SEND & Inclusion Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.





Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review		
Last Review	Approved by GB	Next Review Due
September 2026	November 2026	September 2027

Headteacher: Mrs Amanda Ralph
SENCO: Mrs Helen Langridge
SEND Governor: Mrs Sally McCourt

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1. Aims

Ospringe CE Primary School's Policy for Special Educational Needs and Disabilities and Inclusion 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 Mrs Sally McCourt.

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

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015: SEND_Code_of_Practice_January_2015.pdf
- 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 What maintained schools must or should publish online - GOV.UK
- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

Kent Local Authority:

The Local Authority's local offer Special educational needs and disabilities (SEND) - Kent County Council

Countywide Approach to Inclusive Education (CATIE) A Countywide Approach to Inclusive Education

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 are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Ospringe 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
- Child Protection policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality policy

3. Definitions

Definition of SEN

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as’ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

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

Special Educational Needs and Disability (SEND) support

‘SEND 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 SEND support will not have an education, health and care plan.'

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

School SEND monitoring

Through school assessment and monitoring, some pupils may not be making as much progress as their peers or in line with their development. At Ospringe, we have an additional school SEND monitoring register which helps us to keep these pupils in mind as we give targeted support or if they have a diagnosis which does not mean they need significantly more support than their peers.

4. Inclusion and Equal Opportunity

Ospringe is an inclusive school and we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND) have their needs met. Ospringe values the abilities and achievements of all its pupils. It is committed to providing for each pupil the best possible environment for learning in which they can reach their full potential academically, personally and socially no matter what special need or disability is experienced. At Ospringe we aim to support pupil's understanding of feelings and emotions, how and why they occur and effective ways to manage those feelings. Research has shown that there is a strong link between the emotional development of a child and how they perform in school and we want all pupils, including those with SEND, at Ospringe to be emotionally literate so they can achieve their potential.

At Ospringe we offer a broad and balanced curriculum for all pupils through high quality teaching. Our teachers are trained and skilled in planning inspiring and motivating lessons to meet the needs of pupils with a range of abilities. Pupils are carefully tracked and barriers to learning are identified and addressed in a timely manner. We are supported by the Local Authority to ensure that all pupils, regardless of any specific needs they may have, make the best possible progress in school.

Our vision as a fully inclusive school is that every child is revered and respected as a member of a community where all are known and loved by God.

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

Ospringe works strategically in line with the Special Educational Needs Code of Practice 2015

Ospringe will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Effective 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 Ospringe CE Primary School our SENCO is Mrs Helen Langridge. You can contact her at senco@ospringe.org.

Our **SENCO** is Helen Langridge. She has 10 years of experience in this role and has worked as SENCO in 2 different schools. She is a qualified teacher, a Deputy Safeguarding Lead, Medical Conditions and Designated Allergy Lead. She is also the EAL Lead and the Designated Teacher for Children in Care and those who have previously been in care.

Helen achieved the National Award in Special Educational Needs Co-ordination in 2017 and also holds a Postgraduate Certificate in Enabling Learning, Inclusion and Institutional Development (2009). Helen was previously a Reading Recovery teacher and has completed additional training in a number of areas, including: Autism; Supporting Children and Young People with Visual Impairment; Boxall Profile; Nurture UK; Emotional Based School Avoidance and Trauma Informed Practice.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Ospringe ‘s SEND policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)’s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEND.
- Liaise with the relevant Virtual School Teachers where a looked after child or young person has SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEND.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/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 SEND development.

- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and 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 SEND link governor to determine the strategic development of the SEND 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 SEND 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 SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

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

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

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEND.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEND issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEND Information Report and provision in the school.

Our SEN Governor is Mrs Sally McCourt

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'

(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.

