

Special Educational Needs and Disabilities (SEND) Information Report

Herne CE Infant and Nursery School



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Contents

1. What types of SEND does the school provide for?	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	8
4. What happens if the school identifies a need?	9
5. How will the school measure my child’s progress?	10
6. How will I be involved in decisions made about my child’s education?	11
7. How will my child be involved in decisions made about their education?.....	12
8. How will the school adapt its teaching for my child?	133
9. How will the school evaluate whether the support in place is helping my child?.....	165
10. How will the school ensure my child has appropriate resources?	176
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	187
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	198
13. How does the school support pupils with disabilities?.....	209
14. How will the school support my child’s mental health and emotional and social development?	20
15. What support is in place for looked-after and previously looked-after children with SEN? ...	21
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	22
17. What support is available for me and my family? (Local Offer)	23
18. What should I do if I have a complaint about my child’s SEND support?	24
19. Supporting Documents.....	25
20. Glossary	26

Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

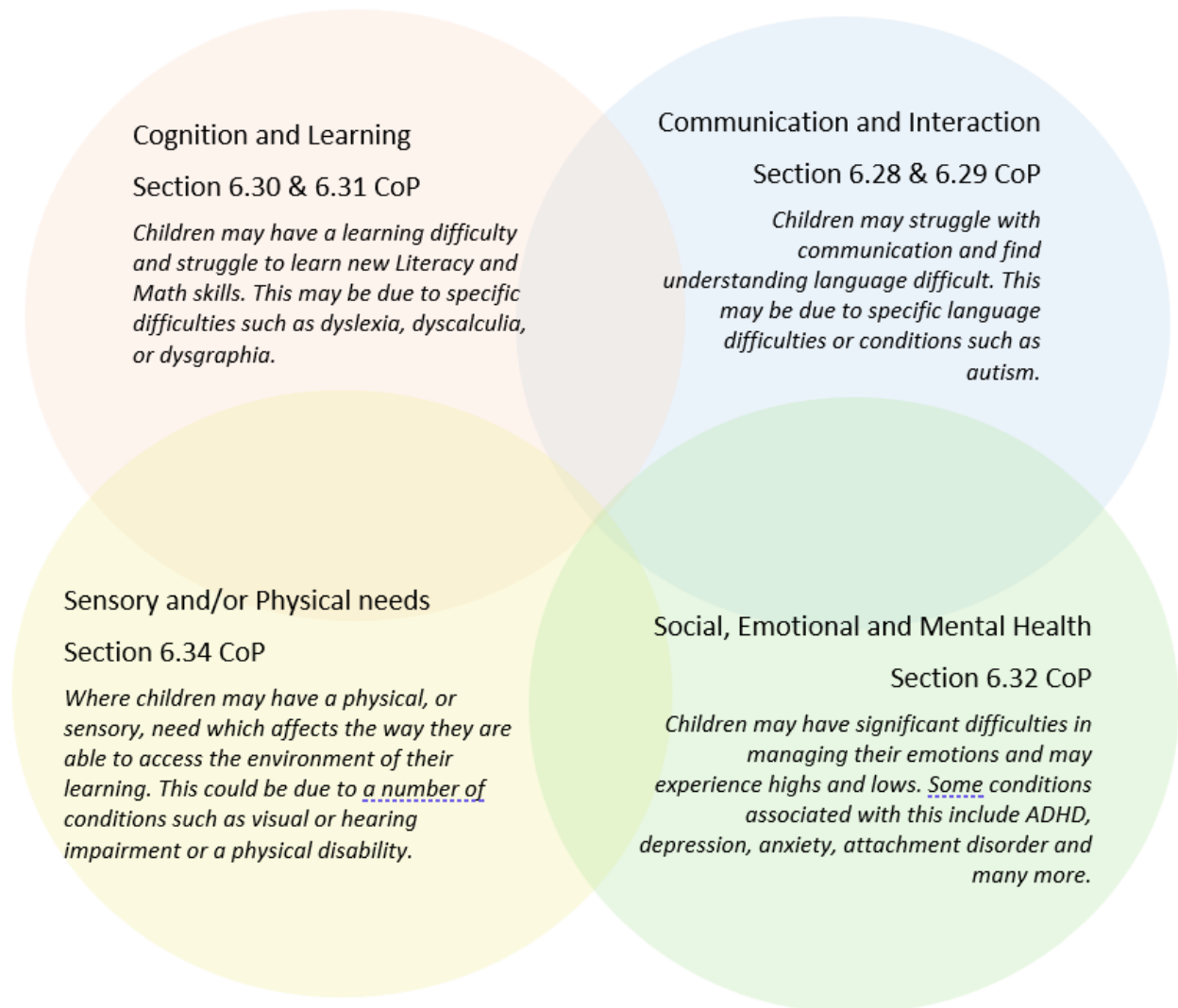
You can find our SEND policy on our website:-

