

Policy for Inclusion and Special Educational Needs

Hollingbourne Primary School



Headteacher Mrs Bradley-Wyatt

SENDCO Miss Wright

Educating Hearts and Minds

Approved by Governing Body [May 2026]

Last reviewed on: [May 2025]

Next review due by: [May 2027]

Contents

1. Aims	
2. Legislation and guidance.....	
3. Definitions.....	
4. Inclusion and equal opportunities.....	
5. Role and Responsibilities	
6. SEND Information Report.....	
7. Admissions and Accessibility	
8. Our school's approach to SEND	
9. Monitoring and evaluating provision.....	
10. Complaints about SEND Provision.....	
11. Links to other policies and documents	
12. Glossary	

1. Aims

Hollingbourne'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 Hollingbourne 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>

Kent Local Authority:

The Local Authority's local offer

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

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

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.

- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

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

The Mainstream Core Standards:

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

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Hollingbourne 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:

- SEND Information Report: <https://www.hollingbourne.kent.sch.uk/page/?title=SEND&pid=26>
- Child Protection Policy: [Child Protection Policy](#)
- Behaviour Policy: [Behaviour Policy](#)
- Equality Policy: [Equality Policy](#)
- Accessibility Plan: [Accessibility Plan](#)
- Attendance Policy: [Attendance 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 Hollingbourne Primary School the SENDCO will regularly review the SEN register as part of the Graduated Approach. The SENDCO will work in co-production with parents/carer and if required key external professionals to ensure high quality SEND provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEND 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>

In addition to the pupils on the schools' SEND register, a number of pupils are recorded on the school's monitoring register. These may be pupils with identified SEND who are currently making good progress without the need for additional provision. Or they may be pupils without diagnosis who are receiving additional provision as part of the assess, plan, do, review cycle required to ascertain whether there may be a SEND need.

4. Inclusion and Equal Opportunity

At Hollingbourne Primary School we have a strong sense of community and belonging. We celebrate neurodiversity and as a team we're committed to providing a rich experience for all of our pupils. Furthermore, we accommodate those with medical needs or physical disabilities.

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:

Giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, adapting our resources and staffing, using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc. Teaching assistants and teachers will support

pupils appropriately depending on their presentation of need. Lesson materials will be scaffolded with extensive use of visual aids. Furthermore, learning will be differentiated and the curriculum personalised for pupils who are unable to access their year group expectations and have significant barriers to their learning.

We may also provide additional interventions such as:

1:1 additional reading, SEN Little Wandle programme, Memory Magic, Precision Teaching, Power of Two, Speech Link and Language Link, Language for Learning, Lego therapy, Talkabout, Zones of Regulation, Comic Strip Conversation, Sensory Circuits, Clever Hands, Write from the Start and Balance, Education and Movement (BEAM). These interventions are part of our contribution to Kent County Council's local offer.

We provide high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional, cultural and medical needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum. The Hollingbourne Primary School Accessibility Plan addresses improving the physical environment and curriculum access for all pupils, staff and visitors to the school. It covers signage and fire alarm system, sensory needs, differentiated in teaching and interventions, adapted resources, classroom organisation to promote participation and independence and also staff training.

Pupil may have individual healthcare plans tailored to meeting their individual medical needs. These are written and reviewed in collaboration with parents and external agency advice.

The school has the potential to accommodate physical disabilities. It has a disabled toilet, effective signage and further bespoke adaptations are possible if needed by a child or adult.

All clubs, trips and activities offered to pupils at Hollingbourne Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Our extra-curricular activities and school visits are available to all pupils including sports days, pancake racing, egg rolling, maypole dancing, Church visits, school plays, day trips and our residential trips. 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. In some circumstances it may be beneficial to collaboratively plan the forthcoming activity/event with the child's parent or carer.

Graduated approach

At Hollingbourne 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**. Firstly, 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. Next, 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 put our plan into practice and later will assess how well the support we put in place helped the pupil to meet the outcomes we set. Our graduated approach is further explained in our SEND Information Report.

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

Hollingbourne Primary School works strategically in line with the Special Educational Needs Code of Practice 2015. Staff are aware of their role in this implementation. At Hollingbourne Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Governors have an active role in ensuring the school is working in line with the Sen Code of Practice.

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

At Hollingbourne Primary School our SENDCO is Miss Zoe Wright.

Contact details: office@hollingbourne.kent.sch.uk

Miss Wright has over seventeen years of experience in this role and has worked as a teacher for over twenty-five years. She is a qualified teacher and achieved the National Award in Special Educational Needs Coordination in 2009/2010.