As part of the universal offer, at Ospringe, teachers and teaching assistants ensure:

- Strong, clear routines, using visual timetables and supports
- Clear, concise Instructions, often using visual supports, time management boards
- High expectations of pupil work and behaviour and opportunities for success
- Understanding, involvement and engagement are checked and monitored
- Pupils are grouped differently according to the lesson or needs
- Peer support and mentoring
- Working walls
- Alternative recording methods, including supportive software and laptops or ipads
- Pre-teaching of vocabulary and focus on key concepts
- Adapted response and processing times
- Scaffolding lesson materials
- Calm spaces/quiet rooms for calming and reflection
- Pastoral support – mentoring, daily check-ins, soft landing
- Attention aids – move 'n' sit cushions, fidget toys, stress balls, movement breaks
- Visual stress resources – coloured overlays, coloured pens, paper or books
- Fine motor resources - sloping desks, pencil grips, specialist pens, pencils, scissors and rulers

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.

All parents of pupils at Ospringe CE Primary School are invited to discuss the progress of their children twice a year at parents' evenings and after receiving the school report in the summer term if they wish. In addition to this we are happy to arrange meetings outside of these times. If your child is on SEND Support or has an EHCP then more meetings may be scheduled.

5.6 The pupil

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

The level of involvement will depend on the child's age and individual needs. We may seek a child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey/pupil view form

6. SEN Information Report

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

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

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

Decisions on the admission of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. When the decision has been made for a pupil with SEND to attend our school, the SENCO will arrange a meeting with all the stakeholders involved. This will include parents, school staff and other outside agencies. A transition plan will then be drawn up to ensure the pupil has a happy and smooth entry into their year group; ensuring that they have the same rights of access to the curriculum and environment as other pupils. Additional information about the admissions process can be found in our school prospectus.

Ospringe CE Primary School is accessible for wheelchairs. We have 2 care suites, with disabled toilets, changing facilities and hoist and an internal lift over a small flight of stairs. Additional information about accessibility and support for disabled pupils can be found in our Accessibility Plan on the school website.

Throughout the school, measures have been taken to support pupils with visual and hearing impairment.

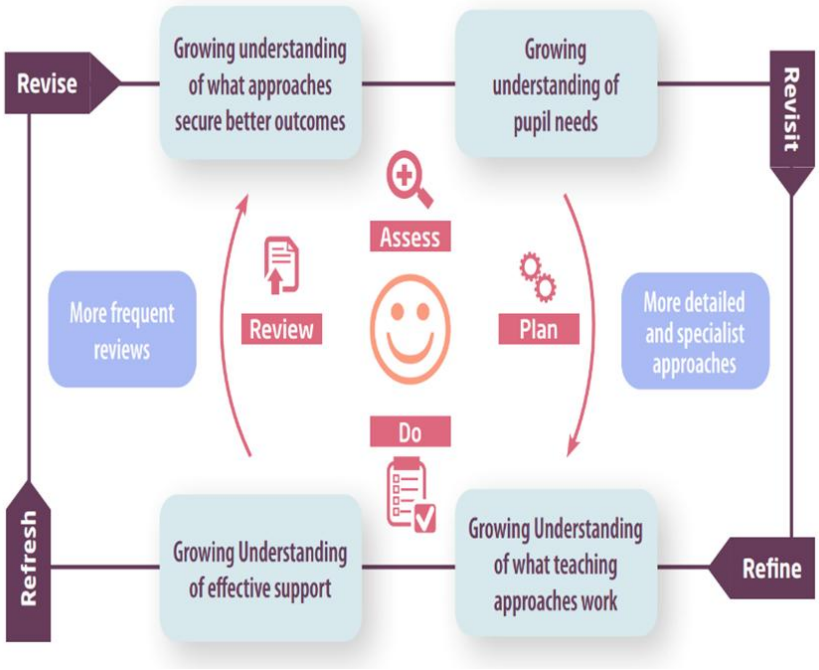
The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school approach to SEND provision

High quality teaching, adapted for individual pupils, is the starting point in responding to pupils who have or may have SEND. Additional assessments, intervention and support may then be provided for pupils as required. The Mainstream Core Standards universal and targeted approaches are used as guidance in how to support pupils with specific needs and diagnoses.