<https://primarysite-prod-sorted.s3.amazonaws.com/herne-church-of-england-infant-school/UploadedDocument/cc6897c8-e260-4a15-ab96-d20456e762af/sen-policy-2023.pdf>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Herne CE Infant and Windmill Nursery School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our Inclusion Lead and SENCO is Mrs Angie Cox

I have been part of the Herne family for 13 years and have 13 years of experience in my current role. Before joining Herne I taught for 12 years in a range of settings. I have also worked as a teacher within a Children's Centre, working with young children and their families. I am a qualified teacher.



In 2016 I achieved the National Award in Special Educational Needs Co-ordination. I have a Masters in Enabling Learning and am a qualified Attachment Aware, Trauma Informed Lead. I have also worked with schools across Kent to support and promote inclusion as part of my role as an Inclusive Leader of Education.

I have a lifelong love for learning and enabling children to grow both academically and emotionally into independent, confident and most importantly happy individuals. I am passionate about ensuring that we provide an inclusive, exciting, secure and nurturing environment developing confidence in both children and staff to take risks and challenge themselves.

Wellbeing team

Mrs Catherine Stroud

I joined the Herne family in 2016 as a Teaching Assistant and became a part of the Wellbeing Team in September 2021. I am also the School Family Liaison Officer (FLO). I have a passion for helping children to achieve their full potential and believe that we need to reduce any barriers to learning, whether they be physical, social or emotional, to enable our children to shine. I offer a friendly smiling face who is willing to listen and offer any guidance when necessary. I enjoy working with children and their families to provide support and advice wherever I can.



Kent SEND Information Report

I have a particular passion for supporting Speech and Language within the school, I have completed a level 3 award in Speech and Language Support for 5-11's and use this knowledge to advise and guide best practice when delivering interventions and supporting our children in class. I am a Drawing and Talking practitioner and can provide children with a safe and secure environment to process their emotions. I am a certified Emotional Literacy Support Assistant (ELSA) and as such I care about the happiness of your children in school, a happy child is ready to learn and enjoy their school adventure. I aim to build your child's emotional development and help them cope with life's changes. I feel very privileged to work in the wellbeing team where the needs of the children are made a priority.

Mrs Sam Nicklin

I joined Herne Infant and Nursery School in Jan 2022 as a Teaching Assistant. I have worked in childcare and education for 25 years and have gathered a wealth of experience in that time. I have joined the wellbeing team here at Herne since September 2023 and I have helped to establish the Forest Groups and run Nurture interventions alongside Mrs Stroud.



I have a passion for promoting the importance of outdoor learning particularly in regards to Nurture. I was part of the team embedding the 6 Principles of Nurture within the school and obtaining our Nurture School status. I deliver a variety of interventions with the children, these include Lego Therapy, Theraplay, Time to Talk, Speech and Language, Sensory Circuits, Clever Fingers, Fizzy and many more. I have received PECS training which helps me to have an understanding of childhood behaviour and the challenges that occur when children have barriers to their communication.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

During the academic year we have trained staff in a range of subjects. All staff across the school have accessed safeguarding training. We have supported staff with a range of other areas including Language Through Colour, Inclusive teaching and de-escalation and attachment training.

Alongside this staff have also accessed ELSA training, 5 point scale, Autism, sensory circuits and self-regulation. We have accessed additional support through the Speech and Language team and the community health team who have worked alongside individual TAs.

We continually plan and review the training schedule and we adapt this according to the needs of the children. If a need is identified that we have not had experience of we would seek the appropriate training to support us.

