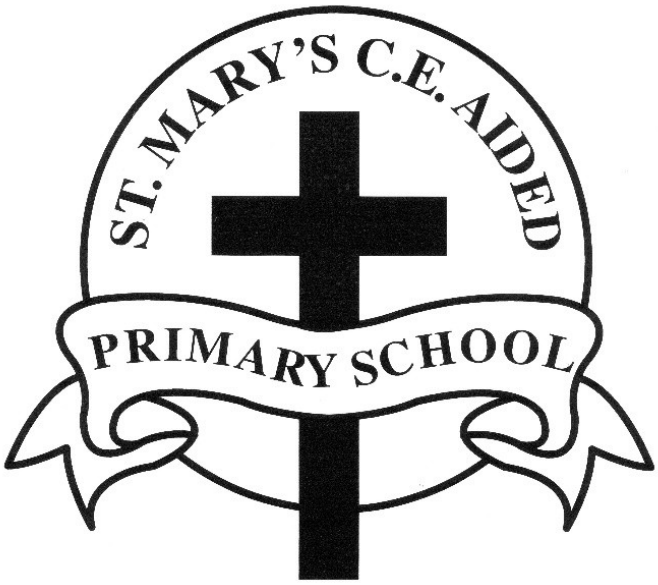


Policy:	Policy for Inclusion and SEND

Author:	Caroline Hawkins (SENCo)
Date:	September 2026
Last Version:	September 2025

Key changes/notes:
This is a Kent Model-based policy which has been amended following the updated guidance from the Local Authority

Statutory Requirement:	Yes – Department of Education
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Head Teacher
Policy Section:	

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16) This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

Contents

1.Aims.....

2. Legislation and guidance.....

3. Definitions.....

4. Inclusion and equal opportunities.....

5. Role and Responsibilities.....

6. SEND Information Report.....

7. Admissions and Accessibility .....

8. The school's approach to SEND.....

9. Monitoring and evaluating provision.....

10. Complaints about SEND Provision.....

11. Links to other policies and documents.....

12. Glossary.....

1. Aims

St Mary's Policy for Inclusion and Special Educational Needs aims to:

- Ensure the school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how the school will:

- Support pupils with SEND ensuring best endeavours are made 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 St Mary's 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 makes reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil; working together with them and their parents/carers, to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education 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: 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 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)

Education Strategy – to be confirmed

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

The Mainstream Core Standards:

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

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at St Mary's works towards achieving the Kent Children and Young People Outcomes Framework



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

https://www.st-marys-swanley.kent.sch.uk/policies/

- SEN Information Report: https://www.st-marys-swanley.kent.sch.uk/send/
- 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 St Mary’s, the SENCo regularly reviews the SEN register as part of the Graduated Approach. The SENCo will work in co-production with parents/carers and, if required, key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

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

Education, health and care (EHC) plans

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

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

Monitoring List

At St Mary's, the Monitoring List includes pupils with a diagnosed need or those for whom concerns have been raised by parents or staff. These pupils are not on the SEN register but are closely tracked to ensure they are making appropriate progress. Their academic and developmental progress is reviewed termly. If concerns persist despite targeted support and intervention, the school will consult with teachers and parents to determine whether the pupil should be added to the SEN register for additional support and provision.

4. Inclusion and Equal Opportunity

St Mary's is committed to promoting inclusion and ensuring equal opportunities for all pupils, including those with special educational needs and disabilities (SEND). High-quality, inclusive teaching is provided that meets the diverse needs of all learners. The curriculum, classroom environments, and wider school experiences are regularly reviewed and developed to remove barriers and support full participation.

The school follows the Graduated Approach of Assess, Plan, Do, Review (APDR) to identify needs early, tailor provision, and evaluate the impact of interventions. This cyclical process helps continuously improve the quality of the support and ensure every pupil has the opportunity to succeed *(see SEN Information Report p. 12)*.

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

St Mary's works strategically in line with the Special Educational Needs Code of Practice (2015) by embedding its principles into school policies, procedures, and daily practice. The SENCo regularly updates staff and governors on key guidance, expectations, and developments through training sessions, briefings, and policy reviews. All staff are supported to understand their responsibilities in identifying and supporting pupils with SEND. The SEND policy, which reflects the Code of Practice, is available to parents on the school website and shared directly when relevant, ensuring transparency and clear communication with all stakeholders.

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 possibl.

  (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.

