



Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Inclusion and Special Need Policy

January 2026

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Introduction

This policy adheres to the Department for 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 wellbeing of all children matter - including those identified as having special educational 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 of these pupils.

1. Aims

Ashford Oak Primary School's Policy for Inclusion and Special Educational Needs aims to:

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

Sets out how our school will:

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

At Ashford Oaks Primary 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. We set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become

confident and independent children who are able to successfully transition to the next phase of their education.

2. Legislation and Guidance

This policy is based on the statutory [Special Educational needs and disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#) which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#) which sets out Local Authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- Equality Act 2010: [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- School Admission Code 2021 [School Admission Code 2021](#) which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The School Information Regulations: Updated 24/10/24
- Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online> which outlines an overview of information that needs to be published by schools
- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#) which sets out governors' responsibilities for pupils with SEND

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

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

Countywide Approach to Inclusive Education (CATIE)

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

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability,

our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

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

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school/academy are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Ashford Oaks 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 /Academy's policies published on our website:

- SEN Information Report: add website link
- Safeguarding policy:
- Behaviour Policy:
- Equality Policy:
- Accessibility Plan:
- Attendance and punctuality policy:

3. Definitions

3.1 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)

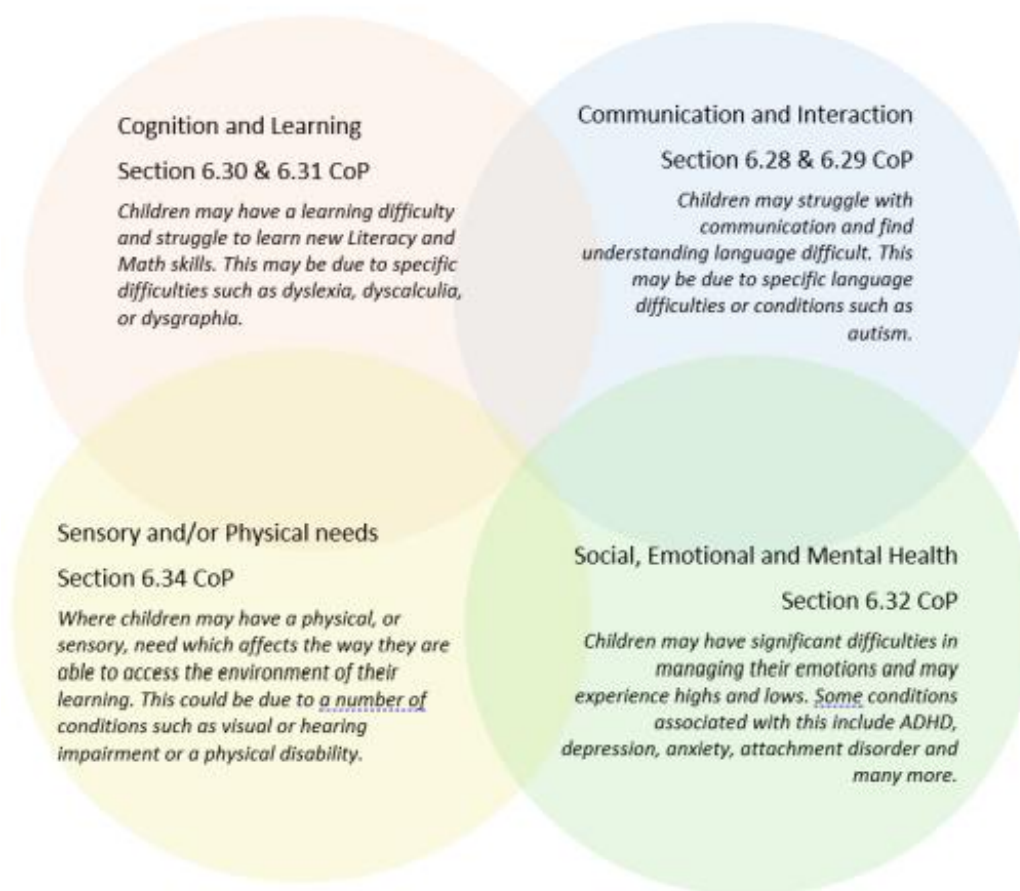
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 Definition of Disability:

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The Four Areas of Need

The four areas of need as described in the Special Educational Needs and Disability Code of Practice 2014 are as follows:



Special Educational Needs Register:

At Ashford Oaks 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>

Pupils receiving SEN provision will be placed on the school’s SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil’s

needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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 Ashford Oaks Primary 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 on our school website For further information around the steps we take to ensure equality please see our [Equal Opportunities Policy](#) along with our SEN Information Report.

