



Herne CE Infant and Nursery School Inclusion and Special Educational Needs Policy

Head of School/Exec Head Mrs E Thomas-Friend
Head of School: Miss L StJohn
Inclusion Lead Angie Cox

Our Herne Family; Learning, loving and growing together, rooted in God's love.

This Policy is underpinned by our Christian values of Love, Forgiveness, Trust, Honesty and Respect. Our values and vision is woven into expectations, protocols and delivery of this policy. By ensuring our vision and values remain at the heart of all we do, our children are enabled to thrive and flourish at Herne Infants.

At Herne CE Infant and Nursery 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, we will make reasonable adjustments to support pupils with SEND. We 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.

Aims

Herne CE Infant and Nursery School 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 our linked SEND and Inclusion Governors.

At Herne CE Infant and Nursery School we make our best endeavours to ensure that all children with SEND have their needs met. We focus on ensuring that children are seen as individuals and that their needs are met accordingly. Children's needs will be assessed and provision reviewed ensuring that the most appropriate support is in place for them. Some children come into school with a diagnosis or receive a diagnosis as needs are identified during the child's time with us the most important aspect of provision is the strategies in place for individuals and their effectiveness. We endeavour to overcome any potential barriers wherever possible, to enable inclusion for all. We strive to be a fully inclusive school and offer equality of opportunity to all groups of pupils within our Christian school community. We will ensure that we fully implement national legislation and guidance regarding pupils with SEND.

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 \(kelsi.org.uk\)](https://www.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.

We are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Herne CE Infant and Nursery 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 <https://www.herne-infant.kent.sch.uk/page/?title=Policies+%26amp%3B+GDPR&pid=432>

- SEN Information Report
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality policy

This policy was developed in consultation with staff, parents and the governing body. It will be reviewed annually.

Inclusion and equal opportunities

At Herne CE Infant and Nursery 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 are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

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 Herne CE Infant and Nursery 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.

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

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p> <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>

<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <p>Suffered adverse childhood experiences</p> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

<https://www.herne-infant.kent.sch.uk/send>

Roles and Responsibilities

Herne CE Infant and Nursery 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 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

All maintained schools 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 and Inclusion Lead is Mrs Angie Cox her contact details are 01227 740793 or by email at ACox@herne-infant.kent.sch.uk

She has over 10 years experience in this role, is a qualified teacher and also holds the following qualifications: BA (QTS) degree from CCCUC, The National Award for SEN Co-ordination, has completed a Masters degree in Enabling Learning and Inclusion, has completed the National Professional Qualification for Senior Leadership and is an Attachment Lead.

The SENCO has an important role to play with the Head of School/Exec Head and governing body with regards to the strategic oversight and implementation of Herne CE Infant and Nursery 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/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 their Community of Schools.

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

5.2 Head of School/Exec Head

The Head of School/Exec Head 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/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.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

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 Head of School/Exec Head and SENCO to determine the strategic development of the SEN policy and provision in the 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](#)

Our SEN Governor's are Heather Ackland and Sarah Adams

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provide 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.
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

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.

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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- 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.

5.6 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.

All children will be given the opportunity to provide information and express their views about their SEND and the support provided, this will be appropriate to the age and stage of development of the child. . They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

Our SEN policy works in conjunction with our SEN Information report <https://www.herne-infant.kent.sch.uk/send> 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

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

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Levels of support

Monitoring

For those who receive intervention and support but do not meet the criteria for SEN Support they will be placed on an internal monitoring list. Teachers and the SENCO will carefully monitor progress and review the impact of interventions for the child.

School-based SEN provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget and where appropriate Higher Needs Funding.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

Every pupil at Herne CE Infant and Nursery School has their progress tracked at least three times per year.

If these assessments do not show adequate progress is being made, the SEN Support plan will be reviewed and adjusted.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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's 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.

The kind of special education need for which provision is made

At Herne CE Infant and Nursery School provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Herne CE Infant and Nursery 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 SEN Policy 2025

educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

In order to meet the needs of a wide range of pupils we have developed bespoke pathways to support children's varying needs across the school. Our Butterfly Pathway predominantly supports children's communication, interaction, physical and sensory needs and is aimed at children who present as developmentally below their peers. Our Dragonfly Pathway supports children's cognitive and learning needs and supports children across Key Stage One who are not able to access learning within the classroom due to their attention and listening, cognitive skills or levels of overload within the class. Our final pathway is out Bumblebees and this supports the social and emotional needs of the children across school.

The identification and assessment of pupils with special educational needs

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

At Herne CE Infant and Nursery 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. These will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Herne CE Infant and Nursery 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 7. 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/academy 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/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.

Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in an individual plan or highlighted on a provision plan

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

A range of factors are used to review progress these may include...

- 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.

This policy and SEN Information Report will be reviewed by Mrs Angie Cox every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school website.

Expertise and training staff

Training will regularly be provided to teaching and support staff. The Head of School/Exec Head and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENCO Mrs Angie Cox, who is a qualified teacher and also holds the following qualifications: BA (QTS) degree from CCCUC, The National Award for SEN Co-ordination, has completed a Masters degree in Enabling Learning and Inclusion, has completed the National Professional Qualification for Senior Leadership and is an Attachment Lead. Mrs Angie Cox is available on 01227 740793 or by email at acox@herne-infant.kent.sch.uk

In the last academic year, staff have been trained in a range of interventions appropriate to the needs of the current cohorts. We have teaching assistants who are trained to deliver interventions as described above.

Teaching assistants will support pupils in a range of ways. Specific, bespoke support is required by some of our children however, we continue to encourage children to be as independent as possible and have high expectations for all of our children. If a child requires a high level of support they will have this outlined in their provision plan and staff will be confident to deliver the support required.

Support will be provided to the children either in small groups or individually ensuring that it is appropriate to their needs and continues to ensure that children are able to maintain high levels of wellbeing and involvement.

All teachers and teaching assistants have attended a range of SEN awareness training and this training is regularly reviewed and updated for example; Sensory Circuits, ASD awareness, Dyslexia, Dyscalculia, Speech and Language.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, St Nichols School, The Orchard School, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

Links with external professional agencies

We work closely with a range of outside agencies to support and enable children's learning. Advice is followed and reviewed with a graduated approach in mind. Discussions and meetings are held as appropriate. The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Help

Admission and accessibility arrangements

11.2 Accessibility arrangements

Herne CE Infant and Nursery School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admission processes. At Herne CE Infant and Nursery School, we follow the guidance for admissions, both at the start of a child's learning journey and as part of the in-year admissions. Please see our Admission Arrangements for Entrance policy for more information: Herne CE Infant and Nursery School Policies All children are treated fairly when considering admissions and no decisions will be made upon any additional needs. Children with and Education, Health and Care Plan (EHCP) Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs

- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources" Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states: "A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority." Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Complaints about SEN provision

The normal arrangements for the treatment of complaints at Herne CE Infant and Nursery School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENCO, or the Head of School / Executive Head teacher to resolve the issue. They will then be referred to the school's complaints policy.

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head of School. They will be handled in line with the school's complaints policy <https://www.herne-infant.kent.sch.uk/page/?title=Policies+%26amp%3B+GDPR&pid=432>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

This policy and information report will be reviewed by Mrs Angie Cox every year. It will also be updated if any changes to the information are made during the year. It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents

- The local offer
- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

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

Signed Date
(Senco)

Signed Date
(Chair of Governors)

Signed Date
(Head of School)

