



Hunton
C of E Primary School

Life in all its fullness - John 10:10

Policy for Inclusion and Special Educational Needs

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Achieving Excellence Together

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1. Aims

Hunton'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.

It 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 Governors.

At Hunton 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 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.

2. Legislation and Guidance

This policy is written in accordance with key national legislation and guidance, including:

- Children and Families Act 2014 – Part 3: [Children and Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015 (DfE/DoH, 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:

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)

The Local Authority's local offer

The Local Authority's Offer can be found in the [SEND Information Report](#) under the section 'SEND' on the school website. Alternatively, a direct link with further information is also attached here: [Special educational needs and disabilities \(SEND\) - Kent County Council](#).

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

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

A copy of the [mainstream core standards](#) for teachers and parents can be found under the section 'SEND' on the school website. Alternatively, a direct link with further information is also attached here: [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.

Hunton is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Hunton, works towards achieving the Kent Children and Young People Outcomes Framework.



This policy should be read in conjunction with a number of other school policies and documents published on our website. These include, but are not limited to:

- SEND Information Report
- Safeguarding Policy
- Behaviour Policy
- Child Protection Policy
- Equality Policy
- Accessibility Plan
- Attendance Policy

3. Definitions

Definition of SEN:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(DfE/DOH 2015:15-16)

Definition of Disability:

‘Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively 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).

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one 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> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <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>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <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>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p>

	<ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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Special Educational Needs Register:

At Hunton the SENCO will regularly review the SEN register, along with Staff, 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>

4. Inclusion and Equal Opportunities

At Hunton, 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.

The school implements the graduated approach as set out in the SEND Code of Practice (DfE/DoH, 2015). The assess–plan–do–review cycle is firmly embedded within daily classroom practice, ensuring that support is evidence-based, responsive, and focused on early identification and timely

intervention. Provision is systematically reviewed, drawing on progress data, teacher observations and pupil feedback. Records of support and outcomes are carefully maintained, allowing us to track progress and assess the effectiveness of our strategies. This structured approach underpins our wider commitment to inclusion, ensuring that pupils are well prepared to achieve ambitious goals and to develop the independence, confidence and resilience needed for the next stage of their education and future lives.

5. Roles and Responsibilities- in conjunction with the SEND Information Report

Hunton work strategically in line with the Special Educational Needs Code of Practice (DfE/DOH, 2015).

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.

Hunton is fully committed to meeting statutory responsibilities under the SEND Code of Practice (DfE/DoH, 2015) and to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are enabled to achieve their best possible outcomes. Pupils are identified as having no identified need, requiring SEN Support or requiring an Education, Health and Care Plan (EHCP). The SEND register is maintained and regularly updated by the SENCO, providing an accurate record of needs and provision.

In line with national requirements, the graduated approach of assess–plan–do–review is followed as a continuous cycle to secure early identification, deliver targeted provision and evaluate impact. High-quality inclusive teaching forms the foundation of SEND support, with classroom practice adapted to address the full range of learners needs. Where additional intervention is necessary, staff collaborate with the SENCO, parents/carers, pupils and, where appropriate, external professionals to design personalised, evidence-based strategies. Targets are specific, measurable, and subject to regular review to ensure that provision remains appropriate and effective.

Pupil progress meetings take place three times a year. They review attainment, progress, attendance and determine the most effective support for individuals or groups. Actions are then created from these. Detailed records of interventions, outcomes and progress are systematically maintained in order to monitor impact and inform subsequent planning.

Through consistent alignment with the SEND Code of Practice (DfE/DoH, 2015), Hunton ensures compliance with statutory duties while fostering a culture of inclusion, equality and high aspirations for all pupils.

Hunton has an open-door approach to communication with parents and carers. Parents/carers are invited to formal consultation evenings twice annually and receive a written report during the Spring term. The SENCO is available during one consultation evening and can also be contacted for meetings at other times by appointment.

When a child is identified as having SEND and provision is in place, parents/carers are invited to attend an additional three meetings a year with the SENCO. This is so that they are actively involved in contributing towards the assess, plan and review stage of their child's provision. For pupils with an Education, Health and Care Plan, parents/carers are fully involved in the Annual Review process

which, wherever possible, includes the participation of other relevant agencies. Information is provided beforehand in accessible formats to ensure clarity and understanding.

The school ensures that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible (Area SEND inspections: framework and handbook updated April 2024).

