

New Ash Green Primary School

Policy for Inclusion and Special Educational Needs and Disabilities



Inclusion Team

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1. Aims

New Ash Green Primary School's Policy for Inclusion and Special Educational Needs aims to:

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

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by the Governing Body.

At New Ash Green Primary School, all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school 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)

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/academy are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at New Ash Green Primary School works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website - please see the policies section on the school website <https://www.new-ash.kent.sch.uk/our-school/policies/>

- SEND Information Report.
- Child Protection and Safeguarding Policy.
- Behaviour Policy.
- Equality Policy.
- Accessibility Plan.
- Attendance Policy.
- Primary Admissions Policy.
- Teaching and Learning Policy.

3. Definitions

Definition of SEND

'A child or young person has SEND 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 SEND 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 SEND, but there is sufficient overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEND definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At New Ash Green Primary School the SENCO will regularly review the SEND 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 SEND 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 SEND register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEND) support

'SEND 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 SEND 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 SEND 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>

New Ash Green Primary School is a two-form entry mainstream community school for pupils aged 4–11, currently with 390 pupils. We are inclusive, supporting a wide range of complex SEND, health, and personal care needs. Currently, 21% of pupils are on the SEND register and 3% have EHCPs.

At New Ash Green Primary School, pupils who are not currently identified as having a Special Educational Need but who are being closely observed for emerging difficulties are placed on the 'watch and monitor' list. This list forms an integral part of the school's *graduated approach* and supports early identification and timely intervention.

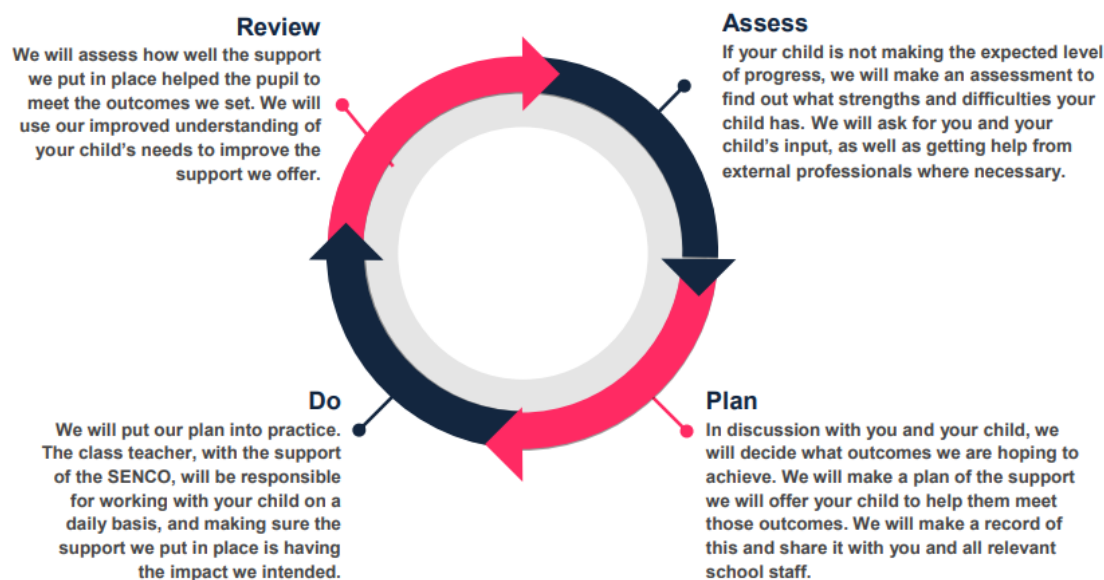
Pupils on the 'watch and monitor' list may show slower than expected progress academically, socially, or emotionally, despite receiving high-quality, inclusive teaching and targeted classroom support. Their progress is closely monitored by the class teacher and the SENCO, with regular reviews to determine whether current strategies are effective or if additional support is required.

Where appropriate, short-term interventions or adapted teaching approaches may be introduced to address specific areas of concern. If a pupil makes sustained progress as a result of these interventions, they may be removed from the 'watch and monitor' list. However, if difficulties persist despite targeted support, further assessment will be undertaken, and, in consultation with parents and carers, the pupil may be added to the SEND Register under SEND Support.

This process ensures that all pupils receive the right level of support at the right time, enabling the school to respond flexibly and proactively to each child's needs.

