Garlinge Primary School and Nursery

Special Educational Needs and Disabilities (SEND) Policy

SEND Governor: Jacqueline Messenger

SENDCo: Sarah Bond and Melissa Rowden

At Garlinge Primary School and Nursery we aim to provide a caring, exciting and inclusive learning environment where every child and family really matters. We will inspire, respect and celebrate everyone's achievements and diversity; ensuring children are given opportunities to help them grow into independent and responsible adults.

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1. Aims and Objectives

This policy adheres to the Department of Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special education needs or disabilities (SEND).

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to offer a curriculum which ensures the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this policy covers all these pupils.

At Garlinge Primary School and Nursery we ensure all pupils regardless of their individual needs are provided with inclusive teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident, independent individuals who are able to make a successful transition on to the next phase of their education.

Garlinge Primary School and Nursery'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.
- 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.

2. Legislation and Guidance

This policy is written in line with and is written with reference to the following guidance and documents:
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

- The school Information Regulations: Updated 24/10/24
- Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

Kent Local Authority

- **The Local Authority's local offer**

  The Local Authority's Offer can be found in the SEND Report
  https://www.kent.gov.uk/education-and-children/special-educational-needs

- **Countywide Approach to Inclusive Education (CATIE)**

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

  What does inclusion mean in Kent?

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

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

Special Educational Needs Mainstream Core Standards (ordinarily available provision)

- Special Educational Needs Mainstream Core Standards

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

The schools are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Garlinge Primary School and Nursery works towards achieving the Kent Children and Young People Outcomes Framework:



Our Equality Statement

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

Our SEND policy should be read in conjunction with our school's policies published on our website where you can access the following policies:

- Accessibility Policy and Plan
- Admission Arrangements Policy
- Attendance Policy
- Child Protection Policy
- Equality Information and Objectives
- Safeguarding Policy
- Relationships and Behaviour Policy
- SEND Report

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 Garlinge Primary School and Nursery the SENDCo will regularly review the SEN register as part of the Graduated Approach. The SENDCo will work in co-production with parents/carer and if required key external professionals to ensure high quality 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.

Monitoring Register (MG Code)

At Garlinge Primary School and Nursery we also have a monitoring register, this is to ensure that we monitor closely any child who may not be making expected progress, but hopefully, with targeted intervention will start to make progress again. If the progress expected is not made – there may be a reason to investigate further, and the class teacher may make a referral to the SEND department in liaison with parents/carers.

Special Educational Needs (SEN) support (K Code)

'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.'

Education, Health and Care (EHC) plans (E Code)

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.

More information on the national landscape and number of pupils with SEN can be found in the link below:

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

4. Inclusion and Equal Opportunity

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- children with disabilities
- children who are in care
- able, gifted and talented children
- children who are at risk of suspension
- children of travelling families
- service children

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all pupils have the chance to thrive and fulfil their aspirations in all aspects of school life.

Please see our Equality Information and Objectives Policy and our SEND Report on our school website for further information around the steps we take to ensure equality.

5. Roles and Responsibilities – in conjunction with SEND Report

Garlinge Primary School and Nursery 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 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/SENDCo

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).

A SENCo/SENDCo must complete the qualification within three years of taking up the post.

At Garlinge Primary School and Nursery our Special Educational Needs and Disabilities Coordinators (SENDCo) are:

- **Sarah Bond** - 10 years' experience in this role and has worked as a teacher within specialist settings and mainstream secondary schools and worked in education for over 28 years, achieving the Award in Special Education Needs Co-ordination in 2016.
- **Melissa Rowden** - 2 years' experience in this role and has worked as a primary teacher for 11 years achieving National Professional Qualification for SEND in July 2026.

The SENDCo contact details are Inclusionadmin@garlinge.kent.sch.uk.

Our SENDCos have an important role working alongside the Heads of School, Executive Headteacher and Governing Board with regards to the strategic oversight and implementation of the school'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 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
- 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 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 SENDCo Forum to ensure they have up-to-date strategic and operational information
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period
- Work closely with other colleagues and SENDCos in their Community of Schools - Developed from DfE/DoH SEND Code of Practice 2015:108-109

5.2 Executive Headteacher/ Heads of School

The Executive Headteacher/ Heads of School will:

- Work closely with the SENDCo and SEN link governor to determine the strategic development of the SEND policy and provision across the school
- Work with the SENDCo and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice
- Ensure the SENDCo has sufficient time and resources to effectively carryout their role
- Work closely with the SENDCo to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality 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 Board have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEND Governor, Jacqueline Messenger, 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 Board following monitoring visits
- Work with the Executive Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENDCos provide a vital strategic role and provide 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.5 Support Staff

Support Staff are responsible for:

- Ensuring that day-to-day provision is in place for the pupils they support
- Implementing agreed strategies, programmes and advice from specialists
- Record keeping, tracking attendance, progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teacher and the SENDCo around progress and possible next steps

5.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to discuss and review the provision that is in place for their child
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 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.
Pupils at Garlinge Primary School and Nursery are able to express their views through:

- Pupil questionnaires
- Pupil Passports
- Attendance to key meetings – such as their Annual Reviews, in year SEN meetings and Pupil Education Plan (PEP) meetings
- Appendix 1 of EHCP Annual Review Process
- Verbally or visually

6. SEND Report

The school publishes a SEND Report on its website, which sets out how this policy is implemented in the school.

The report will be updated annually and as soon as possible after any changes to the information it contains. The SEND Report can be found on our school website.

7. Admissions and Accessibility

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

At Garlinge Primary School and Nursery, we follow the guidance for admissions, both at the start of a child's learning journey and when a child is starting with us as an in-year admission.

