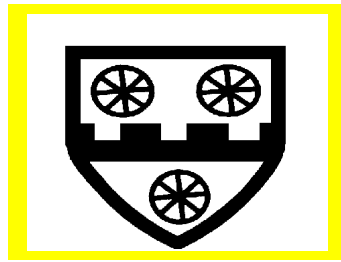


Policy for Inclusion and Special Educational Needs

Ash Cartwright & Kelsey Church of England Primary
School (Aided)



Headteacher Fiona Crascall
SENCO J Wilkinson
Inclusion Lead J Wilkinson

Mission Statement

Our village school and our Christian values provide a well-rounded education that enables all to be the best that God intended. We treat adults and pupils with love and dignity in a space where everyone can flourish

Friendship Joy Community Forgiveness Perseverance
Creativity

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1. Aims

Ash Cartwright & Kelsey Church of England Primary School’s Policy for Inclusion and Special Educational Needs aims to:

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

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.

- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

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

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations

Kent Local Authority:

The Local Authority's local offer

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

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

Countywide Approach to Inclusive Education (CATIE)

A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

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

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.’ (KCC: CATIE p 2-3)

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

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 Ash Cartwright & Kelsey Church of England 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
- Safeguarding 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 Ash Cartwright & Kelsey Church of England Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed.

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

Special Educational Needs (SEN) support

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

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

Education, health and care (EHC) plans

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

4. Inclusion and Equal Opportunity

Our village school and our Christain values provide a well-rounded education that enables all to be the best that God intended. We treat adults and pupils with love and dignity in a space where everyone can flourish.

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

Ash Cartwright & Kelsey Church of England Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

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

At Ash Cartwright & Kelsey Church of England Primary School our SENCO is Ms J Wilkinson. She is a qualified teacher with more than 15 years' experience in this role and is also the Assistant Headteacher and Designated Safeguard Leader.

Ms Wilkinson is available on 01304 812539 or Jwilkinson@ashckschool.org .

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Ash Cartwright & Kelsey Church of England Primary School's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carers and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local 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 our Community of Schools.

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

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

The SEN governor will:

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

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 Amanda Burchell-Trent

5.4 Teachers

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

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

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing (subject to funding)
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need (subject to funding) in class and at lunch/break times.
- Scaffolding lesson materials
- They may also provide some of the specific interventions.

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

The level of involvement will depend on the child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis. Pupils are able to express their views in different ways.

We may seek the child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a drawing or a piece of writing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Pupils Pen portraits
- Appendix 1

6. SEN Information Report

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

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

7. Admissions and Accessibility

Ash Cartwright & Kelsey Church of England Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Pupils who meet the admission criteria will be admitted to Ash Cartwright and Kelsey School provided that the Section F provisions, of the EHCP, are available to meet their needs. The Governing Body and Local Authority are responsible for the admission process and this process is also covered by the Local Authority appeals process. We reserve the right to take advice regarding Section 66 of the Children and Families Act (2014, CaFa) with regards to inability to fulfil best endeavours and were the school to be named on an EHCP and directed to admit despite not being able to meet Section F requirements we would invoke Section 42(2) of the same act – The duty of the Local Authority to Secure and Fully fund provision in Section F.

If, despite consultation response that we are an incompatible setting we are directed to admit a pupil, we will immediately appeal to the Secretary of State at the Department of Education. The appeal will be on the grounds of the local authority's failure to :

- Correctly apply Section 39 (3) of the Children and Families Act

The local authority has a duty to name a setting of parental preference unless section 39(4) of the CaFa applies. The local authority must secure the specified special educational provision for the child under Section 42 (2) of the CaFa.

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

8. Our school approach to SEN provision

At Ash Cartwright and Kelsey School high quality teaching is the first step in meeting the needs of all pupils who have or may have SEN.

We follow the Mainstream Core Standards advice from Kent County Council to ensure that our teaching conforms to best practice. By implementing the advice in the Mainstream Core Standards we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health Care Plans.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of assess, plan, do, review (APDR Model).

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

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

DfE/DOH SEND Code of Practice: 2015, 6.17

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

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

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

At Ash Cartwright and Kelsey School we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. The local authority must secure the specified special educational provision for the child or young person. If the plan specifies health care provision, the responsible commissioning body must arrange the specified health care provision for the child or young person. Decisions on the admission of pupils with an EHCP are made by the Local

Authority after it has consulted with the school (who will consider if they can fulfil the provision in Section F). CAFA 2014 states the draft EHC plan sent to the child's parent or the young person must not—

(a) name a school or other institution, or

(b) specify a type of school or other institution. The local authority must secure that the final EHC plan names the school or other institution specified in the request, unless subsection (4) applies.

(4) This subsection applies where—

(a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or

(b) the attendance of the child or young person at the requested school or other institution would be incompatible with—

(i) the provision of efficient education for others, or

(ii) the efficient use of resources.

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 Ash Cartwright and Kelsey School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Ash Cartwright and Kelsey School progress is closely monitored throughout the year to review their academic progress. However, pupils with SEN may have more frequent assessments

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments and further school specific assessment tools. These assessments will enable the early identification of difficulties that a pupil may present. Information collected from the assessments will inform the appropriate intervention and provision to support progress and outcomes.

We monitor the effectiveness and impact of the provision using the Graduated Approach.

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

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school early identification of need's protocols as set out in section 8. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the 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. We also have a play therapist and the NELFT Team who offer support in school.

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

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

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

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

8.3 Consulting with Parents/Carers

We have review meetings a minimum of three times per year, with parent/carers of children having SEN support or SEN with an Education and Health Care Plan, to:

- Agree outcomes and targets for the child's progress
- Agree on the provision and support we will put in place for the child
- Discuss what parents/carers can do to support the child to achieve the agreed outcomes and targets.
- Review progress towards those outcomes and targets
- We will seek your parent/carer voice eg Appendix 1

We provide a written report on child's progress – at least twice a year and invite you in to discuss it. We have shared Learning sessions in school. This is an opportunity for parents/carers have to visit their child's classroom at the end of the day and look at their learning activities and books.

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

Teachers at Ash Cartwright and Kelsey School we use the graduated approach (APDR process)

The APDR process, or Assess, Plan, Do, and Review, is a cyclical approach used to provide support and interventions for SEND pupils. It involves a continuous loop of assessing needs, planning interventions, implementing those plans, and then reviewing the effectiveness of the support provided.

1. Assess:

- We assess the pupil's needs, difficulties, and strengths.
- Gather information from various sources, including parents, teachers, the pupil themselves, and other professionals.
- The assessment helps identify the specific areas where support is needed.

2. Plan:

- We develop a plan that outlines the outcomes, targets, and strategies for providing support.
- The plan has specific, measurable, achievable, realistic, and timely (SMART).

3. Do:

- The plan is Implemented This may involve specific teaching strategies, interventions, or adjustments in the classroom environment.
- Parents, carers, and support staff work collaboratively to ensure the plan is effectively implemented.

4. Review:

- The plan and the effectiveness of the support being provided will be regularly reviewed.
- This includes tracking the pupil's progress, gathering feedback from various stakeholders, and making any necessary adjustments to the plan.

This cyclical approach allows for continuous improvement and ensures that the support provided is responsive to the pupil's evolving needs.

The school will make reasonable adjustments and use best endeavours through, for example:

- 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
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by J Wilkinson the 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's/ website.

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Ash Cartwright and Kelsey Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then the SENCO and Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

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