We have links to a range of external agencies where we would be able to access high quality training opportunities where they are needed.

Teaching assistants (TAs)

We have a team of 23 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All TAs receive a core training programme which includes key presenting needs which occur predominantly across the school. Some members of staff have key specialisms and staff support each other to ensure that high quality support is offered to all children.

In the last academic year, TAs have been trained in the same interventions as the teachers (see above).

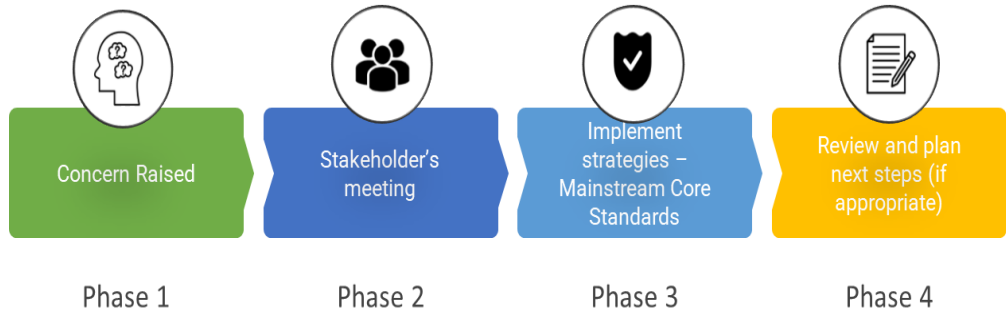
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- Occupational therapists
- Safeguarding services
- School nurses
- Voluntary sector organisation
- GPs or paediatricians
- Education welfare officers
- NELFT practitioners
- Therapeutic practitioners such as play therapists
- School Liaison Officer
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists



3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can email your class teacher on the class email address e.g. Otter@herne-infant.kent.sch.uk or alternatively email Mrs Cox directly on ACox@herne-infant.kent.sch.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

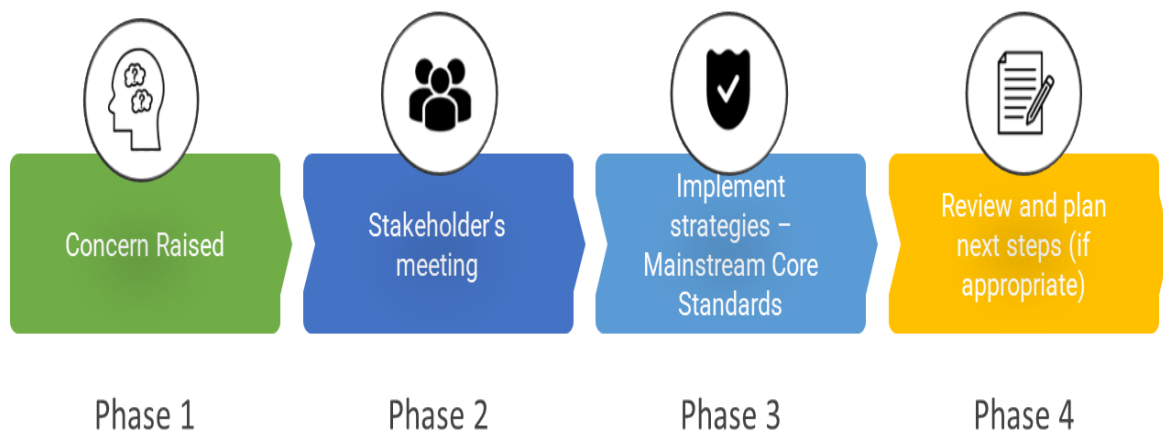
Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We follow the Mainstream Core Standards <http://www.kelsi.org.uk> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

We will also provide the following interventions:

- A range of literacy interventions
- A range of numeracy interventions
- Wellbeing interventions focusing on anxiety, emotional needs, behaviour, self-esteem and confidence
- Social skills
- Physical intervention such as Fizzy, Clever fingers and Sensory Circuits.