The SENCO at St Mary's is Caroline Hawkins who is a qualified teacher and holds the following qualifications: BA (Hons) English Literature, PGCE for Primary Education, Post Graduate National Award for SEN Co-ordination, a Certificate in Dyslexia: Literacy, Support and Intervention, the Certificate of Competence in Educational Testing and a Level 5 Diploma in Trauma and Mental Health Informed Schools (Practitioner Status). She has been teaching for 25 years and has over 10 years' experience in the SENCo role.

Mrs Hawkins is available on 01322 665212 and at chawkins@st-marys-swanley.kent.sch.uk

The SENCO has an important role to play with the Headteacher and governing body with regards to the strategic oversight and implementation of St Mary's SEN policy and development.

She 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 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 the 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 carryout their role;
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEN provision;
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes;

- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

The SEN governor will:

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

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

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

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

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

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

The SEN Governor is Father Dane.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. The school's 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.

In the classroom, high-quality teaching, differentiated to meet individual needs, is the first step in responding to pupils' needs and ensuring inclusive access to the curriculum.

St Mary's is committed to providing a broad and balanced curriculum for all pupils and make reasonable adjustments to ensure all learners can access and engage with learning effectively. Adaptations to teaching and learning are personalised, guided by the Kent Mainstream Core Standards, and implemented on a case-by-case basis to ensure they are meaningful and appropriate.

Adaptations may include:

* Modified teaching approaches, such as extended processing time, pre-teaching of key vocabulary, or reading instructions aloud

* Adapted resources or changes to classroom organisation and staffing

* Use of recommended aids, including coloured overlays, visual timetables, larger print, or access to laptops

* Deployment of teaching assistants or support staff to meet specific needs

* Scaffolded lesson materials to support understanding and independence

Where additional support is required beyond high-quality teaching, a range of targeted interventions may be used. These may include programmes such as Better Reading Stamina, Toe by Toe, Sounds Progress, Speech and Language Link, White Rose Maths, One Step Ahead, and small group catch-up support in core subjects. These interventions form part of the school's contribution to Kent County Council's Local Offer.

Parents and carers are encouraged to also consult the school's Accessibility Plan, which outlines how the school ensures access for pupils with disabilities. This includes measures to:

* Increase participation in the curriculum

* Improve the physical environment of the school

* Enhance the accessibility of information

The Accessibility Plan can be found on the school website: https://www.st-marys-swanley.kent.sch.uk/policies/

(For further information see St Mary's SEN Information report section 8)

Teaching Assistants

At St Mary's, Teaching Assistants (TAs) play a vital role in supporting the inclusion and progress of pupils with SEND. TAs work under the guidance of the class teacher and SENCo to deliver high-quality, targeted support that promotes independence and active participation in learning. Research shows that while one-to-one support can be beneficial in certain contexts, it may also lead to over-reliance and learned dependency; therefore, at St Mary's, support strategies are prioritised that promote independence, resilience, and active engagement to help pupils achieve their full potential. In lessons, TAs are expected to facilitate access to the curriculum by scaffolding tasks, clarifying instructions, and providing tailored interventions. Throughout the school day, TAs help to implement individual support plans, promote positive behaviour, and contribute to pupils' emotional and social development. Regular training and communication ensure that TAs are well-informed and aligned with whole-school approaches to SEND provision.

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.

At St Mary's, voice of parents and carers is valued as essential partners in supporting pupils with SEND. In line with the SEND Code of Practice, parents of children receiving SEN Support are offered a minimum of three meetings per year with the SENCo to review and discuss their child's progress, provision, and next steps using the Assess, Plan, Do, Review (APDR) cycle. These meetings provide an opportunity to share updates, raise concerns, and ensure that support is tailored and effective. SEN Support Plans and Provision Maps are shared and reviewed regularly with parents to maintain transparency and ensure a collaborative approach. In addition, class teachers provide formal written reports three times a year, detailing progress across the curriculum and highlighting any areas of concern or success.

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 the 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 St Mary's are able to express their views through: pupil questionnaires and pupil passports. Children with EHCPs are invite to complete appendix 1 in line with the Annual Review process which is presented in a format that is most appropriate for their developmental stage.