The SEND Governors meet the SENCO to monitor provision in the school year. Governors also meet other members of staff throughout the year for additional monitoring which may include SEND. SEND updates are provided at governing body meetings in a written format as well as in a 'SEN in a Nutshell' document.

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 Hunton, our SENCO is Mrs Wichall who is in school on Tuesdays and can be contacted on 01622 820360 or via the school office at office@hunton.kent.sch.uk.

Mrs Wichall has been working in the role of SENCO since 2016. She achieved the National Award for SEN Co-ordination in 2017. Prior to this, she has worked as a qualified teacher across a range of key stages within a mainstream setting.

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

The SENCO 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 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.
- 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 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.

5.2 Headteacher

The headteacher will:

- Work 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 carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality 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 SEN 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 (DfE/DoH, 2015).

The SEN governor will:

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

- Carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEND issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

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 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.

As part of our offer to support children with SEND, the school follows the Mainstream Core Standards advice developed by Kent County Council. This ensures that our teaching conforms to best practice.

Hunton is committed to ensuring that all pupils have access to a broad and balanced curriculum. Teaching staff are required to adapt their approaches to meet the individual learning needs of pupils, enabling each child to work in the way that best supports their progress and achievement. These adaptations may include giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, thoughtful use of staffing and other learning aids such as iPads, use of a laptop, visual timetables, task management boards, word banks or bespoke use of widgit and colourful semantics.

Teaching Assistants provide targeted and structured support in accordance with the Education Endowment Foundation (EEF) best practice guidance. Their role is to deliver evidence-based interventions, pre-teach and reinforce key concepts and scaffold learning to promote independence. Support is designed to complement—rather than substitute—high-quality, teacher-led instruction.

Where appropriate, pupils may also access additional interventions, including:

Cognition and Learning: Little Wandle Phonics intervention, Phonological Awareness Pack, Precision Teaching, Memory Magic, Mastering Number, Plus 1, Power of 2, writing support
Communication and Interaction: Speech and Language Link, Lego Play, Talkabout
Social, Emotional and Mental Health: Counselling, Drawing and Talking, Nurture groups, key adult check in, trusted adult time
Sensory and/or Physical: Movement breaks, alternatives to writing, touch typing, BEAM, Sensory Circuits, fine motor skills, Handwriting- speed up/write from the start

This is not an exhaustive list and decisions regarding the best support for a child will be made on a case by case basis. For our current interventions and an intervention glossary, please see the [whole school provision map](#) and [provision glossary](#) under the section 'SEND' on the school website. These interventions are part of our contribution to Kent County Council's local offer.

5.5 Parents and carers

Parents/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.

Parent/carers are invited in twice a year for parents evening with the class teacher plus receive a written report once a year. Parents/carers with a child on the SEND register are also invited in for a further three meetings throughout the year to discuss and plan their child's outcomes and progress towards these. Parents/carers of a child with an Education, Health and Care Plan will also be invited in for the annual review.

Parents/carers are also invited in throughout the year to include them in their child's learning for a range of activities such as open afternoons, celebration assemblies, collective worships, SENCO socials and parent workshops.

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, at the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Hunton gathers pupil views through regular informal conversations, structured discussions as well as through provision map analysis and subject monitoring. As part of the EHCP process, the school gathers the child's view by supporting them to complete an Appendix 1 document. Where needed, they use visual supports to enable pupils to express their thoughts, feelings and preferences clearly.

6. SEND Information Report

This SEND policy works in conjunction with our SEND Information report. The [SEND Information Report](#) is published on the school website under the section 'SEND'. It sets out how this policy is implemented in the school.

The SEND information report will be updated annually and as soon as possible after any changes to the information that it contains.

7. Admissions and Accessibility

Admission arrangements:

At Hunton, we are committed to ensuring that our admissions process is fully inclusive and welcoming to all pupils, including those with Special Educational Needs (SEN) or disabilities. Our arrangements include the following:

Admission of Pupils with SEN or a Disability:

We do not discriminate against pupils with SEN or disabilities and welcome applications from all prospective pupils. We actively work to ensure that all children, including those with additional needs, can access the same high-quality education and support as their peers.

Pupils with an Education, Health, and Care (EHC) Plan:

Admissions decisions for pupils with an EHCP are made by the Local Authority and more information can be found on the LA's school places website. For pupils without an EHCP, our admission arrangements are fully inclusive, ensuring that no child with special educational needs or disabilities is disadvantaged or discriminated against.

Pupils with an EHC plan that names Hunton will be admitted before any other places are allocated as part of our commitment to inclusion. We work closely with families, the Local Authority and professionals to ensure a smooth transition for these pupils and to tailor our provision to meet their specific needs.