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include academic achievement (reading, writing, maths), social skill development, wellbeing or developmental needs.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

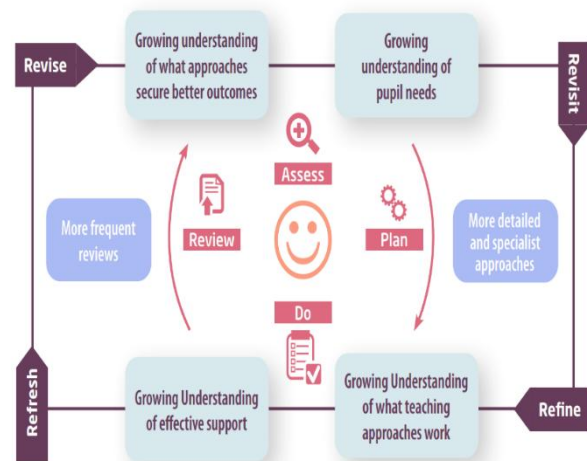
Kent SEND Information Report

5. How will the school measure my child's progress?

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age, stage of development and individual circumstances.

Initially, we will assess progress following high quality targeted teaching by the class teacher and implementation of the Mainstream Core Standards. Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENCo. The class teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil and decide on appropriate next steps. During this stage, additional or different teaching or interventions may be put in place and will be recorded on year group provision maps. Particular care is taken when identifying and assessing SEND for children whose first language is not English. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from, or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Plan (IPP). This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

A member of staff who knows your child well will meet you at least termly (every 12 weeks) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your class teacher directly or Mrs Cox. Concerns can be shared by requesting a meeting, phone call or via class emails. To contact Mrs Cox directly please call the school office or email ACox@henre-infant.kent.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

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



8. How will the school adapt its teaching for my child?

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

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

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

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- 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. We evaluate the effectiveness of provision for pupils with SEND by: Reviewing pupils' individual progress towards their goals each term Reviewing the impact of interventions at the end of each term Using pupil questionnaires Monitoring by the SENCo Using provision maps to measure progress Holding annual reviews for pupils with EHC plans

These adaptations include:

- Carefully planned and resourced lessons enabling access to learning for all children.
- Adapting approached and employing a range of teaching styles to meet the needs of all children .
- Celebrating children's achievements in a variety of ways



Kent SEND Information Report



- Adapting approached to learning depending on the presenting needs of the children.
- Enabling children to access the curriculum in an appropriate way for them.



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Personalising learning for children where this is appropriate.

We may also provide the following interventions:

- Fizzy/BEAM
- Clever fingers
- Sensory Circuits
- Pre-teaching and over learning opportunities
- Lego Therapy
- Forest group
- Speech and Language support
- Nurture support for a wide range of needs such as anxiety, social skills, confidence etc.
- ELSA support
- Play therapy

We consistently have high expectations of all children within the school and are proud to celebrate their achievements. We strive for all children to develop independence, demonstrate perseverance and become resilient children who can problem solve. We aim to support the children through their educational journey from their starting point and ensure that they achieve their full potential.

These interventions are part of our contribution to Kent County Council's local offer.

Pathway Provision

Herne Infant and Nursery School has embedded inclusion at the heart of its practice by designing three distinct pathways to meet a wide range of complex needs. Each pathway is crafted to remove barriers, personalise learning and social experiences, and build strong partnerships with families and external professionals. Together they create a flexible, coherent offer so every child can belong, learn and flourish.

Our sensory pathway supports children who are developmentally under the age of three and have limited language and communication skills, some are pre verbal. This includes children with formal diagnoses and EHCPs as well as those identified through school screening and teacher observation. The pathway's intention is to create a secure, predictable environment where the foundations for communication, regulation, independence, life-skills and engagement are established. This pathway runs every morning.

Kent SEND Information Report

Our Learning Pathway provides a less overwhelming learning environment for children whose needs are best met by more targeted, bespoke teaching approaches. This pathway supports those who may be distracted or anxious in large classrooms, who process information differently, or who require highly scaffolded tasks to make progress.

The Nurture Pathway is designed for children whose primary barriers to learning are social, emotional and mental health (SEMH) needs. These children benefit from calm, predictable interventions that build emotional literacy, self-regulation and trusting relationships. The pathway reduces the pressure of whole-class settings while developing the skills children need to access mainstream learning.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

We encourage all of the children to take part in all clubs, trips and extra curricular activities. Where necessary adaptations will be made.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



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 more information.

