Brabourne CE Primary School
Special Educational Needs and Disability (SEND) Policy
October 2026

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.

At the time of jointly reviewing this policy, all of the information provided is accurate and current. We acknowledge however, that guidelines and the resources for schools for SEND support are changing at an extremely rapid rate. As a school we are committed to working in partnership with families and agencies to provide the best possible SEND provision for our children.

1. Aims

Brabourne C of E Primary School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school meets its legal duties, has regard to statutory guidance and takes account of Kent Local Authority guidance.

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 reflects the following legislation and guidance, as amended and in force at the date of review:

- Children and Families Act 2014 Part 3
- Special educational needs and disability code of practice 0 to 25 years (January 2015)
- Special Educational Needs and Disability Regulations 2014, as amended
- Equality Act 2010 and DfE advice for schools
- School Admissions Code 2021
- School Information (England) Regulations 2008, as amended
- DfE guidance on what maintained schools must or should publish online
- Maintained schools governance guide (updated July 2026)
- Keeping children safe in education 2026
- Working together to improve school attendance (July 2026)
- Supporting pupils with medical conditions at school
- Mandatory qualification for SENCOs

National SEND reform proposals do not themselves change existing legal duties. The school will continue to apply the current SEND framework and review this policy when relevant legislation or guidance takes effect. Proposed Individual Support Plans are not treated here as an existing statutory replacement for SEN support or EHC plans.

SEND reform consultation and transition proposals

Kent Local Authority:

Kent's SEND Information Hub is the local offer, providing information about education, health and care services and support:

Kent SEND Information Hub

- 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)

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.

Brabourne School has raised, through our Community of Schools, where the Mainstream Core Standards and Mainstream Core Standards for Parents documents detail information about SEND provision and available support that has now changed within Kent. To further inform quality first teaching and good practise in SEND support, the school also uses the Kent Continuum of Need and Provision to inform assessment, provision and collaboration with its Community of Schools. These local arrangements do not replace individual statutory entitlements or restrict a parent's right to request an EHC needs assessment.
Kent Continuum of Need and Provision

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
- Supporting pupils with medical conditions and the school's privacy notices

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 or mainstream post-16 institutions' (DFE/DOH 2015: 15-16)

Definition of Disability:

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Substantial means more than minor or trivial. Long-term normally means that the impairment has lasted, or is likely to last, at least 12 months, or for the rest of the person's life. Disability may include sensory impairments and long-term health conditions. A disabled pupil does not necessarily have SEN. Where their learning difficulty or disability calls for special educational provision, the SEN definition also applies.

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 co-operatively with parents/carers and if required, key external professionals to ensure high quality SEN provision is in place. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis is neither required nor, by itself, sufficient for inclusion on the SEN register. The decision depends on whether the pupil needs special educational provision that is additional to or different from that ordinarily available to pupils of the same age. Good progress achieved through such provision does not remove the underlying need for SEN support.
Support will begin as soon as needs are identified and will not be delayed while a pupil awaits a diagnosis, specialist assessment or EHC plan. Parents will be informed when special educational provision is made.

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

Following an EHC needs assessment, the local authority must issue an EHC plan where it is necessary for special educational provision to be made through a plan. The plan records the pupil's needs, outcomes and the education, health and care provision required. The process for requesting an assessment and reviewing a plan is explained in section 8.7.

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

The local authority has the duty to secure the special educational provision specified in an EHC plan. The school will deliver its agreed provision and promptly raise any unmet provision with the local authority. Plans must be reviewed at least annually in collaboration with the local authority through annual review. The school's individual targets and support arrangements will be reviewed with parents at least three times a year to include the statutory annual review.

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.

