

Victoria Road Primary School



Policy for Inclusion and Special Educational Needs

Key Details

Co-Headteachers: Kelly Collens and Zana Fletcher

SENCo: Alice Hawksley

Named Governor with lead responsibility: Liz Windon

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1. Aims

Victoria Road Primary School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

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

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
Maintained Schools:
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](https://www.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)

Education Strategy

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

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Victoria Road Primary School works towards achieving the Kent Children and Young People Outcomes Framework.



Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website:

- SEN Information Report
- Child Protection Policy
- Behaviour and Conduct Policy
- Equality Information and Objectives Policy
- Accessibility Plan
- Attendance policy

The policies can be viewed on the school website here:

<https://www.victoriaroad.co.uk/page/?title=Policies&pid=98>

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:

- o Has a significantly greater difficulty in learning than the majority of others of the same age, or
- o 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 Victoria Road Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

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

Education, health and care (EHC) plans

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

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

Vulnerable Needs Register

At Victoria Road Primary School we also keep a vulnerable needs register. This identifies pupils who are ‘vulnerable’ for a range of reasons including attendance issues, home difficulties, monitoring for SEN, new to the country, summer born etc.

4. Inclusion and Equal Opportunity

At our school we strive to create a high quality inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Further information can be found in the school's SEN Information Report which is available on the school website.

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

At Victoria Road Primary School, we are committed to ensuring that our approach to SEND is consistent with the '*SEND Code of Practice*' (2015). Roles and responsibilities are clearly defined so that everyone understands their part in supporting pupils with SEND. We ensure that the principles of the Code of Practice are embedded in our whole-school ethos, systems, and day-to-day teaching.

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 Victoria Road Primary School our SENCO is Alice Hawksley.

Phone number: 01233 620044.

Email address: ahawksley@victoria-road.kent.sch.uk

They have 8 years experience in this role and have worked as a teacher at Victoria Road Primary School for 14 years. They achieved the Award in Special Educational Needs Co-ordination in 2017 and have recently completed a Level 7 qualification in 'Specialist Teaching and Assessment for Dyslexia'.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Victoria Road Primary School's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- 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 with a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

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

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governors 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 is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.

- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

The SEN governor will:

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

Maintained School - Children with special educational needs and disabilities (SEND)

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

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

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

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

Our SEN Governors are Liz Windon and Stuart Spencer.

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

We endeavor to adapt our approaches to how we teach to suit the way the pupil works best.

These adaptations may include:

- Using a range of strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources.
- Using recommended aids such as Chromebooks, coloured overlays, visual timetables, larger fonts etc.
- Teaching or support staff will support pupils appropriately depending on their presentation of need.
- Scaffolding lesson materials.

Further information around adaptations can be found in Section 8 of the school's SEN Information Report which is available on the school website.

Our support staff play a vital role in supporting pupils with SEND across the school day — both within the classroom and in wider school life. Their role complements and supports the work of the class teacher, not replaces it. The expectation is that all support staff are

actively involved in promoting inclusive, high-quality learning experiences and in supporting pupil well-being and independence.

All support staff receive ongoing training, and support from the SENCo and class teachers to ensure they are confident in their role and aligned with the expectations outlined in the '*SEND Code of Practice*' and '*Kent's Mainstream Core Standards*'.

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.

This includes:

- Opportunity to attend three meetings a year (2x parents evening & 1 additional meeting) to review the provision that is in place for their child
- Being asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Having the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Having an annual report on the pupil's progress
- Receiving the pupil's reviewed SEND Outcome Sheet / Personalised Plans three times a year and having the opportunity to comment on these.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

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.

This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Preparing presentations, written statements, videos, drawings etc, if appropriate
- Giving feedback on the effectiveness of interventions
- Completing pupil voice activities either by speaking to members of staff, completing pupil surveys and pupil conferencing activities.

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. It is published on the school website: <https://www.victoriaroad.co.uk/>.

7. Admissions and Accessibility

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

Admissions

Victoria Road Primary School's arrangements for the admission of prospective pupils with SEN or a disability:

- Prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.
- When the school is oversubscribed, the oversubscription criteria will be followed to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.
- The school's Admission Policy contains further information around this. It can be found on the school website.

Accessibility Arrangements

At Victoria Road Primary School we follow the mainstream core standards and embed advice from external services to prevent disabled pupils from being treated less favourably than other pupils.

The facilities already in place to help disabled pupils access the school include; easy wheelchair access routes around the school, medical room, disabled toilet facility with

adjustable nappy changing bed, individual adaptations to delivery of the curriculum and staff training around particular needs.

The school has a 3 year Accessibility Plan which is reviewed yearly. It can be found on the school website. The plan focuses on increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment and the availability of accessible information to disabled pupils.

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 Victoria Road Primary School, we want to inspire a love of learning in every child and believe that all children deserve the opportunity to reach their full potential. Our approach to SEN provision is rooted in inclusion, high expectations for all, and early, personalised support.