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

For more information, please see our Admissions Policy for further details

8. Our School Approach to SEN Provision

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place to ensure individuals are supported effectively.

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.

A process of on-going teacher assessments and pupil progress meetings identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher and implementation of the Mainstream Core Standards.

Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. This is part of the Graduated approach where we assess, plan, do and review.

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from, or additional to what

is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Map (IPM). This continues the cycle of assess, plan, do, review with the child/young person at the centre of the process. Every pupil in the school has their progress tracked six times a year and this is discussed in pupil progress meetings; three with senior leadership, the class teacher and the SENDCo and three with the Department Leader. These seek to identify pupils making less than expected progress given their age and individual circumstances.

More information can be found in our SEND Report.

8.1 Kinds of SEN for which provision is made

At Garlinge Primary School and Nursery 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 Garlinge Primary School and Nursery we will ensure our 'best endeavours' to meet the needs of children with special educational needs and/or disability within each of the four categories defined in the SEND Code of Practice (2014) (para 6.27 – 6.35): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs and Sensory and/or Physical needs.

Schools with SRPs

Garlinge Primary School and Nursery has two specialist resource provisions (SRP). The Local Authority will manage admission to the SRP which is through an agreed consultation process. Both SRPs are funded by the local authority for up to 25 commissioned places, 17 places within our SRP for autistic children and 8 places for our PD SRP (2026-2027). The SRP is monitored through the Service Level Agreement with the Local Authority carrying out monitoring visits of the SRP, both in person and via biannual data collection submissions. The school SRP provision is monitored as set out in Schedule 8 of the Service Level Agreement between the KCC SEN Inclusion Team, SENDCo and SRP Lead Teacher.

8.2 Identification and Assessment of Pupils with SEN

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Garlinge Primary School and Nursery are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

Every pupil in school has their progress tracked six times a year and this is discussed in pupil progress meetings; three with senior leadership, the class teacher and the SENDCo and three with the Department Leader. These seek to identify pupils making less than expected progress given their age and individual circumstances.

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.

It can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider developmental or social needs to make a successful transition on to their next stage in life.

For those children identified as making less than expected progress, the class teacher will arrange a meeting with parents/carers to discuss the child's progress and put in place extra provision to support the child's needs.

Please see our Whole School Provision Map for more detailed information.

Targets for each child will be set and reviewed to see if the extra provision has made an impact. If the child does not make the progress expected, despite high quality teaching and targeted teaching focusing on areas of difficulty, further assessments will be used to determine the cause of the barrier to learning and appropriate provision will be determined (such assessments include; Speech and Language Link, Boxall Profile, Salford Reading Test, RAPID/LUCID/CoPS screening). This will be done in consultation with the parents/carers.

The school cannot offer diagnoses – however, it can make referrals to outside agencies – but this will need parental or carer's consent. For higher levels of need it is able to draw on more specialised assessments from external agencies and professionals, such as Educational Psychologist, Speech and Language Therapist, paediatrician or other suitably qualified health professionals.

Garlinge Primary School and Nursery take all parental or carer concerns about their child seriously and investigate them appropriately. Generally, the concern can be addressed in partnership with the parents and quality first teaching, and no further action is required. If the child requires specialised SEND support that is additional to and above what the school usually provides, the child may be placed on the SEND Register. When this happens, the school will take further action to remove barriers to learning and put effective SEND provision in place. If the child's needs cannot be met with universal or targeted support a provision plan (SEND support) will be put in place and this will follow a four-part cycle; assess, plan, do and review (termly). This is also the same when a child has a provision plan attached to an Education, Health and Care Plan (EHCP).

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/academy 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 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 clearly written personalised/provision plans which are regularly shared with parents/carers.

8.3 Consulting with Parents

At Garlinge Primary School and Nursery we endeavour to have open communication with parents/carers regarding their child's experiences and progress made in school. We have opportunities for parents/carers to speak daily with a member of staff from their child's class at drop off and pick up, via the class email or by more formal means of requesting a meeting. We have two parent evenings a year to discuss progress and a celebration event towards the end of the academic year to support transition. When a child is on the SEN register, parents/carers can liaise with the class teacher to have 3 reviews of their child's provision and outcomes a year. If the child has an EHCP one of these meetings will be held with the SENDCo, who will share progress in the Annual Review – as well as affording parents/carers the time to share how they feel their child is progressing. Actively seeking parental/carer views is essential to understanding a child's needs and these opportunities of co-production are welcomed. The SENDCos are also available for meetings to discuss a child's needs and act as the person to coordinate or signpost support for a child.

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

At Garlinge Primary School and Nursery Teachers are responsible for using the graduated approach to monitor impact of interventions and progress towards outcomes. This is monitored through a variety of means including pupil progress meetings, SENDCo monitoring and input from specialist outside agencies where required, such as Speech and Language.

The school will use it's 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

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 SEND Report.

10. Complaints about SEND Provision

The arrangements for the treatment of complaints at Garlinge Primary School and Nursery are used for complaints about provisions made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENDCo, Assistant Headteachers, Heads of School or the Executive Headteacher to resolve the issue before making the complaint formal to the Chair of the Governors.

If the complaint is not resolved after it has been considered by the Governing Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complaint 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 the decision of the LA. Complaints which fall within this category cannot be investigated by the school.

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

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

All complaints relating to a named member of staff must be sent to either the Executive Headteacher or Heads of School.

If a complaint is not resolved after it has been considered by the Governing Board and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

11. Glossary and SEND Acronyms

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

This policy and SEND Report will be reviewed by the SENDCos every year. It will also be updated to reflect any changes to the information or statutory policy.

This policy will be approved by the Governing Board and available to read and refer to on the school's website.