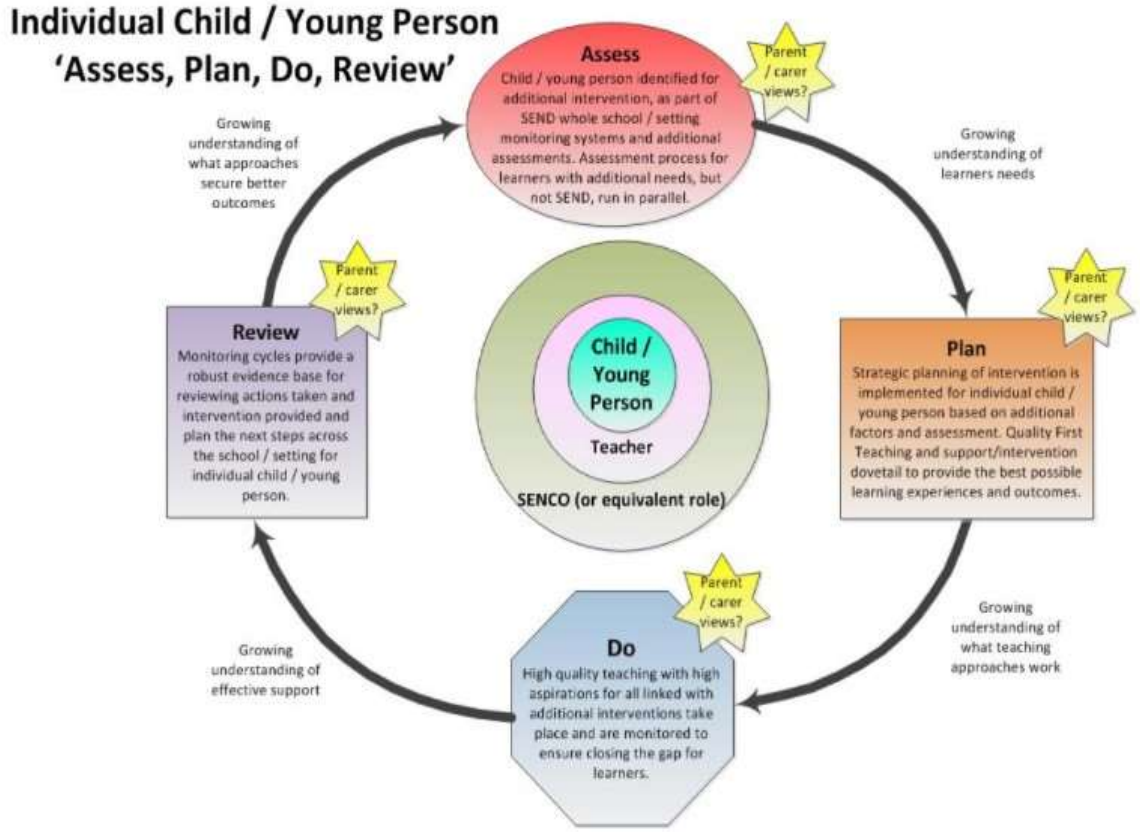
We have worked hard to ensure a school-wide inclusive culture and this policy was developed in consultation with parents of children with special educational needs, representatives from the governing body and teaching staff. One of its key aims is to ensure that as a school, we can successfully implement appropriate changes for SEN set out in the Children and Families Act. It will be reviewed annually.
The school anticipates barriers and makes reasonable adjustments for disabled pupils, including appropriate auxiliary aids and services. Adjustments are based on individual needs and apply to teaching, communication, behaviour procedures, trips, clubs and other school activities. A pupil does not need an EHC plan or a place on the SEN register for the Equality Act duties to apply. Where medical needs require an individual healthcare plan, this will be coordinated with SEN provision and relevant health advice.

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.



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

- Assess: the teacher and SENCO use assessment, observation, pupil (where appropriate) and parent views, and relevant specialist advice to identify needs and barriers, including needs beyond academic attainment.
- Plan: agree outcomes, support, responsibilities and a review date with parents and the pupil. Record what will be provided, by whom and how often, and share the plan with relevant staff and parents.
- Do: the class teacher remains responsible for the pupil's learning, including when support is delivered by another adult. The SENCO helps staff implement and review the agreed provision.

- Review: evaluate progress and the impact of support with parents and the pupil; record decisions to continue, adapt or seek further advice. Repeat the cycle without delaying urgent support.

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 the child and their peers
- Widens the attainment gap

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

At Brabourne School, we follow Kent's Mainstream Core Standards to inform high quality inclusive teaching and ordinarily available provision (see section 2).