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

Ashford Oaks Primary School work strategically in line with the Special Educational Needs Code of Practice 2015.

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.

The SENCO's

At Ashford Oaks Primary School our SENCO's are:

Kelly Hazle kelly.hazle@ashfordoaks.kent.sch.uk

Kelly Hazle completed her BA (Ed) in Primary Education and English in 2010 and since then has worked in both mainstream and special school settings supporting children with complex and severe learning needs. Kelly is also a Qualified Teacher of the Hearing Impaired and has

supported the STLS service in Berkshire before moving to Kent. In July 2024, Kelly completed her National SENDCo Award through Canterbury Christchurch University

Alice Webber alice.webber@ashfordoaks.kent.sch.uk

Alice Webber completed her BA (Ed) in Primary Education, specialising in Science and Modern Foreign Languages in 2007. Since then, she has worked in four mainstream schools, with varying levels of need, across both KeyStages. As well as being a Qualified Teacher, Alice has also held other roles over the years including subject coordinator, Assessment Lead Teacher for Shepway Rural, KS1 moderator, and Investing in Teaching Assistants facilitator. In January 2024, Alice completed her National SENDCo Award through Canterbury Christchurch University.

Together the SENDCO's will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Refer to the expectations set out in the Kent Mainstream Core Standards, ensuring these are delivered on a daily basis by all staff
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Monitor and track the quality and impact of interventions across the school, ensuring the outcomes of these are evaluated
- Deliver a training program to all staff with a focus on recommendations within the Mainstream Core Standards
- Track the progress and monitor impact of actions as set out in the SEND Action Plan
- Ensure all policies under inclusion are up-to-date and reviewed accordingly
- Attend network meetings and updating staff on any changes or developments in support
- Update the SEND register and maintain individual pupil records regularly throughout the year
- Support staff in identifying pupils with SEND Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- To keep up to date with key national and local SEN development

- 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.
- 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/carers and pupil
- Support teachers in liaising with parents/carers regularly about the progress and impact of support in place for individuals (at least 3x per year)
- Be responsible for coordinating annual reviews for children who have an EHCP Support staff in the completion of any relevant paperwork or referrals
- 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.
- Work closely with other colleagues and SENCOs in their Community of Schools.

The SEND Governor

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

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

Our 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.

Our SEND Governor is Sherrie Hogg and her role is to:

- 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 Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

The Headteacher

Our Headteacher is Phil Chantler and his role is to:

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

Class teachers

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

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Ensuring they follow this SEND policy
- Follow and implement the Mainstream Core Standards throughout
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensure any Individual Provision Maps are up-to-date and reviewed with next steps and to ensure this is communicated with parents/carers at least three times per year
- Gathering information as part of the Annual Review process
- Regular liaison with parents and the SENDCo
- Evidencing and Attending reviews alongside the SENCo
- The completion of referral paperwork alongside the SENCO

- Ensuring they are aware of their child's outcomes and targets and provide opportunities for these to be progressed through recommended strategies, resources and interventions
- Ensuring all children are aware of their targets and how they are working towards these

Support Staff

Support staff are responsible for:

- Ensuring that day to day provision is in place for the pupils they support Implementing agreed strategies, programmes and advice from specialists
- Record keeping, tracking attendance, progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teacher and the SENDCo around progress and possible next steps

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 or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to discuss and review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. If appropriate, they will be invited to participate in discussions and decisions about this support. Where appropriate, this might involve the pupil:

- Explaining what their strengths and difficulties are using their preferred method of communication
- Contributing to setting targets or outcomes and attending review meetings
- Giving feedback on the effectiveness of interventions

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)

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. This can be found on our school website.

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

7. Admissions and Accessibility

Ashford Oaks Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admission processes. At Ashford Oaks Primary School, we follow the guidance for admissions, both at the start of a child's learning journey and as part of the in-year admissions. Please see our [Admissions Policy](#) and [Accessibility Policy](#) for more information.

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

Pupils with an Education, Health and Care Plan (EHCP) do not apply to schools for a place through the main round admissions process. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 "the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and

- the placement is an efficient use of the LA's resources" Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states: "A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority." Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Specialist Resource Provision (SRP)

The Local Authority (LA) manages all admissions into our Specialist Resources Provision. The referral pathway is always via the LA; no pupil can be admitted without prior agreement from KCC. For a place to be considered, a child's EHCP and supporting documents must be sent to the school from the Local Authority SEN team as part of the consultation process. On receipt of the consultation request, consideration will be given to the suitability of Oysters SRP for each individual child. As a setting, we will make contact with you to discuss your child's strengths and needs and to ensure a placement in a Specialist Resource Provision is appropriate. Following this, we will liaise with your child's SENDCo (where appropriate) and arrange a visit to observe them in their familiar space. Based on the consultation documents, discussions and observation, a decision will be made by the Assistant Headteacher for Inclusion, supported by the Executive Headteacher and Chair of Governors, whether they are able to offer a place in the SRP. This decision will be shared with the Local Authority who will communicate with you regarding their final decision and any next steps required.

