulted to resolve the issue before making the complaint formal. A copy of the Complaints Procedure can be found on our website.

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](#)

11. 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