Where a pupil is having difficulties, the teacher will find the gaps in their learning and provide appropriate extra support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The Graduated Approach process is used to meet an individual pupil's needs. This is a 4-part cycle of assess, plan, do, review.



Assess	If a pupil is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties that child has. We will ask for parent/carer and a pupil's input, as well as getting help from external professionals where necessary.
Plan	In discussion with the parent and pupil, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer to help meet

	those outcomes. We will make a record of this and share it with parents/carers and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with the pupil and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of their needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

Teachers work 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. They also work with the SENCO to review each pupil's progress and development, and decide on any changes to provision

If the pupil is still finding it difficult to make progress, despite high-quality teaching and extra provision, the teacher will talk to the SENCO and discuss SEND concerns with parents/carers. Further assessments and/ or screening tools may be undertaken to determine the cause of the difficulties, these may include;

- Language Link – Infant and Junior
- Speech Link
- Renfrew Action Picture Test
- Renfrew Vocabulary Test
- GL Dyslexia Assessment
- Visual Stress
- Boxall Profile
- Strengths and Difficulties Questionnaire (SDQ)
- Verbal Reasoning
- Non-verbal Reasoning

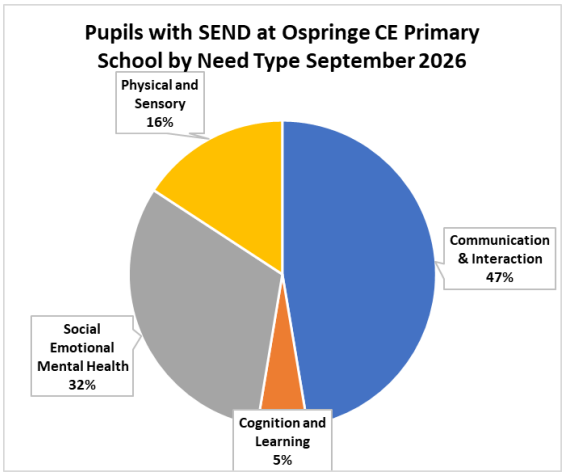
The results of these assessments can give further recommendations for interventions and support which are delivered as part of the graduated approach. If a pupil is still not making the progress we would expect, in consultation with paretns/carers, they may be referred to external agencies for expert advice and support.

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

At Ospringe, 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 Ospringe 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.

Currently, there are 10 children with a very high level of need in school who have **Education Health Care Plans** (EHCPs) and 28 who have **SEND support**. The primary area of need is recorded below although many will have additional areas of need.



Special Educational Needs currently or recently catered for at Ospringe School:

- Autistic Spectrum Condition (ASC)
- Developmental Verbal Dyspraxia (DVD)
- Developmental Language Disorder (DLD)
- Elective mutism
- Expressive and Receptive Language Impairment
- Speech, Language and Communication Needs (SLCN)
- Dyslexia (SpLD)
- Moderate Learning Delay (MLD)
- Attention Deficit Hyper Activity Disorder (ADHD)
- Anxiety
- Emotional Based School Avoidance (EBSA)
- Social Emotional Mental Health Needs (SEMH)
- Cerebral Palsy
- Dyspraxia or Developmental Co-ordination Disorder (DCD)
- Fine and gross motor difficulties

- Hearing impairment – from mild to profound
- Hypermobility
- Hypotonia
- Irlen's Syndrome (Visual Stress)
- Physical disability
- Sensory Processing Disorder
- Complex medical conditions impacting on learning

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

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

To support pupils, the school use a range of assessments to track progress, review and monitor the broader developmental needs and progress of all pupils such as reading, phonic and maths assessments, verbal and non-verbal reasoning tests. These tests will enable the early identification of difficulties that a pupil may present, where they 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.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's graduated approach. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will have a discussion with the SENCO about whether this lack of progress may be due to a special educational need and whether further assessments are appropriate – as detailed in section 8. It may be that a referral is necessary to an external agency for more specialised support or assessment. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support. Referrals may include:

