



Brabourne CE Primary School

Special Educational Needs and Disability (SEND) Policy –

October 2025

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

1. Aims

Brabourne C of E 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 Brabourne 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.

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 Offer can be found in the SEND Information Report:

- 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)

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 always working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Brabourne Primary School works towards achieving the Kent Children and Young People Outcomes Framework.

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

SEN Information Report - <https://www.brabourne.kent.sch.uk/key-info/send/>

- Child protection policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan:
- Attendance and punctuality policy

Policies can be found on the school website: [Policies - Brabourne Church of England Primary School](#)

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 Brabourne Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the

appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

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

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

Education, health and care (EHC) plans

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

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

If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEND and provision will be summarised in the EHCP. This will be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHCP. An Individual Education Plan will be written setting specific targets that will be reviewed at least 3 times a year.

Monitoring

In addition to maintaining a SEND register to closely monitor children that require SEN support, at Brabourne Primary School we also identify children that we consider are ‘vulnerable’ and may not make the progress they are capable of without some form of support or intervention. This may be to support their communication, social, emotional, academic or physical development. In some cases, children identified may make good progress in all areas through quality first teaching and the social and emotional support our close knit caring school community provides.

Where we feel individuals or groups may need something in addition to this, we will plan their support using a ‘class provision map’ where key strategies, next steps, and appropriate interventions are detailed. This represents the first level of the graduated response and ensures all children can access the learning for their age and stage. Class provision maps are also reviewed three times a year and teachers work with parents at parent/teacher meetings to review the child’s progress and next steps. For most children this is a short-term intervention to help the child overcome any barriers or difficulties.

4. Inclusion and Equal Opportunity

Brabourne CEP School strives to be an inclusive school, engendering a sense of community and belonging, ensuring equal opportunities through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Systems of support to enable all children to participate fully in school life and learning.

We have worked hard to ensure a school-wide inclusive culture and this policy was developed in consultation with parents of children with special educational needs, representatives from the governing body and teaching staff. One of its key aims is to ensure that as a school, we can successfully implement appropriate changes for SEN set out in the Children and Families Act. It will be reviewed annually.

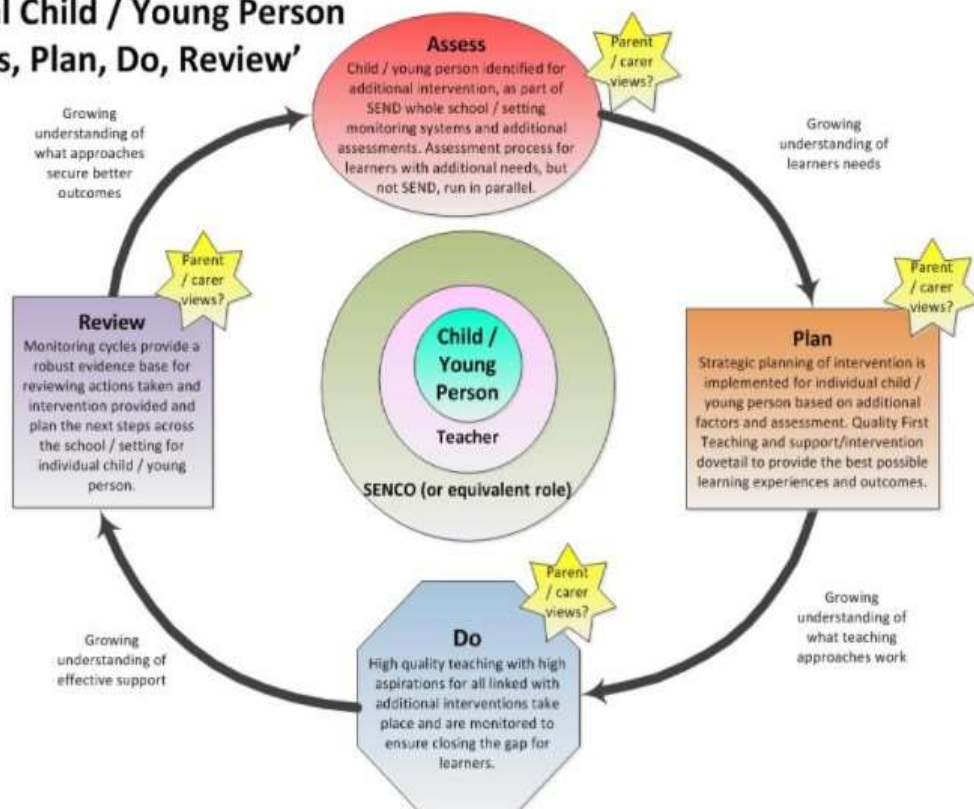
Specific responsibilities for SEND provision lie with the Special Educational Needs Co-ordinator (SENCO) and with the Governing Body.