6. SEN Information Report

St Mary's SEN policy works in conjunction with their SEN Information report https://www.st-marys-swanley.kent.sch.uk/send/ 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

St Mary's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. St Mary's is committed to providing a welcoming and inclusive environment for all pupils, including those with special educational needs and/or disabilities (SEND). The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs. St Mary's follows the local authority's admissions procedures and works closely with families to ensure appropriate support is in place from the outset. For further details, please refer to the Admissions Policy and Accessibility Plan, available on the school website:

https://www.st-marys-swanley.kent.sch.uk/policies/

8. The school approach to SEN provision

St Mary's is committed to providing an inclusive and nurturing learning environment where all children, including those with Special Educational Needs and Disabilities (SEND), can thrive. The school aims to meet the needs of every child through high-quality teaching and targeted support, underpinned by the principles set out in the **SEND Code of Practice (2015)** and the **Kent Mainstream Core Standards**.

recognise that early identification, timely intervention, and collaboration with families and external professionals are vital to ensuring positive outcomes for pupils with SEND.

Embedding the Mainstream Core Standards

St Mary's embeds the **Mainstream Core Standards** across the school to ensure that all pupils receive high-quality, differentiated teaching. This universal offer includes:

- Well-structured lessons with clear routines and visual supports;
- Adaptations to the learning environment to reduce barriers (e.g. seating plans, sensory tools, and scaffolds for independence);
- Use of strategies to support emotional regulation and behaviour;
- Personalised resources and inclusive teaching practices;

- Pupil-friendly targets and regular feedback to support progress.

Class teachers are responsible for meeting the needs of all pupils in their class, including those with SEND. They are supported by the SENCo, teaching assistants, and where appropriate, external agencies.

Early Identification of Needs

St Mary's is proactive in identifying pupils who may need additional support. The early identification process includes:

- **Baseline assessments** for all pupils on entry, building on information from previous settings or Key Stages;
- **Ongoing teacher observations** and termly assessments to monitor progress and identify concerns;
- A focus not only on academic progress but also on social, emotional, and communication needs;
- Close collaboration with parents and carers to share concerns and gather wider context.

Teachers are trained to recognise signs that a pupil may have additional needs and to follow the graduated approach in line with the SEND Code of Practice (2015).

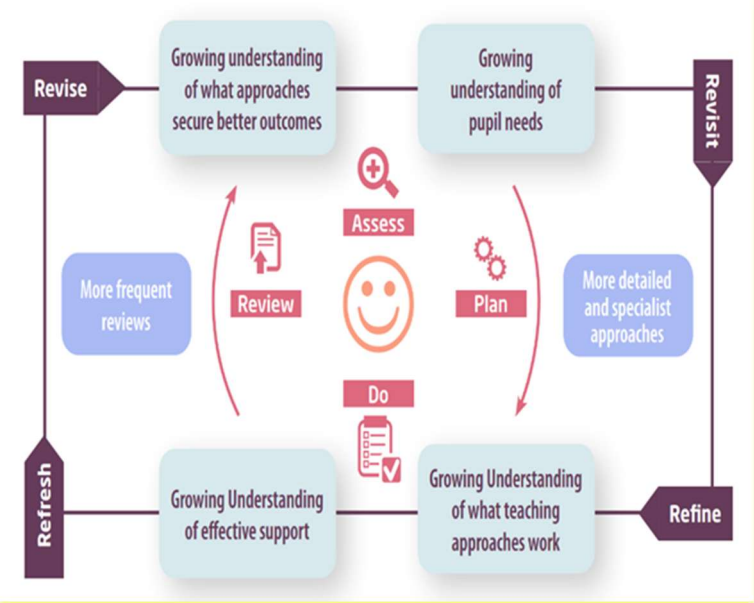
According to the guidance, a child may be identified as having SEN if their progress:

- 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.

(Reference: DfE/DOH SEND Code of Practice: 2015, section 6.17)

Graduated Approach to SEN Support

A structured, graduated approach is followed at St Mary's to meeting pupils' needs, using the **Assess – Plan – Do – Review** cycle:



1. **Assess:** Gather a clear understanding of the pupil's needs using teacher observations, assessments, parent views, and where necessary, specialist advice.
2. **Plan:** Agree on expected outcomes and plan the support or intervention needed, involving parents and the pupil in decision-making.
3. **Do:** Implement the support, usually through quality first teaching, targeted group work, or individualised intervention.
4. **Review:** Evaluate the impact of the support and make adjustments as needed. Progress is reviewed termly with input from staff, parents, and pupils.