Miss Wright has received a wealth of training across the SEND dimensions over the years and continues to access training and updates related to SEND. Training courses include: Language for Learning, Colourful Semantics, Speech Sound Production, Drawing and Talking Therapy, ASD and ADHD Awareness, Selective Mutism, Boxall Profile training, Sensory Processing Difficulties, Refusers to Returners, EBSA, Strategies for Stressful

Suppers and Selective Tummies, Sensory Processing Differences, Dyslexia friendly classrooms, Alphabet Arch supporting phonics, Precision Teaching and supporting EYFS curriculum including PECS.

The SENDCO has an important role to play with the Headteacher and Governing Body with regards to the strategic oversight and implementation of Hollingbourne 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 SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services.
- Ensure the school keeps up-to-date records of all pupils with SEND.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/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 SEND development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and 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 SEND 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 SEND practice.
- Ensure the SENDCO has sufficient time and resources to effectively carry out 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 SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

5.3 SEND Governor

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

The SEND governor is Mrs Sarah Howell. She will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND 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 SEND 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 SEND.

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 SEND issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENDCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEND Information Report and provision in the school.

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.'

The senior leadership team at Hollingbourne Primary School '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 SEND policy.

At Hollingbourne Primary School 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 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. Adaption may include the approaches deployed by teachers and teaching assistants, alternative or additional resources or changes to the environment.

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 SEND provision.

The SENDCO or class teachers will meet parents and carers at least three times a year to share information and review the child's progress against their SEND targets. Additional meetings may be held to feedback on visits/contact from external agencies such as the specialist teaching service and speech and language therapists. The SENDCO may also

invite parents or carers to attend 'This is Me' meetings, hold annual review meetings for pupils with EHCPs or meet to update Individual Healthcare plans.

Parent voice is acquired through the teacher and SENDCo meetings which take place with parents and carers throughout the academic year. In addition to this, there is daily interaction with staff, as the school maintain mutually respectful and positive relationships with parents and carers. Parent voice is also obtained from Headteacher questionnaires and through appendix 1 documents completed for the annual review meetings of pupils with an Educational Health Care Plan.

5.6 The pupil

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

Pupils at Hollingbourne Primary School are able to express their views through the School Council, verbally to any member of the school community and through Appendix 1 for those with Educational Health Care Plans.

6. SEND Information Report

Our SEND policy works in conjunction with our SEND Information Report

<https://www.hollingbourne.kent.sch.uk/page/?title=SEND&pid=26> which sets out how this policy is implemented in the school. The SEND Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

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

The school follows Kent admission arrangements and their oversubscription criteria. We follow directives issued by Kent in relation to prospective pupils whose EHCP names us. 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 SEND provision

Early Identification

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially at termly review meetings with the senior leadership team. The child may also have personalised targets been set for them which are being monitored on the class provision maps.

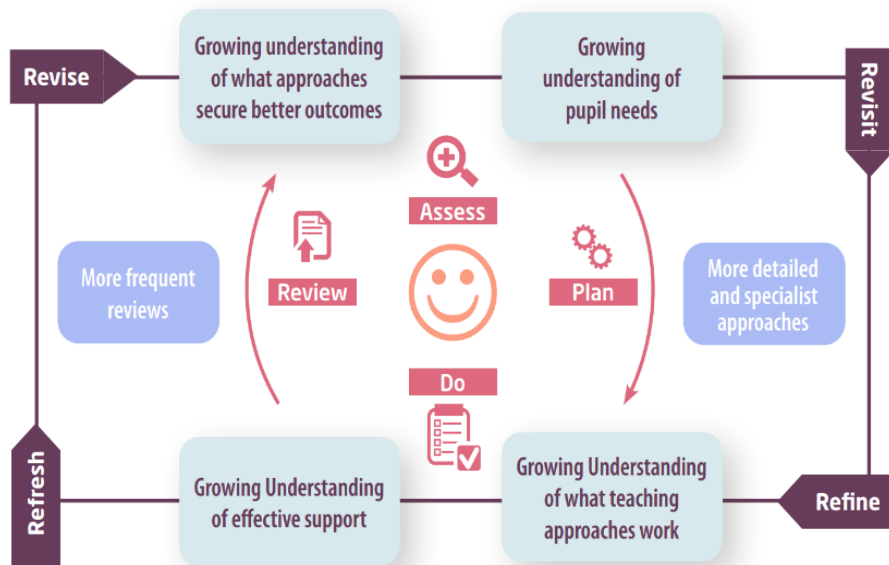
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the 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**. See below.

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.



The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

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/academy 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 Hollingbourne 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 Hollingbourne 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 Hollingbourne Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

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.

At Hollingbourne Primary School pupil progress is closely monitored throughout the year to track children's academic progress and also the progress against their specific SEND targets. Progress for all pupils is formally assessed three times a year with children's progress being shared with parents and carers using the descriptors: working towards, at expected or exceeding in reading, writing and maths. Year R use Birth to Five Matters and children working significantly below their year group expectations in years 1 to 6, may also have their progress monitored using pre-key stage level descriptors.