In meeting the Mainstream Core Standards the school uses approaches informed by assessment, such as precision teaching, mentoring, small-group teaching and appropriate technology. Resources are drawn from the school's delegated budget, including its notional SEN funding, and additional funding where available. The school's duties to use its best endeavours and make reasonable adjustments are not conditional on receiving additional 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.
- Meetings with parents of pupils receiving SEN support at least three times each year to agree outcomes and review provision, led by staff who know the pupil well, with SENCO involvement as needed.
- 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

The school must designate a qualified teacher as SENCO. Since September 2024, the mandatory qualification for newly appointed SENCOs is the National Professional Qualification for SENCOs (NPQ for SENCOs), subject to the exemptions and transitional arrangements in the SEND Regulations.
Where the qualification requirement applies, it must be completed within three years of appointment. SENCOs who already hold the National Award for SEN Coordination (NASENCO) do not need to complete the NPQ. Those appointed before 1 September 2009 are exempt from the mandatory qualification requirement. Eligible NASENCO courses begun before September 2024 must be completed within three years of appointment and by 31 August 2027.

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. She 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.
- 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.
- Work with the Headteacher and attendance lead to ensure that any temporary part-time timetable follows the safeguards in section 8.4, is notified to Kent through the current KELSI process, and is reviewed with the pupil and parents.
- 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 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.

Governing body responsibilities

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 governance guide (updated July 2026); see section 2.

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: paragraph 6.37)

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 SEN Information 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 pupil views gathered for annual reviews, 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 governing body will publish the SEN Information Report, review it annually and update changes during the year as soon as possible. It will include the information required by Schedule 1 of the SEND Regulations 2014, arrangements for admitting disabled pupils, steps to prevent less favourable treatment, access facilities and the school's accessibility plan. Parents may request a free paper copy through the school office.

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.
Where Brabourne is named in a final EHC plan, the governing body must admit the pupil. Consultation about provision takes place through the local authority's EHC process and is separate from the usual admissions arrangements.

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 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.

The school will use its best endeavours to secure the special educational provision required by pupils with SEN across all four broad areas: cognition and learning; communication and interaction; sensory and/or physical needs; and social, emotional and mental health needs. Pupils may have needs across more than one area. EHC plan duties and admission arrangements are set out in sections 3 and 7.

Brabourne is a small village primary school in a rural setting. Although we do not have a Specialist Resource Provision (SRP), we can offer children a close-knit, supportive school community that we hope feels like an extended family. We seek specialist advice and resources according to individual need. 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

For SEN recording purposes, pupils are identified as receiving SEN support, having an education, health and care plan, or having no identified SEN. A pupil may be disabled without having SEN and still require reasonable adjustments.

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 at a significantly slower pace than their peers who have the same starting point.

- Unable to maintain or improve their progress rate
- 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.
Screening tools inform assessment and support; they do not, by themselves, provide a clinical diagnosis. Staff consider the whole child: attainment alone, behaviour or English as an additional language must not be treated as proof of SEN or as a reason to overlook it.

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.

Teachers will raise concerns promptly with the SENCO and parents, using pupil progress meetings and earlier discussion where needed. Appropriate support will begin without waiting for the next formal meeting or for repeated cycles of unsuccessful intervention.

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 to or different from what is normally needed. 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 or different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupil as 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

The school provides parent/teacher meetings and an annual written report for all pupils. For pupils receiving SEN support, the school will offer a discussion with parents at least three times each year to agree outcomes, review provision and progress, and clarify responsibilities. These meetings will be led by a teacher who knows the pupil well, with SENCO support as needed. The annual written report is additional to, and does not replace, these discussions. A record of agreed outcomes, actions, support and the next review date will be shared with parents. Parents may request an earlier meeting whenever concerns arise.

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, through parent views gathered for annual reviews and to support more detailed information gathering.

8.4 Attendance and temporary part-time timetables

The school will work with pupils and families to identify and address SEND-related barriers to attendance, make reasonable adjustments and review the impact of support. Where an EHC plan is in place, the SENCO will liaise with the local authority if attendance difficulties indicate unmet or changed needs.

Pupils of compulsory school age are entitled to suitable full-time education. A reduced timetable will be used only in very exceptional circumstances, in the pupil's best interests, with the agreement of the parent with whom the pupil normally lives and the local authority. It must be temporary, with a written support or reintegration plan, regular reviews and a proposed end date. It must not be used to manage behaviour or compensate for insufficient staffing.

The school will assess safeguarding arrangements during time away, record attendance accurately, notify Kent through KELSI's Digital Front Door and involve any social worker. For a pupil with an EHC plan, the school will discuss the arrangement with the local authority so provision can be reviewed promptly.

8.5 Safeguarding and pupil wellbeing

Pupils with SEND or certain health conditions may face additional safeguarding risks, including bullying, isolation, communication barriers and abuse online or offline. Staff must not assume that changes in behaviour, mood or presentation are explained by SEND. Concerns must be reported promptly through the Child Protection Policy and Keeping children safe in education 2026.