Oversubscription Criteria:

Our oversubscription criteria is designed to ensure fairness for all pupils, including those with SEN or disabilities. We do not disadvantage or discriminate against pupils with special educational needs or disabilities when allocating places. All decisions are made in line with the SEND Code of Practice and Equality Act 2010, ensuring equal access for all.

Accessibility Plan:

At Hunton, we are dedicated to ensuring that all pupils, including those with disabilities, are treated with respect and fairness. Our school's Accessibility Plan outlines our ongoing commitment to improving access for all pupils. It includes the:

- School curriculum: We continually adapt our curriculum to meet the needs of all pupils.
- School environment: We are committed to improving the physical environment of our school, making it more accessible to all.
- Written environment: We strive to ensure that all information is accessible to all, providing resources in alternative formats as needed and ensuring that communication methods meet the diverse needs of our pupils, parents and carers.

You can find a copy of our Accessibility Plan and our Admissions Policy on the school website under the section '[Policies](#)'.

8. Our school approach to SEN provision

At Hunton, we assess each pupil's current skills and levels of attainment when they start at the school and throughout the school year. This will build on information from previous settings and Key Stages, where appropriate. These assessments include Yr 1 phonics test, end of Key Stage SATs, Multiplication Tables check in Yr 4, reading and spelling age standardization, summative assessments for reading, writing and maths as well as moderation within school, collaboratively with other local schools and externally. We will consider any evidence that the pupil may have a special education need or disability and if so, what reasonable adjustments the school may need to make.

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

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 or speech and language.

When deciding whether special educational provision is required, the school will use views and the wishes of the pupil and their parents/carers, along with successive rounds of a 4-part cycle known as the Graduated Approach- assess, plan, do and review.

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 considered. 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 on a provision map or a personalized plan, and will be made accessible to staff.

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 teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class 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. The school will use this to monitor and determine the level of support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed. [Hunton's universal offer](#) can be found on the school website under the section 'SEND'. A SEND plan may be put in place in the form of a provision map or a personalised plan. These documents will outline the desired outcomes, current targets, provisions and strategies for the child in order to support them to reach the desired outcome. These plans will be reviewed 3 times each year, ensuring that the views of the parent and child are valued and embedded into the plan each time.

Every pupil in the school has their progress tracked regularly throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and 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' SEN and Disability Code of Practice' (DfE/DoH, 2015: 99).

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Pupils can also be supported with additional adults, either teaching assistants or teacher. This may be on an individual basis when appropriate, or in small groups. These often take the form of interventions. More personalised interventions, support and use of resources is put in place when necessary.

Kent Local Authority have produced versions of the Mainstream Core Standards for use in all schools, including a Guide for Parents. They can be accessed on the school website under the section '[SEND](#)' or by using the following links:

Mainstream Core Standards: [Mainstream Core Standards](#)

Parent Guide: [Mainstream Core Standards Parent Guide](#)

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

At Hunton, provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with Kent's Continuum of Need and Provision and using the Graduated Approach.

Hunton ensure their 'best endeavours' to meet the needs of pupils with any type of special educational need, including pupils with Cognition and Learning Difficulties, Communication and Interaction difficulties, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. The school can make provision for every kind of frequently occurring special educational need, including, for example: speech and language, dyslexia, autism, as well as other learning difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met. The school can also meet the needs of pupils for whom an Education, Health and Care Plan has been granted.

Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Our expectation is that all children are supported to access our high quality, broad and balanced curriculum that is then personalised to reflect their individual strengths and needs. All children are supported to make progress, including those with more severe and complex needs.

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 Hunton are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

At Hunton, after a thorough transition process with previous educational settings, progress is closely monitored throughout the year to review children's academic progress. Assessment is ongoing and teachers continually assess against the objectives for each year.

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.

At the end of each term teachers use the assessments against objectives to capture and record an overall teacher assessment.