Where needed, referrals are made to external professionals such as educational psychologists, speech and language therapists, or occupational therapists to ensure appropriate support is in place.

Working in Partnership

Parents and carers are central to the support process. Regular communication is maintained and encouraged through:

- SEN review meetings three times per year;
- Additional meetings with the SENCo where necessary;
- Annual reports and ongoing dialogue with class teachers;
- Co-production of personalised plans, SEN Support plans and provision maps.

The views of pupils are also considered through age-appropriate discussion, pupil voice activities, and SEN reviews.

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

St Mary's is fully committed to meeting the needs of all pupils, including those with additional needs, regardless of whether they have an **Education, Health and Care Plan (EHCP)**. The school aims to provide a safe, inclusive, and supportive learning environment where all children can flourish and reach their full potential.

Provision for pupils with additional needs is developed in line with the **Graduated Approach (Assess–Plan–Do–Review)** and the **Continuum of Provision and Need**, ensuring that all support is matched appropriately to each child's level of need. The school works collaboratively with parents, carers, and professionals to ensure that the right support is in place at the right time.

St Mary's fulfils their statutory duty to use their **best endeavours** to secure the special educational provision that pupils with SEND require. This includes both those on **SEN Support** and those with an **EHCP**.

Types of Need Supported

Targeted and specialist support is provided for pupils with a wide range of needs, including:

- **Cognition and Learning Difficulties**
  e.g. specific learning difficulties (such as dyslexia), moderate learning difficulties, or working significantly below age-related expectations.
- **Communication and Interaction Needs**
  e.g. speech and language delays or disorders, and conditions such as Autism Spectrum Disorder (ASD).
- **Sensory and/or Physical Needs**
  e.g. hearing or visual impairments, physical disabilities, or sensory processing difficulties.
- **Social, Emotional and Mental Health (SEMH) Needs**
  e.g. anxiety, emotional regulation difficulties, attachment needs, or mental health conditions.

Provision may include differentiated teaching strategies, personalised learning materials, access to adult support, small group or individual interventions, and where appropriate, advice from external specialists.

Pupils with Education, Health and Care Plans (EHCPs)

For pupils with EHCPs, the school works in partnership with families and the Local Authority to deliver the specific outcomes and provision detailed in the plan. These may include:

- Adaptations to the curriculum and learning environment;
- Access to specialist resources or equipment;
- Additional adult support or therapy-based provision;
- Ongoing reviews and annual EHCP reviews with multi-agency input.

The SENCo is responsible for ensuring that the EHCP provision is implemented effectively and reviewed regularly in line with statutory requirements.

Admissions for Pupils with EHCPs

Admission decisions for pupils with an EHCP are made by the **Local Authority**, in consultation with the school and family, and in accordance with the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**. The school works closely with the Local Authority to ensure that any pupil with an EHCP whose needs can be met within the mainstream setting is welcomed into the school community.

8.2 The identification and assessment of pupils with special educational needs

In line with the SEND Code of Practice (DfE/DoH 2015) pupils at St Mary's are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At St Mary's, progress is closely monitored throughout the year to review their academic progress every term. However, pupils with SEN may have more frequent assessments to help us better understand their learning profile and to inform interventions.

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.

A combination of informal and formal assessments are used across the curriculum. For example:

- **Reading assessments** are conducted using *Headstart* and *Accelerated Reader* to track fluency, comprehension, and reading progress over time;
- In **mathematics**, *White Rose* assessments are used to evaluate pupils' understanding of key concepts and their readiness to move on;
- Where concerns arise around **speech and language development**, *Speech Link* and *Language Link* assessments are used to identify specific needs and determine next steps for support.

These tools support early identification of barriers to learning and ensure timely and targeted interventions are put in place to close gaps and promote accelerated progress.

Summative and formative assessment data for **English, Maths, Science**, and **EYFS areas of learning** is recorded termly on the school's assessment tracking system, *Sonar*.

In addition, data from standardised assessments is recorded following their administration—three times a year for pupils in Years 1, 3, 4, and 5, and twice a year for pupils in Years 2 and 6, to align with statutory assessment requirements and preparation.

Data is analysed by the SENCo to identify children who may be at risk of stalling progress as a result of unmet need or children who are not making progress despite intervention.

Teachers at St Mary's 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's early identification of need's protocols. 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.

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 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 access to the online platform – Provision Map. In addition, the SEN register and monitoring list are updated termly and these are shared with staff.