Quality First Teaching (QFT)

We recognise that the first step in supporting all learners, including those with SEND, is high-quality, inclusive classroom teaching. We follow the '*Kent Mainstream Core Standards*', which set out clear expectations for how all mainstream schools should support children with SEND as part of everyday practice. These standards help ensure:

- Inclusive teaching strategies are embedded across the curriculum
- Lessons are differentiated to meet a range of learning needs
- Visual, verbal and practical supports are used routinely
- The classroom environment is adapted to reduce barriers to learning
- Pupils have access to appropriate resources, routines and consistent adult support

The '*Kent Mainstream Core Standards*' also guide teachers in using evidence-based strategies for specific needs (e.g. communication difficulties, dyslexia, sensory needs) without requiring a formal diagnosis or additional funding.

All class teachers are responsible for:

- Understanding the individual needs of the pupils in their class

- Applying the Mainstream Core Standards consistently
- Identifying when a pupil may need additional support beyond QFT

We promote a whole-school ethos where every teacher is a teacher of SEND.

Early Identification

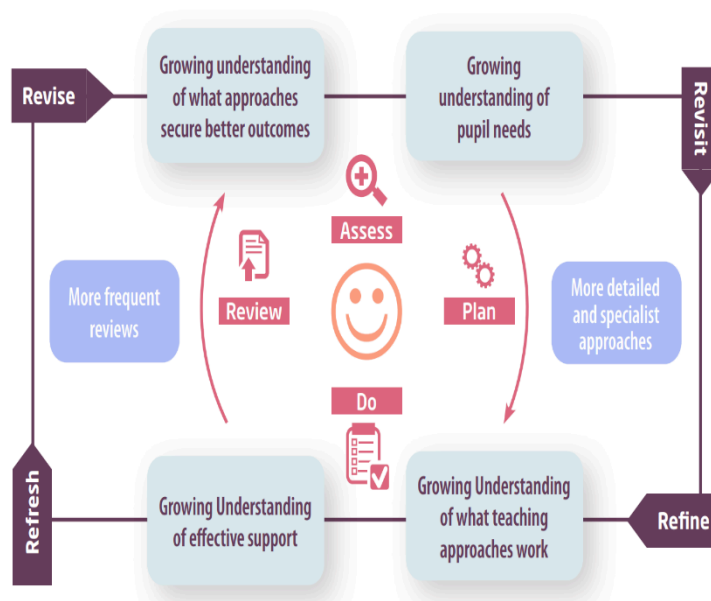
We are proactive in identifying children who may have special educational needs as early as possible. This may be through:

- Observations and assessments by class teachers
- Concerns raised by parents/carers
- Analysis of academic progress or wellbeing
- Collaboration with early years settings or nurseries

Once identified, the SENCo works closely with staff and families to plan appropriate support.

A Graduated Approach

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 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.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed. Where a child requires support beyond Quality First Teaching, we provide targeted interventions tailored to their needs. These are:

- Evidence-based and time-limited
- Monitored closely for impact
- Delivered by trained staff

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

At Victoria Road 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.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

The 4 areas of need are:

<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

At Victoria Road 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 Victoria Road Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Victoria Road Primary School progress of all pupils is closely monitored throughout the year to review their academic progress. 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 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, COPS/LASS assessments (cognitive assessments and Boxall assessments (social, emotional and developmental assessments). These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

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

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 7. 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 school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) / Children and Young People's Mental Health Service (CYPMHS)
- Education welfare officers
- Early Help / Social Services
- Educational psychologists

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 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 sharing reports from external professionals and ensuring pupils have individual SEND Outcome Plans / Personalised Plans and/or Care Plans.

8.3 Consulting with Parents

Victoria Road Primary School puts pupils and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will be added to the Special Education Needs register and receive special educational provision.

In addition, parent voice regarding the school is sought annually via a parent survey.

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

At Victoria Road Primary School, we use a **graduated approach** to ensure that children with SEND make good progress and achieve the best possible outcomes. This process follows a 4 part cycle, '**Assess, Plan, Do, Review**', as outlined in the SEND Code of Practice (2015). See Section 8 of this policy for more information around this.

The review considers:

- Progress made towards outcomes
- What has or hasn't worked
- Any adjustments to support or strategies

Following the review, the plan is updated or modified as necessary, and a new cycle begins.

The following are used to aid the assess, plan, do and review process for pupils:

- 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

- Data from provision maps
- 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
- Reviewing pupils' SEND Outcomes / Personalised Plans at least three times a year
- Holding Annual Reviews for pupils with EHC Plans

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 Alice Hawksley, Inclusion Manager, 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 Victoria Road Primary School are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the Class Teacher, Family Liaison Officer, Inclusion Manager and Headteacher to resolve the issue. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Inclusion Manager/Head Teacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

The school's complaints policy can be found on the school website. To see a full explanation of suitable avenues for complaint, see Chapter 11, Pages 244-273 of the [SEN Code of Practice](#).

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.

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 please refer to Chapter 11, pages 246 and 247 of the SEND Code of Practice [SEND Code of Practice](#)

To find out about disagreement resolution and mediation services in our local area you can click on the following link:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>.

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