The Graduated Response

At Brabourne CEP School we carry out intensive monitoring and review of all pupils three times a year. We also use a range of key assessments with pupils at various points, for example: Y1 phonics screening; speech link as required by individual pupils with speech difficulties; language link in reception class, teacher and TA observations and curriculum linked assessments.

Where progress is not sufficient, and any concerns are raised, even if a special educational need has not been identified, we put in place extra support to enable the pupil to make better progress and thrive. Examples of extra support are small group support to learn phonics, speech and language programmes of work, social skills/play therapy; booster maths, etc.

Individual Child / Young Person 'Assess, Plan, Do, Review'



Further information can be found in our SEN Information Report: [SEND - Brabourne Church of England Primary School](#)

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

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

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special 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 or mainstream post-16 institutions. SEN Code of Practice (2015, p15)

Brabourne Primary School follows the graduated response to continually review children, and identify children who are not making good progress, irrespective of whether or not they have SEN.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEN Code of Practice (2015, 6.37)

At Brabourne School, we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of IT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

How is that communicated to all staff, governors and parents?

We use a range of communication methods to ensure parents, governors and our wider school community are aware of, and involved in developing procedures for teaching and support including:

- Twice yearly parent/teacher meetings and an annual report for all children to provide a detailed overview of progress.
- Member of teaching staff/SLT available on the gate at morning drop-off and afternoon collection to facilitate informal friendly communications with families and an 'open-door' culture.
- SENCo/ Parent meetings to review progress for children who are identified as having SEND and are receiving additional support in order to meet their needs.
- SENCo/ Governor meetings termly to review progress and current practices.
- Signposts on the school website and in weekly newsletters (where appropriate) to make parents aware of support and advice available through the local offer and within school, including external professionals working alongside the school.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible
- (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 Brabourne Primary School our SENCO is Rebecca Simmonds. In the first instance please contact the school office on 01303 813276 or email: office@brabourne.kent.sch.uk

Rebecca Simmonds is a qualified primary school teacher with over ten years experience as a SENCO across three schools and holds the National Award for Special Educational Needs Coordination.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Brabourne'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 KELS website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.
- Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively 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:

- Carry out 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 Hester Fenwick.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and 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.

At Brabourne Primary School we try to work flexibly and holistically, making adaptations to support children with SEN based on the needs of each individual child. Often there is no single strategy that fits all. We work with external professionals to continually adapt our provision and teaching to support all learners.

Further information about our provision for SEND, including our SEND annual report, can be found here: <https://www.brabourne.kent.sch.uk/key-info/send/>

All teachers are teachers of SEN. In addition to this, our skilled and caring TA’s and 1:1s have a wealth of experience in supporting children with SEND. We work hard to promote the ongoing professional development of all staff and foster a culture of inclusion as a whole school community. It is expected that TA’s and 1:1s work alongside teachers, to make learning accessible to all children.

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.

5.6 The pupil

Seeking the voice of the child is an important aspect of ensuring provision is highly effective. Pupils are given every opportunity to express their views, and provide information to support review meetings as part of our Graduated Approach. However, the voice of the pupil can be sought at any time throughout the school year, and at Brabourne we feel it is important to check-in with pupils frequently, to ensure they are happy and feel able to learn and be successful. To facilitate this we can use a range of tools to enable children to make their views heard, including the Appendix 1 for annual review, use of adaptive technology such as a 'talking mat,' picture and word cues, 1:1 feedback with a trusted adult, and the 'Ideal school' approach etc.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information Report, which can be found here: <https://www.brabourne.kent.sch.uk/key-info/send/>

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

At Brabourne Primary School we are aware of our obligations under the Equality Act 2010 and we comply with non-discrimination provisions and admissions processes. Further information about our admissions can be found here:

<https://www.brabourne.kent.sch.uk/key-info/admissions/>

Details about our accessibility arrangements can be found here in our BCEP Disability Equality Schedule and Accessibility Plan: <https://www.brabourne.kent.sch.uk/key-info/policies/>
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

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 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 this can be provided 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 Brabourne 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 Brabourne 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.