The SENCO and designated safeguarding lead will work closely where concerns involve a pupil with SEND. The school will provide accessible ways to communicate worries, support from trusted adults and appropriate pastoral support. Responses to behaviour will consider unmet needs and reasonable adjustments while maintaining the safety and dignity of all pupils.

8.6 Transition and information sharing

The SENCO and class teacher will plan transitions with the pupil, parents and receiving staff or setting. Support may include additional visits, visual information and an agreed handover of needs, successful strategies and provision. Relevant records will be shared securely, with access limited to those who need the information for their role, in line with the school's data protection arrangements.

For pupils with EHC plans transferring between school phases, the school will work with the local authority early enough for the review and any amendments to be completed by the statutory deadline of 15 February in the year of transfer.

8.7 EHC needs assessments and annual reviews

Parents may request an EHC needs assessment directly from the local authority. The school may also request an assessment, working with parents, and will provide evidence of needs, provision and outcomes. The statutory assessment test is whether the child has or may have SEN and it may be necessary for provision to be made through an EHC plan. A fixed number of graduated approach cycles, a diagnosis or Community of Schools approval is not a statutory prerequisite. SEN support continues while a request is considered.

The local authority normally has six weeks to decide whether to assess and, if a plan is issued, 20 weeks from the request to issue the final plan, subject to the statutory exceptions. Parents will be signposted to Kent's EHC guidance and Information, Advice and Support Kent (IASK).

When the school arranges an annual review on the local authority's behalf, the SENCO will seek pupil, parent and professional views, invite the required participants and circulate advice at least two weeks before the meeting. The review report will be sent to the local authority and everyone invited within two weeks of the meeting. The local authority must notify its decision to maintain, amend or cease the plan within four weeks of the meeting. An early review will be requested where needs or provision require urgent reconsideration.

Kent EHC assessment guidance and timescales

Kent EHC annual review guidance

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

Progress towards agreed outcomes and the effectiveness of provision are reviewed through the graduated approach. Each pupil receiving SEN support will have a clear record of their needs, outcomes, provision, responsibilities and review dates, whether held in a class provision map or an individual plan. Records will distinguish planned provision from support actually delivered and will inform discussion with parents and the pupil.

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.
The SENCO, Headteacher and governing body will evaluate the impact of provision using progress, attendance, participation, wellbeing and pupil and parent feedback. Findings will inform staff development, resource allocation and school improvement priorities.

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 next scheduled review is October 2027, or sooner if relevant requirements change.
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 concern remains unresolved, parents should use the published school complaints procedure. Complaints about the Headteacher or governing body should follow the appropriate route in that procedure.

After completing the school's complaints procedure, parents may complain to the Department for Education about failures to follow that procedure or meet relevant duties. Disagreement resolution services may also help and are voluntary. These routes do not replace statutory rights of appeal or disability discrimination claims.
Decisions by the local authority about EHC needs assessments or plans have a separate appeal route to the First-tier Tribunal (SEND). Parents should follow the appeal and mediation-advice information in the local authority's decision letter and the applicable time limits. The school complaints procedure does not have to be completed first.

Claims of disability discrimination by a school can usually be made to the First-tier Tribunal (SEND). There is normally a six-month deadline. Parents do not have to complete the school complaints procedure or mediation before making a claim, and using those processes does not stop the deadline running. Different routes apply to some admissions decisions.

Concerns about failure to secure provision in an EHC plan should also be raised with the local authority, which holds the statutory duty. Its complaints procedure and, where within its jurisdiction, the Local Government and Social Care Ombudsman may be relevant. Information, Advice and Support Kent (IASK) can provide free, impartial advice about the appropriate route.

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

Further guidance and independent support:
Complaining about SEN support at school

Appealing an EHC plan decision

School disability discrimination complaints

Information, Advice and Support Kent (IASK)

11. Glossary and SEND Acronyms

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – the statutory process, including a review meeting and local authority decision, to review an EHC plan at least every 12 months.
- 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 statutory assessment undertaken by a local authority to decide whether an EHC plan is necessary, where the legal test for assessment is met.
- 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) – the tribunal that hears specified appeals against local authority EHC decisions and disability discrimination claims about schools within its jurisdiction.
- 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 – statutory guidance to which the school and other specified bodies must have regard when carrying out their SEND duties.
- 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