

Policy for Inclusion and Special Educational Needs

Parkside Community Foundation Primary School



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Approved by Governing Body

Last reviewed on:

Next review due by:

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1. Aims

This policy adheres to the Department of Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special education needs or disabilities (SEND).

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to offer a curriculum which ensures the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all these pupils.

Parkside Community Foundation 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 governors.

At Parkside Community Foundation 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 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.

2. Legislation and Guidance

This policy is written in line 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 are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Parkside Community Foundation 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 :

- SEN Information Report: <https://www.parksidecommunityprimaryschool.co.uk/website-content/send-report-mar-25-1742912760.pdf>
- Safeguarding policy: <https://www.parksidecommunityprimaryschool.co.uk/website-content/child-protection-september-2024-1747137603.pdf>
- Behaviour Policy: <https://www.parksidecommunityprimaryschool.co.uk/website-content/behaviour-and-positive-relationships-policy-jan-24-1728478568.pdf>
- Equality Policy: <https://www.parksidecommunityprimaryschool.co.uk/website-content/equality-information-pcfps-sep-2023-1696411801.pdf>
- Accessibility Plan: <https://www.parksidecommunityprimaryschool.co.uk/website-content/accessibility-policy-and-plan-signed-jan-25-1736950472.pdf>
- Attendance and punctuality policy: <https://www.parksidecommunityprimaryschool.co.uk/website-content/attendance-policy-and-procedure-signed-sep-24-1738071561.pdf>

3. Definitions

Definition of SEN

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as ‘ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or

young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Parkside Community Foundation Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

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

Education, health and care (EHC) plans

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

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

4. Inclusion and Equal Opportunity

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Please see our Equality Information Policy on our school website for further information around the steps we take to ensure equality:

<https://www.parksidecommunityprimaryschool.co.uk/website-content/equality-information-pcfps-sep-2023-1696411801.pdf>

SEN Information Report: <https://www.parksidecommunityprimaryschool.co.uk/website-content/send-report-mar-25-1742912760.pdf>

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

Parkside Community Foundation Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

At Parkside Community Foundation 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.

Staff are regularly updated through weekly staff meetings and training provided throughout the year. Parents are kept up to date with how their child is progressing through telephone calls, parents evening, school reports and meetings arranged to discuss support and further support if needed. Information is shared with governors at governor meetings and the SEN governor carries out monitoring visits throughout the year.

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

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

(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 Parkside Community Foundation Primary School our SENCO is Kirsty Thompson

Kirsty Thompson has 5 years' experience in this role and has worked as a Key Stage 1 teacher for over 10 years. She achieved the National Award in Special Education Needs CO- ordination in 2020 at Canterbury Christ Church University.

Contact details:

You can arrange to speak to Kirsty on the telephone by calling the school office on 01227464956 or emailing her using her email address: Kirsty.Thompson@parkside.kent.sch.uk

The SENCO has an important role to play with the Executive Headteacher, Head of School and governing body with regards to the strategic oversight and implementation of Parkside Community Foundation Primary School 's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.

- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELS website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

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

5.2 Executive Head/ Head of School

The Executive Headteacher and Head of School will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

The SEN governor will:

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

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

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

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

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- 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 SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Head of School to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school

Our SEN Governor is Martina Graham

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.

All Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

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

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
- Sharing Learning Objectives with the children during every lesson
- Assessment for Learning to ensure pitch and pace of lessons is appropriate
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teachers and TA's will support pupils appropriately depending on their presentation of need. The groups are varied to ensure that all children have access to the class teacher and TA
- Scaffolding lesson materials
- All work is marked following the school marking policy
- Celebrating work of all children within the classroom and throughout the school
- Alternative ways of recording where appropriate
- Individual personalised plans to identify personal support and targets. The child may need additional adult support in a small group or on a 1:1 basis but the adult will be promoting independent learning at all times.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language

We can also provide a range of interventions to support the children that focus on specific areas.

We have 10 TA's who work across the school and are trained to support children in class and deliver a range of interventions. We look at areas of need and identify training for TA's to complete to support the children in the most effective way.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

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

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

A member of staff who knows your child well will meet you at a minimum of 3 times a year to:

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

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

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCO. You can contact the school office to arrange an appointment on 01227 464956.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Parkside Community Foundation Primary School are able to express their views through:

- Attending review meetings
- Giving feedback on the effectiveness of interventions.

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

6. SEN Information Report

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

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

The SEN Information Report can be found on the school website:

<https://www.parksidecommunityprimaryschool.co.uk/website-content/send-report-mar-25-1742912760.pdf>

7. Admissions and Accessibility

Parkside Community Foundation Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

For further information please see our Admissions policy and our Accessibility policy which can be found on the school website.