- Canterbury Christian Schools' Work Trust
- Child and Adolescent Mental Health Services - CAMHS
- Counsellors
- Early Help
- Educational psychologists
- Emotional Wellbeing Team
- Fresh Visions - supporting children who face disadvantage as a result of poverty, domestic abuse and social exclusion
- GPs or paediatricians
- IMAGO – Young Carers
- NELFT practitioners
- Occupational therapists
- Physiotherapists
- Play therapists
- Safeguarding services
- SALUS
- SATEDA – Swale Action to End Domestic Abuse
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Social Workers
- Specialist Teaching and Learning Service
- Speech and language therapists
- Virtual Schools – for Children in Care
- Voluntary Sector Organisations

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEND pupil profiles or provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEND is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEND or have an additional need are made fully aware of the provision that each individual pupil requires.

At Ospringe progress is closely monitored throughout the year to review their academic progress through formal and informal assessments. Pupil progress meetings with senior leaders are held 3 times a year to discuss all pupils and written reports annually. However, pupils with SEND may have more frequent assessments.

8.3 Consulting with Parents

At Ospringe, parents are welcome to speak to school staff when they would like to and can make an appointment through the school office- office@ospringe.org and the SENCO – senco@ospringe.org. Senior leaders are on the gate every morning and afternoon and are available to speak to parents.

Formal parent consultations are held twice a year and written reports once in the summer term. There is also an opportunity for parents to speak to teachers following the report. If a pupil has SEND support or an EHCP the parents are also encouraged to make an appointment to see the SENCO at these times.

Pupils who have an EHCP have an annual review where both parent and pupil voice is heard and recorded.

At the beginning of the Autumn term, there is an opportunity for parents to meet their child's teacher and learn about the curriculum and teaching in that year group.

Where an additional need for a pupil has been identified, parents will be invited to speak to the class teacher and/or SENCO and new strategies and interventions discussed. These may be recorded on a pupil profile which is shared with parents and all relevant school staff. Notes from meetings are recorded on the school system.

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

All pupils who have SEND Support or an EHCP have outcomes which they work towards for a 2-year period. The graduated approach of assess-plan-do-review is followed for all pupils. The outcomes are broken down into smaller targets and worked towards over a long term. Progress towards the targets is monitored and reviewed 3 times a year. If pupils achieve the targets, more are set; if they do not achieve the targets, they are adapted to continue. As outcomes are achieved, new ones are written in consultation with external agencies and in school professionals

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.

At Ospringe, our best endeavours are evident at all times to ensure the progress and attainment for all pupils. This can be seen 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

This policy and SEND Information Report will be reviewed by Helen Langridge, 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 available to read and refer to on the school website.

10. Complaints about SEND Provision

If parents/carers have concerns about their child's SEND support, they should first speak to the class teacher and SENCO. If they still feel that their concerns haven't been addressed then they are encouraged to speak with the Headteacher to resolve the issue and will be given a copy of the school's complaints policy. They can then make a formal complaint to the Chair of the Governing Board. If the complaint is still not resolved after it has been considered by the Governing Board, then a disagreement resolution service or mediation service can be contracted. The school's Complaints policy can be found on the website:

To see a full explanation of other avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

If parents feel that our school discriminated against their child because of their SEND, they have the right to make a discrimination claim to the **first-tier SEND tribunal**: https://www.gov.uk/complain-about-school/disability-discrimination

They can make a claim about alleged discrimination regarding:

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

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Mediation support and appeals - Kent County Council

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.
- **Best endeavours** – doing everything that could reasonably be expected of a school to support pupils
- **CAMHS** – Child and Adolescent Mental Health Services
- **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.
- **ELSA** – Emotional Literacy Support Assistant who works with pupils in school to support their SEMH 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
- **High Needs Funding** – additional support a school can obtain to support pupils with the highest level of need
- **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