4. Inclusion and Equal Opportunity

At New Ash Green Primary School we endeavour to provide, review and develop high quality inclusive opportunities. We follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. Interventions are reviewed each seasonal term (approximately 12 weeks).

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Please refer to the school's SEND information report: <https://www.new-ash.kent.sch.uk/wp-content/uploads/2024/12/SEND-Information-Report-Sept.-2024.pdf>

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

New Ash Green Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

At New Ash Green Primary 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.

The school ensures the SEND Policy and SEND information Report are updated annually and accessible on the school website.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

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.

At New Ash Green Primary School our SENCO is Mrs Sam Goss. Contact details office@new-ash.kent.sch.uk or telephone: 01474 873858.

Sam has 4 years' experience in this role; she is a qualified teacher, having taught in primary schools for 20 years.

She achieved a Postgraduate Certificate in SEND Coordination with National Award for Special Educational Needs Coordination in 2022.

Sam works four days a week to lead SEND provision across the whole school.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of New Ash Green Primary School's SEND policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.

- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND 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 SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND.
- 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 SEND.
- 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 SEND 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.

5.2 Executive Headteacher and Head of School

The Executive Headteacher and Head of School will:

- Work closely with the SENCO and SEND link governor to determine the strategic development of the SEND 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 SEND practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

5.3 SEND Governor

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

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND 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 SEND 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.

Our SEND Governor is Mrs Bonnie Herivel-Allen

5.4 Teachers

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

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEND. Additional intervention and SEND 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 SEND 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 SEND policy.

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

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- 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.
- Scaffolding lesson materials

For further information, please refer to the school's website- the SEND Information Report; section 8

Our Teaching Assistants are responsible for:

- Implementing the intervention programmes agreed in the provision maps and personalised provision plans.
- Reporting to the class teacher on the progress the children are making.

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 SEND provision.

At New Ash Green Primary School, we recognise that parents are the foremost experts on their child's needs and aspirations, and we are committed to working collaboratively to ensure SEND provision is effective and responsive.

All parents are invited to discuss their child's progress on two occasions each year and receive a written report annually. Additional meetings can be arranged as needed. For pupils with SEND, including those with an Education, Health and Care Plan (EHCP), parents are invited to attend review meetings (x2 per year) and an annual review (x1 year), which, wherever possible, will include other agencies involved with the pupil. The Inclusion Manager (SENCO) will inform parents of any outside interventions and provide clear information regarding the decision-making processes relating to their child's education. Information will be made accessible for all parents.

During meetings, parents, class teachers, and pupils will:

- Set clear outcomes for the pupil's progress
- Review progress towards those outcomes
- Discuss the support in place to facilitate progress
- Clarify responsibilities for the school, parents, and pupil in achieving these outcomes

As part of normal teaching arrangements, pupils may access additional support to help them catch up; this does not necessarily indicate that the pupil has SEND. Where further assessment or support is required, the Inclusion Manager coordinates interventions and, where appropriate, liaises with external agencies. Records of outcomes, actions, and agreed support are maintained and shared with relevant staff.

Parents are encouraged to provide up-to-date information on any changes in their child's needs or aspirations, as well as relevant medical reports, to ensure provision remains current and effective. The school welcomes ongoing communication regarding the impact of SEND support and any concerns, which can be raised via the school office or at the end of the school day.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. 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.

At New Ash Green Primary School, pupils are encouraged to express their views and participate in decisions affecting their learning and well-being. Opportunities for pupil voice include daily check-ins with their class team and, where need is identified, access to targeted interventions, such as Listening Ear sessions with the Learning Mentor, ELSA support, or Duggy Dog sessions. Pupil questionnaires are also used to identify individual learning preferences and styles. For children with Education, Health and Care Plans (EHCPs), pupil voice is systematically gathered for their Annual Review using the Appendix 1 form. Depending on each child's needs, this information may be provided directly by the pupil, through visual aids, or with the support of a familiar adult.

6. SEND Information Report

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

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

Please refer to our SEND Information report: <https://www.new-ash.kent.sch.uk/wp-content/uploads/2024/12/SEND-Information-Report-Sept.-2024.pdf>

7. Admissions and Accessibility

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

Please refer to our school website to see our policies which detail arrangements for admissions and accessibility: <https://www.new-ash.kent.sch.uk/our-school/policies/>

Decisions regarding the admission of pupils with an Education, Health and Care Plan (EHCP) are made by the Local Authority. New Ash Green Primary School does not discriminate against or disadvantage disabled pupils or those with SEND through its admission arrangements for pupils without an EHCP.