Accessibility: <https://www.parksidecommunityprimaryschool.co.uk/website-content/accessibility-policy-and-plan-signed-jan-25-1736950472.pdf>

Admissions: <https://www.parksidecommunityprimaryschool.co.uk/website-content/parkside-admission-arrangements-2025-26-1715772269.pdf>

8. Our school approach to SEN provision

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place in order to ensure individuals are supported effectively.

A process of on-going teacher assessments and pupil progress meetings identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher and implementation of the Mainstream Core Standards. Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. This is part of the Graduated approach where we assess, plan, do and review: If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register.

If, however, the support required is different from, or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using a personalised plan. This continues the cycle of assess, plan, do, review with the child/young person at the centre of the process.

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.

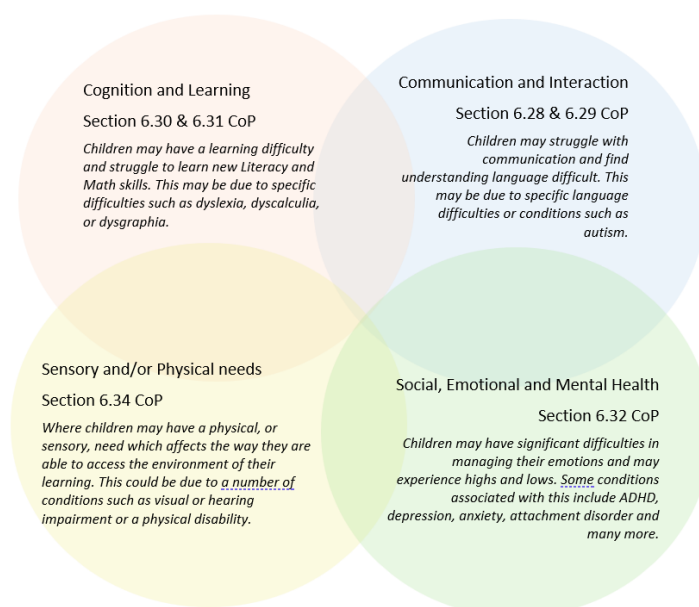
DfE/DOH SEND Code of Practice: 2015, 6.17

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

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

At Parkside Community Foundation 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 Parkside Community Foundation 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.



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 Parkside Community Foundation Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Parkside Community Foundation Primary School progress is closely monitored throughout the year to review their academic progress. Parents are invited to attend two parents evenings held throughout the year and receive a school report in March. However, pupils with SEN may have more frequent assessments. Children with SEN have their progress reviewed three times a year in addition and their personalised plans/ provision plans are updated accordingly.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments through Little Wandle which assess reading fluency and phonic knowledge. These tests will enable the early identification of difficulties that a pupil may present with. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Parkside Community Foundation 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 as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

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

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school/academy is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH, 2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school/academy will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through the use of care plans, SEN passports and meetings as and when needed.

8.3 Consulting with Parents

At Parkside Community Foundation Primary School we endeavour to have open communication with parents/carers regarding their child's experiences and progress made in school. We have opportunities for parents/carers to speak daily with a member of staff from their child's class at drop off and pick up, via the class email or by more formal means of requesting a meeting. We have two parent evenings a year to discuss progress and a celebration event towards the end of the academic year to support transition. When a child is on the SEN register, parents/carers can liaise with the class teacher to have 3 reviews of their child's provision and outcomes a year. If the child has an EHCP one of these meetings will be held with the SENCO, who will share progress in the Annual Review – as well as affording parents/carers the time to share how they feel their child is progressing. Actively seeking parental/carer views is essential to understanding a child's needs and these opportunities of co-production are welcomed. The SENCO's are also available for meetings to discuss a child's needs and act as the person to coordinate or signpost support for a child.

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

At Parkside Community Foundation Primary School teachers are responsible for using the graduated approach to monitor impact of interventions and progress towards outcomes. This is monitored through a variety of means including pupil progress meetings, SENCO monitoring and input from specialist outside agencies where required, such as Speech and Language.

The school will use its best endeavours through:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant

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

This policy and SEN Information Report will be reviewed by Kirsty Thompson, SENCO alongside the Head of School every year. It will also be updated to reflect any changes to the information or statutory policy.

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

10. Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance and then the SENCO, Assistant Headteacher or the Head of School. They will then be referred to the school's complaints policy.

If 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, see pages 246 and 247 of the SEND Code of Practice.

If parents feel that the school discriminated against children because of their SEND, they have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim information can be found on the following website:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

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

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](#)

Complaints Policy: <https://www.parksidecommunityprimaryschool.co.uk/website-content/complaints-procedure-march-2025-1747306839.pdf>

10. Glossary and SEND Acronyms

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