Pupil progress is monitored by the Headteacher and the Senior Leadership Team at least three times a year through formal class assessments, pupil progress meetings and intervention tracking and analysis. Strategies are planned for pupils that are not making the expected progress that will address the areas of difficulty, even if a special educational need has not been identified. These will be discussed and recorded at pupil progress meetings, potentially on an action sheet following the pupil progress meeting and possibly on a class provision map. If a provision is put in place, it will also be recorded on an intervention tracker which helps us to monitor and analyse the effectiveness of interventions.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of pupils such as Speech Link to identify difficulties with speech, Language Link and the British Picture Vocabulary Scale to identify language difficulties and Ravens to measure general cognitive ability. These tests 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 Hunton are responsible for classroom provision, delivering a well sequenced and resourced curriculum, using 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, they will target the pupil's area of weakness using the Mainstream Core Standards and with adapted, quality-first teaching. If progress does not improve, despite high-quality teaching targeted at their area of weakness, the teacher will raise the issue with the SENCO to have an initial discussion (through a pupil progress meeting or request for SENCO support form) about whether this lack of progress may be due to a special educational need. In this instance the SENCO or class teacher will, in consultation with the pupil's parents/carers, discuss further support and any additional more detailed assessments that are needed.

The purpose of this more detailed assessment is to understand what additional resources and different approaches would be suitable to enable the pupil to engage fully with the curriculum. These will be shared with parents/carers, put into a provision map or personalised plan and reviewed regularly, refined and revised, as part of the Graduated Approach (DfE/ DoH, 2015). If no impact is seen, 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. Pupils will then be identified on our SEND Register as SEND with Support. Teachers are informed and updated throughout the process and training is delivered to ensure the provision is of a high quality. *The SEN pathway explains this further in Appendix 1 on page 22 of this policy.*

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 made, parents/carers are notified.

The school ensures 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 meetings, sharing and collaboration in writing one-page profiles, provision maps, personalised plans and resources. Kent Local Authority have produced recent guidance to further clarify the criteria for identifying a child as SEND with Support on the SEND Register, and have noted that:

“Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning.”

Staff will therefore work closely to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEND Register. Where they may have a diagnosis of a special educational need, but have no need for ongoing high-level support to manage that special educational need within the school context, the pupil’s needs will be fully recorded and shared with all staff on the Class Profiles, but they will not be added to the SEND Register.

The SENCO will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

8.3 Consulting with Parents

All parents/carers of pupils with special educational needs at Hunton are invited to discuss the progress of their children on three additional occasions a year with the year, plus two parents evenings and receive a written report yearly. In addition, staff are happy to arrange meetings outside these times. This ensures their views are heard and that personalised plans are co-produced in genuine partnership. Working collaboratively, the school and parents/carers share expertise, insights, and aspirations to secure the best possible outcomes for each child. This process forms an integral part of our graduated approach, embedding parental engagement at every stage of assessment, planning and review.

Parents/carers are able to request a meeting with the class teacher and/or SENCO at any point throughout the year. Notes may be made and stored securely as part of the child’s records.

Throughout the year, parents/carers are given opportunities to complete questionnaires and attend meetings to give their views.

9. Assessing, monitoring, reviewing and evaluating

Where a child is assessed as not making sufficient progress, even if a special educational need has not been identified, staff are able to provide additional support to help the pupil to catch up. This would involve small group or individual support in the following areas: numeracy, speech, language and communication, phonics, reading, handwriting, writing and support for physical needs. The impact of these interventions is monitored and evaluated three times a year on an intervention tracker document.

Hunton follows a graduated approach to identifying and meeting the needs of pupils, ensuring that support is targeted, responsive, and regularly reviewed. Assessment begins with high-quality teaching and ongoing classroom observations, supported by the analysis of data such as progress measures, assessments, and teacher feedback. Where concerns are identified, individual needs are assessed in partnership with parents/carers, and, where appropriate, external professionals. Support strategies and interventions are then planned and implemented, with clear outcomes identified. Progress is closely monitored through regular reviews, using both qualitative and quantitative evidence, and adjustments are made to provision as necessary. This cyclical process of assess, plan, do and review enables us to evaluate the effectiveness of interventions and ensure that each child is supported to achieve their best possible outcomes.

To support with the assessing, monitoring, reviewing and evaluation of progress towards outcomes, the school may use:

- 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 are made aware of their needs, SEND Plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision are communicated in a timely manner through the school's SEND protocols and processes as set out in the SEND Information Report.

This policy and SEND Information Report are reviewed by Mrs Amy Wichall, SENCO, every year. They are also updated to reflect any changes to the information or statutory policy.

The policy is approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Hunton are used for complaints about provision made for special educational needs. The [Procedure for Handling School Complaints Policy](#) can be found on the school website under the section 'Policies'. We encourage parents to discuss their concerns, in the first instance, with the class teacher, SENCO &/or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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:

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

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.
- **CoS-** Community of Schools
- **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

Appendix 1- SEN Pathway

The SEN Pathway