8.3 Consulting with Parents

St Mary's believe that parents and carers are essential partners in identifying, supporting, and celebrating the progress of children with Special Educational Needs (SEN). The school is, therefore, committed to working collaboratively with families through regular communication, shared decision-making, and mutual respect.

Regular Communication and Consultation

An open and supportive dialogue is encouraged between school staff and parents throughout the academic year. This includes:

- **Termly SEN review meetings**, where parents meet with the class teacher and/or SENCo to discuss their child's progress against personalised targets, review support plans, and agree on next steps;
- **Additional meetings** offered as needed, particularly during times of transition or where new concerns arise;
- **Parent consultation evenings**, during which all parents are invited to discuss their child's overall development, including any additional support in place.

All meetings are documented, with **minutes or action notes added to the pupil's SEN record**, and **copies shared with parents** on request to ensure transparency and clarity.

Seeking Parent Voice

Parent voice is sought through:

- Regular informal conversations and feedback opportunities;
- **SEN-specific questionnaires or surveys**, conducted annually to gather parent views on the quality and impact of provision;
- Encouraging parents to contribute to the writing and reviewing of **Pupil Passports**, **Provision Plans**, or **SEN Support Plans**;
- Involving parents in setting and reviewing personalised outcomes.

Feedback is also welcomed at any point during the year, and parents are encouraged to contact the SENCo or class teacher with any concerns or suggestions.

Co-Production Opportunities

Co-production is central to St Mary's SEN approach. The school ensures that:

- Parents are **fully involved in decision-making**, particularly when new interventions are introduced or referrals to external agencies are made;
- Parents are asked to **share insights about their child's needs, strengths, and preferences**, which help shape individual support plans;
- In more complex cases, such as during the **EHCP application process** or annual reviews, staff work closely with families and professionals to jointly create and evaluate the provision.

Parents are also signposted to external support services (e.g. IASK) to empower them to engage confidently in discussions and decision-making.

Communicating Next Steps

To ensure everyone involved is clear on the agreed next steps:

- Actions and targets from meetings are summarised in written form and shared with parents on request;
- Timelines for reviewing support are set during meetings and added to the pupil's records;
- Class teachers and support staff are briefed on any changes to provision to ensure a consistent approach;
- Where appropriate, children are also informed of their targets and involved in evaluating their progress.

This structured and inclusive approach ensures that parents feel valued, informed, and actively involved in supporting their child's journey.

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

St Mary's is committed to supporting the progress of all pupils with Special Educational Needs (SEN) through a robust and reflective assessment and review process. The approach is centred around the **Graduated Approach (Assess – Plan – Do – Review)**, which ensures early identification of need, timely intervention, and continuous evaluation of progress towards clearly defined outcomes.

The school ensures best endeavours are made to enable the children to flourish and thrive within this approach through using:

- 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 SEN Information Report.

Monitoring and Evaluation

High levels of consistency and oversight are maintained by:

- Tracking progress against outcomes through the school's assessment and SEN tracking systems;
- Using both academic and developmental data (including social, emotional and communication outcomes);
- Recording and reviewing SEN Support Plans, Provision Plans, or EHCP outcomes three times a year;
- Ensuring notes from SEN reviews and meetings are added to the pupil's record and shared with parents/carers on request;
- Conducting internal and external moderation, where appropriate, to ensure accuracy of assessment.

Preparing for Next Steps

St Mary's recognises that pupils with SEN may require additional support when preparing for transition to new classes, key stages, or settings. The school's approach ensures:

- Transition plans are discussed in advance with parents and pupils;
- Additional visits or resources are provided where needed;
- Information is passed on clearly and effectively to the next teacher or setting;
- Support is personalised to reduce anxiety and ensure continuity of provision.

By carefully assessing and reviewing outcomes and adapting provision accordingly, pupils with SEN are well supported to make progress and are fully prepared for the next stage of their education.

This policy and SEN Information Report will be reviewed by the SENCo, Caroline Hawkins 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 St Mary's are used for complaints about provision made for special educational needs. Parents are encouraged to discuss their concerns with the class teacher, SENCO or Headteacher 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. 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 the headteacher/principal.

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

There are some circumstances, usually for children who have an Education, Health Care Plan, 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.

(*See SEND Code of Practice Chapter 11 Pages 244 – 273 for further information.)*

Complaints Policy: https://www.st-marys-swanley.kent.sch.uk/policies/

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