Brabourne is a small village primary school in a rural setting. Although we do not have an SRP or specialist resources, we can offer children a close knit, supportive school community that we hope, feels like an extended family. Due to our small size staff across the school have opportunity to get to know each and every child, which enables all staff to work collaboratively to support children with SEN. Our location offers outdoor and alternative learning opportunities including forest school, gardening club and caring for animals.

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 Brabourne are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Brabourne progress is closely monitored throughout the year to track all children, and quickly identify any children not making expected progress in any area. Information about progress is shared with parents at parent teacher meetings, and with a detailed annual school report covering all areas of the curriculum. However, pupils with SEN may have more frequent assessments, and parents will additionally meet with the SENCo to jointly plan their support.

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.

The school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils. Alongside curriculum and topic linked assessments, these include reading assessments; times tables checks; age and stage spelling assessments; Y1 phonics screening; speech link as required by individual pupils with speech difficulties; language link to check understanding; Boxall screening; Sensory processing measures; and dyslexia & dyscalculia screening, which can

indicate whether a child is likely to have greater difficulty with learning literacy or Numeracy. These tests enable the early identification of difficulties that may represent a barrier to learning. Information collected informs the appropriate intervention and provision to support progress and outcomes.

Teachers at Brabourne Primary School are responsible for classroom provision, delivering a well sequenced and resourced curriculum. Teachers 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 raise their concerns during pupil progress meetings, taking into consideration feedback from parents/carers, before planning and delivering the first wave of support in the form of tailored teaching and strategic interventions.

In the event that 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. It may be that a referral is considered appropriate, for example, to the school's link speech and language therapist, for an external assessment, or to our Community of Schools to request further professional advice.

The purpose of a more detailed assessment is to 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 a 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. The school will continue to update parents at least 3 times a year, but much more frequently, in an informal way.

The school will ensure that all teachers and support staff who work with a pupil with SEN or an additional need of any kind, are made fully aware of the provision that each individual pupil requires through the planning and review of class provision maps, or, as appropriate, individual provision plans; care plans etc.

8.3 Consulting with Parents

At Brabourne Primary school we review progress with all parents three times a year through parent teacher meetings and a detailed academic report, reviewing progress and development in all areas. For children with identified SEN we will also arrange an additional meeting with our SENCo, although parents are free to make an appointment with the class teacher, SENCo or Headteacher whenever they have concerns or feedback to share. Details of parent meetings for children with EHCP's or

requiring a very high level of SEN support are detailed on the child's individual provision plan, to help inform next steps and future targets and outcomes.

A member of the SLT is on the gate every morning to facilitate informal day-to-day exchanges, and teachers will frequently make contact/ are available for daily catch-ups at afternoon collection. Support and information for parents of children with SEN is signposted on the school website, and from time-to-time, in the school newsletter.

The voice of the parent is sought frequently on an informal basis at transition points, in parent/teacher meetings, meetings with the school SENCo, and as appropriate, in Appendix 1B for annual reviews and to support more detailed information gathering.

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

Progress towards targets and outcomes is monitored through pupil progress using class provision maps, and sometimes, for children with a very high level of need, individual provision plans.

The school makes best endeavours through:

- 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
- Ensuring 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 the SEN Information Report will be reviewed by Rebecca Simmonds (SENCo) every year. It will also be updated to reflect any changes to the information or statutory policy. The policy will be approved by the governing body and is available to read and refer to on the school's website.

10. Complaints about SEND Provision

In the first instance, we encourage parents to discuss their concerns directly with the class teacher and subsequently, with the SENCO and/or Headteacher to resolve the issue.

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

For more information about our complaints procedure please see our complaints policy: <https://www.brabourne.kent.sch.uk/key-info/policies/>

To see a full explanation of suitable avenues for complaint, visit pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

10. Glossary and SEND Acronyms

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- Outcome – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND
- SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- SEND support – special educational provision which meets the needs of pupils with SEND
- Transition – when a pupil moves between years, phases, schools or institutions or life stages