Where possible, the school gathers information from previous educational settings to support a smooth transition and build on prior learning. This information informs the development of an appropriate curriculum for each child. Careful consideration is given to pupils with SEND, with additional arrangements, including close liaison, visits, and transition support where necessary.

A structured transition process supports pupils joining the school, whether at the start of Reception or through in-year admissions. This may include:

- Planned meetings with parents, the child, previous setting staff, and the SENCO/SLT to plan support and gather relevant background information;
- Visual transition booklets;
- Pre-start transition sessions;
- Opportunities to meet new class teachers and familiarise themselves with the school environment;
- For pupils with complex needs, a gradual, time-limited transition planned in agreement with parents and, where necessary, the Local Authority.

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

8. Our school approach to SEND provision

At New Ash Green Primary School we have high expectations of all our children, and we aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning or participation. We want all the children to feel that they are a valued part of the school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate at different rates
- Need a range of different teaching approaches and experiences

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

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

DfE/DOH SEND Code of Practice: 2015, 6.17

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

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

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with SEND may have more frequent assessments of reading age, spelling age, etc. Early identification of needs is a key priority, with staff monitoring pupils closely to ensure any emerging difficulties are recognised and addressed promptly through appropriate support. Using these assessments it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the support plan will be reviewed and adjusted.

Approaches are underpinned through adherence to the Mainstream Core Standards. The school employs some additional teaching approaches and interventions, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching, and use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEND funding'.

The impact of interventions is evaluated and reported by the Inclusion Manager to the headteacher three times annually.

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

At New Ash Green Primary 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 New Ash Green Primary School we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

At New Ash Green Primary School, we provide for all frequently occurring SEND without an Education, Health and Care Plan (EHCP), such as speech and language needs, autism, learning difficulties, and behaviour difficulties. For less common needs, we access training and specialist advice to ensure pupils' needs are met effectively.

Teachers use a Provision Map to record all additional provision and interventions, which may be personalised for individual pupils or targeted at small groups. Pupils with higher levels of need have a Personalised Provision Plan (PPP) detailing strategies, interventions, and targets. Termly pupil progress meetings identify children making good progress, those who are 'stuck,' and those not making expected progress. Where further support is required, parents are consulted before any action is taken.

Class teachers provide interventions additional to the usual curriculum, keeping parents informed. The Inclusion Manager supports further assessment, coordinates interventions, and, where appropriate, requests further advice and guidance from other professionals.

Provision Maps and PPPs set short-term targets and outline strategies and resources, delivered within the classroom where possible. If significant concerns persist, a request for Statutory Assessment can be made to the Local Authority, which may or may not result in an EHCP. The school can also liaise with external agencies, including Social Services, Early Help, and Health services, to support children and families, though referrals do not guarantee access to services.

8.2 The identification and assessment of pupils with special educational needs

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

Getting to know every individual child, through fostering a positive relationship, is central to our approach at New Ash Green Primary School. All our teachers are aware of SEND and 'watch and monitor' any pupils who may not be making the expected levels of progress academically and/or socially. This might include Reading, Writing, Maths, attention and focus and social communication.

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

At New Ash Green Primary School progress is closely monitored throughout the year to review their academic progress. Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with SEND may have more frequent assessments of reading age, spelling age, etc. Early identification of needs is a key priority, with staff monitoring pupils closely to ensure any emerging difficulties are recognised and addressed promptly through appropriate support. Using these assessments it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the support plan will be reviewed and adjusted.

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.

We use national assessments with all pupils at key points: baseline assessments on entry, phonics screening at the end of year 1 and statutory SATs testing at end of Key Stage 2. Teacher assessments which determine end of Key Stage data are rigorously monitored via school and cluster moderation. We also have a range of assessment tools available in school to help identify and clarify the needs of pupils. These include Speech Link and Language Link, the Dyslexia Portfolio, Phonics Assessments, BPVS (British Picture Vocabulary Score), YARC (York Assessment of Reading Comprehension), GL Single Word Reading Test, and Language for Learning.