Early identification is regarded as highly importance at Hollingbourne Primary School. The school understands the importance of getting the best support in place as soon as possible to improve outcomes for the child and their family. Early identification of SEND is achieved through staff training, staff experience, effective collaborative working in school and with external agencies, effective communication with parents and carers and successful assessment tools.

The school use a range of assessments to review and monitor the developmental needs and progress its pupils. All year R pupils are screened in the autumn term using the Language Link assessment tool. Some may also be identified as needing Speech Link assessments

too. The SENDCO may assess individual pupils using BPVS III (British Picture Vocab Scale), EVT (Expressive Language Test), RAVENS CPM (progressive matrices- non-verbal) and BOXALL. These tests may enable the early identification of difficulties and provide useful information to inform the appropriate intervention to support the child. The assessment information may support conversations with external agencies and could lead to a diagnosis where appropriate.

The SENDCO may invite families to attend a 'This Is Me' meeting, where a needs summary is completed together. This tool looks at a child's strengths and needs to help everyone understand and meet the child's needs at home and at school.

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 SEND 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 SEND is amended, parents/carers will be notified.

Teachers at Hollingbourne 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 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.

The school is able to access professional support through their school community group consisting of other SENDCOs, educational psychologists and the specialist teaching service. Speech and language support can be accessed through the Balanced system and direct contact with the school's link therapist. Referrals can be made to health services, Early Help, local charities and neuro assessment through the This is Me approach. Parents can be signposted to the local offer.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are fully aware of the provision that each individual pupil requires through co production of class provision maps, personalised plans and EHCP provision plans for those pupils with an Education Health Care Plan. Provision is delivered on a assess, plan, do, review cycle.

8.3 Consulting with Parents

We will provide 3 termly reviews relating to your child's progress against SEND targets and also you will receive an end of year report on their overall progress. The SENDCO may also attend teacher meetings to provide extra support.

The SENDCO will share with parents, reviews of their child's progress against SEND targets three times a year. They are invited to discuss their child's progress against their SEND targets and plan the next steps collaboratively with the SENDCO. Additionally, parents of a child with an Education Health Care plan will attend an annual review meeting.

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

At Hollingbourne Primary school we follow the graduated approach of assess, plan, do and review to meet your child's SEND needs. As Hollingbourne Primary is a small school, staff have good existing knowledge of its pupils. Staff know their pupils' previous attainment, progress, additional needs and any relevant background information which could impact upon the child's academic success or their wellbeing. Staff are clear about its pupils' individual development compared to their peers and national data. Pupils' views are listened to and valued.

Pupils are assessed throughout the academic year and those with suspected or identified special educational needs may receive additional assessments. The school will quickly identify pupils who require additional support and will act promptly to implement the most effective provision to improve their outcomes. Parents and carers will play an active role in shaping their child's support and external agencies may be consulted to share their expertise.

Additional provision that has been put in place will be recorded and monitored termly by teachers on class provision maps. In the case of pupils with complex needs across several SEN need types, their provision is monitored on personalised plans or EHC provision plans.

The SENDCO monitors the effectiveness of provision and implements improvements by participating in pupil review meetings, analysing class provision map data, observing 1:1 and small group interventions and whole class teaching, through parent and pupil voice and providing staff with training opportunities.

Communication

At all times teachers and support staff who work closely with the pupil are 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 SEND protocols and processes as set out in the SEND Information Report.

Hollingbourne Primary School actively encourages effective communication between home and school. This may take the form of informal conversations at drop off or pick up times, after school meetings, phone calls or some families may benefit from the use of a communication book. It is important that parents and carers inform the school of any new diagnosis, treatment or information regarding their child's medical needs or emotional/mental wellbeing.

Parents and carers will be invited to attend parent consultation meetings and will receive progress information from their teacher three times a year. Parents and carers of children on the SEN register, will receive a written report from the SENDCO three times a year which reviews their child's progress against their SEND targets. Parents and carers are invited to discuss this review and contribute to planning the next steps for their child. This written report will take the form of a SEND support document, personalised plan if the child has complex needs across many SEN areas of need or EHC provision plan review.

Hollingbourne Primary School will implement effective transition arrangements for its pupils and especially those who are vulnerable and/or have a special educational need or disability. There will be robust information sharing with parents and the transitioning nursery, pre-school or school. A planning meeting will be set up for pupils who are supported by external agencies. The school participates in Maidstone's year 6-7 transition programme.

This policy and SEND Information Report will be reviewed by Miss Wright 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

Complaints about SEND provision at Hollingbourne Primary School should be made to the teacher, SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

All complaints relating to a named member of staff must be sent to the Headteacher.

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](#)

Complaints Policy: <https://www.hollingbourne.kent.sch.uk/attachments/download.asp?file=402&type=pdf>

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 disability 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