All children are treated fairly when considering admissions and no decisions will be made upon any additional needs.

Children with an Education, Health and Care Plan (EHCP) 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.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- The school is fully accessible for wheelchairs.
- We have a care suite with a hoist and changing facilities in the main building.
- Within our nursery building there is a disabled suite.
- The school is a secure site with fencing containing the building and a high release button on the main entrance/exit.
- The outdoor space is used well to support and enhance the curriculum.
- All sports and ICT equipment is tested.
- High standards of learning environments are maintained in all classrooms and corridors using
- Provision is made to address sensory needs with the use of ear defenders and fiddle toys.
- Robust systems ensure out of school activities are well managed.
- Where appropriate, children with a physical disability will have an individual Personal Emergency Evacuation Plan (PEEP).

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Where identified children have a bespoke behaviour plan which outlines how to support individuals to re-regulate and reengage in class.
- Children engage in at least weekly circle times, which support mental, emotional and social needs within a class. These circle times are focused on the needs of each individual class.
- Our PSHE curriculum is shaped to support the social, emotional and mental health needs of all children
- We have achieved the Nurture UK accreditation.
- Each class has a calm area/sensory space where the children are able to access calming resources if they become overwhelmed.
- We have a TA trained to provide ELSA support to meet the emotional needs of a range of children
- Children have access to a forest group to aid transition.
- Nurture morning groups run daily to support the children to have a soft landing into school
- Specifically targeted Nurture groups are run daily.
- We have a 'zero tolerance' approach to bullying.

15. What support is in place for looked-after and previously looked-after children with SEND?



Angie Cox is the schools designated teacher for children who are looked after or previously looked after. She will work with the wellbeing team, class teachers and support staff to make sure that everyone has a sound knowledge of how children's previous experiences may have an impact on them. Staff will have a good understanding of the impact that these experiences may have on the teaching and learning provision and ensure that appropriate support is made accessible for them.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Teachers and where relevant TAs attend a transition meeting where they share all key information about individual children
- Opportunities are provided where staff are able to spend time with their new classes before the children move up to the next year group.
- Children will have time to experience being in their new class alongside the new class team.
- Children will be given additional opportunities to visit their new class and teacher, for example, a child might be asked to complete jobs such as taking an important message.
- Parents will have the opportunity to meet the teacher where time will be spent discussing the new year group and systems. Parents are also given the opportunity to ask any questions at these sessions.
- Additional support for transition is offered if this is necessary.
- Where appropriate transition meetings are held with parents and the new teacher.

Between schools

When your child is moving on from our school, we will share information to the new setting. This could be done within a formal meeting or via a telephone conversation. All formal paperwork including anything related to SEND will be shared with the new setting.

From Nursery into school

Where your child is starting school...

- Transition meetings with parents will be held where appropriate the current Nursery setting will be invited.
- Visits to the current Nursery setting will be arranged and attended by the SENCO and Class teacher.
- Stay and play sessions and a Teddy Bears Picnic will be accessible
- Additional visits can be arranged for individuals to familiarise themselves with the classroom and class teacher.

From Infant to Herne C of E Junior School

Where your child is joining Herne Junior School

- Transition meetings with parents and the Junior School will be held facilitated by Herne Infant School.
- Additional visits are arranged where necessary
- Nurture group focus teaching and learning on transition and moving forward.

Where your child is attending a different Junior school we will attempt to arrange the same process as above will in liaison with the receiving school.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's Local Offer. Kent County Council publishes information about the local offer on their website:

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.iask.org.uk/>

Helpline: 03000 41 3000

Email: iask@kent.gov.uk

Local charities that offer information and support to families of pupils with SEND are:

<https://www.iask.org.uk/>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

The usual arrangements for a complaint at Herne CE Infant and Nursery School would be followed as set out in the Complaints Policy. Initially, we would encourage parents to discuss any worry or concern with their child's class teacher. If this is not resolved then parents would be encouraged to speak to the SENCO or Head of School to resolve the issue before formalising their complaint to the Chair of Governors.

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.

Please see our Complaints policy for more details.

<https://www.herne-infant.kent.sch.uk/attachments/download.asp?file=49&type=pdf>

There are some circumstances, usually for children who have a Statement of SEND or 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.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's 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 don't 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