Where progress is not sufficient, even if a special educational need has not been identified, and after discussion with parents, we put in place extra support to enable the pupil to catch up or to address any emotional or social difficulties. Examples of extra support are differentiated tasks, speech and language programmes, phonics programmes, literacy and maths interventions, personalised reading programmes, interventions to support fine and gross motor skills, social skills, Lego Therapy, Draw & Talk, ELSA (Emotional Literacy Support) and professional counselling.

The progress of all pupils is closely tracked by class teachers six times (termly) across the academic year and more frequent assessments for pupils with SEND, including measures such as reading and spelling ages. Provision plans are regularly reviewed, drawing on the views of pupils, parents, and class teachers, alongside assessment data, to evaluate whether adequate progress is being made. Adequate progress is defined by the SEND Code of Practice (2014) as progress that is similar to peers with the same starting point, matches or improves on the pupil's previous rate of progress, and helps close the attainment gap.

The school employs targeted interventions and additional teaching approaches, such as precision teaching, small group teaching, and ICT-based learning packages, in line with the Mainstream Core Standards and advice from internal and external assessments. The effectiveness of these interventions is evaluated, and outcomes are reported by the Inclusion Manager to the Headteacher and Governing Body three times per year. Where progress is insufficient, provision plans are adjusted accordingly.

Teachers at New Ash Green Primary 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's early identification of need's protocols e.g., termly SEND Surgeries, termly pupil progress meetings. 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. This may include access to SALT, EP service and/or discussion at the Communities of Schools.

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 SEND 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 SEND.

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 SEND is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEND or have an additional need are made fully aware of the provision that each individual pupil requires through robust handovers at the end of Term 6 and ongoing use of CPOMS, use of SEND information on class TEAMS pages (containing, for example, provision plans, pupil tiles, risk assessments, pupil support plans).

8.3 Consulting with Parents

At New Ash Green Primary School, we recognise that parents and carers are essential partners in identifying and supporting pupils with SEND. Our approach is collaborative, ensuring that parents are informed, involved, and able to contribute to decisions about their child's learning and well-being.

We consult with parents through regular meetings, including initial discussions when concerns arise, termly reviews (x3 per year) of SEND provision plans, and Annual Reviews for pupils with an Education, Health and Care Plan (EHCP). Parent voice is actively sought through discussions, questionnaires, and co-production of provision plans, ensuring that their views, experiences, and aspirations for their child are taken into account.

Next steps and agreed actions are communicated clearly to parents both verbally and in writing. Notes from meetings are recorded and added to the pupil's records, and parents are provided with copies of relevant documents, including SEND provision plans and updates on interventions. This ensures transparency, shared understanding, and continuity of support across home and school.

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

At New Ash Green Primary School, we follow the graduated approach to meeting pupils' SEND needs. This is a cyclical process of assess, plan, do, review, ensuring that support is tailored to each child and responsive to their progress.

As part of the planning stage, outcomes are agreed for each pupil, outlining the targets we aim for them to achieve. Prior to the start of any intervention, pupils undergo a baseline assessment to determine their starting point and measure the impact of the support provided. Progress towards these outcomes is closely tracked over time, with interventions reviewed each seasonal term (approximately every 12 weeks) to evaluate effectiveness and adjust provision as required.

The assessment, monitoring, and review process draws on multiple sources of information, including:

- Teachers' professional assessment and experience of the pupil;
- Previous progress, attainment, and behaviour;
- Assessments from other teachers, where relevant;
- Comparison of the pupil's individual development with peers and national data;
- Collaboration with parents and carers to gather their insights and agree next steps;
- The pupil's own views and experiences;
- Advice from external support services, where appropriate;
- Preparation for the pupil's next stages of learning and onward pathways.

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

This policy, along with the SEND Information Report, is reviewed annually by Mrs Sam Goss (Inclusion Manager/SENCO) and updated to reflect changes in statutory guidance or school practice. The governing body approves the policy, which is made publicly available on the school website.

10. Complaints about SEND Provision

The school's Complaints Policy can be found on the school website:

<https://www.new-ash.kent.sch.uk/our-school/policies/>

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEND provision at New Ash Green Primary School should be made to the Inclusion Manager / SENCO in the first instance. They will then be referred to the school's complaints policy.

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 you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

11. Glossary and SEND Acronyms

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