Please note, admission into Ashford Oaks Primary School, does not automatically increase your chances of securing a place in our Specialist Resources Provision and where it is felt that this would be an appropriate placement, the same admission process for an SRP must be followed.

8. Our school's approach to SEND

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. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

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. 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.

Where progress continues to be less than expected, the class teacher will discuss their concerns with their SENDCo. In deciding whether to make special educational provision, the teacher and SENDCo 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 Provision Plan. This continues the cycle of assess, plan, do, review with the child/young person at the centre of the process.

Assess	We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.
Plan	Where SEND Support is required the teacher, with the support from the SENCo, will put together a plan outlining the adaptations, interventions and support which will be put in place for the pupil. This will also include the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with them using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.
Do	The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with support staff or specialists who provide support set out in the plan and monitor the progress being made. Where required the SENCo will provide support, guidance and advice for the teacher.
Review	The plan, including the impact of the support and interventions, will be reviewed on a regular basis by the teacher, SENCo, parent/carer and where appropriate the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.

At Ashford Oaks 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.

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.

Specialist Resource Provision for Autism (SRP)

Ashford Oaks Primary School prides itself on its inclusive practice, supporting children with a wide range of abilities and needs. Set in the heart of our school community, we support children with an Educational, Health, Care Plan (EHCP) and diagnosis of autism within our Specialist Resourced Provision (SRP). We strongly believe that every child has the right to access a mainstream education and we work closely with parents and staff to adapt and personalise the provision offered to all. We strongly promote integration, both ways, to ensure that the needs of each child are being met. Integration may look different for each individual as timetables are bespoke to each child, taking into account their academic ability, social skills, strengths and interests.

Whilst education is our constant focus, we are true believers in promoting the wellbeing of our children as we recognise that when this is established, the learning will follow. As a result of this, we offer many opportunities to support positive wellbeing, which in addition to daily check-ins and regular communication with home, includes access to our Forest School, sensory room, calming room and outdoor play area. Our SRP is a close community offering support for children who might struggle, or who have struggled in accessing a mainstream setting.

Admission into the Specialist Resource Provision (SRP) is managed through the Local Authority (LA) as part of the consultation process - this is different to the school's general admission. If your child has an EHCP and a confirmed diagnosis of autism, and you feel they would benefit from accessing an Specialist Resource Provision, we would advise you to make contact with your child's case worker, or a member of the SEND team (sendplacements@kent.gov.uk) in the first instance.

Please note, we do not tend to offer tours of our Specialist Resource Provision to parents unless their child has a draft / final EHCP with Specialist Resource Provision agreed by Local Authority.

9. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Ashford Oaks Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the SENCo Team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

You can access our schools [Complaints Procedure Policy](#) via our website.

There are some circumstances, usually for children who have a Statement of SEND or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

To see a full explanation of suitable avenues for complaint, see pages 244 and 273 of the [SEND Code of Practice](#).

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

All complaints relating to a named member of staff must be sent to the headteacher.

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](#)

10. Links to other policies and documents

- Safeguarding: https://24e15beb-cdce-4a4e-8356-7acc8bf6a889.filesusr.com/ugd/3285ec_38137772b4b74e9f9d0e8faefd4cacc4.pdf
- Behaviour Policy: chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://24e15beb-cdce-4a4e-8356-7acc8bf6a889.filesusr.com/ugd/3285ec_2e4e1f47195f4a5985c45d2ba5c72287.pdf
- Equality Policy: chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://24e15beb-cdce-4a4e-8356-7acc8bf6a889.filesusr.com/ugd/3285ec_46eda18e36e24f7d9b166624d51958a5.pdf
- Accessibility Plan: chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://24e15beb-cdce-4a4e-8356-7acc8bf6a889.filesusr.com/ugd/3285ec_a3dc1d9ab9c1461a9fefc77aa7dff4a3.pdf
- Attendance and punctuality policy: chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://24e15beb-cdce-4a4e-8356-7acc8bf6a889.filesusr.com/ugd/3285ec_7c35c5c6dfe945b297dca179def991b1.pdf

11. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – 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
- **Specialist Resource Provision** – a specialist resource provision provides support for those, who without specialist input, are unlikely to make progress in their learning and will struggle to take part in mainstream school life. In time, it is expected they will be able to attend most of their mainstream lessons and take part with others
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages