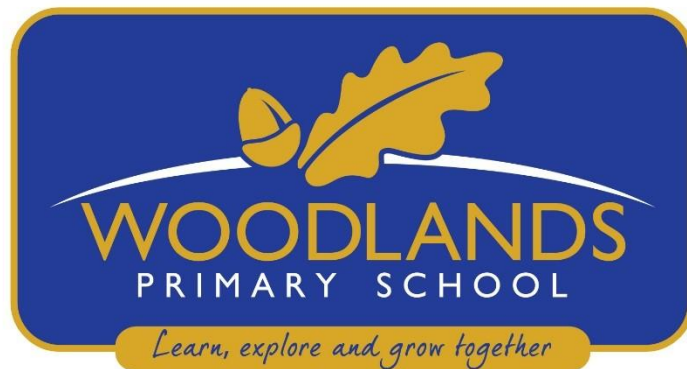


Woodlands Primary School

Inclusion and Special Educational Needs Policy



Written by	Lucy Husband
Ratified by Governors	Spring 2025
Date for Review	Spring 2028
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	Yes

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Special Educational Needs & Disability Policy

This has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Woodlands Primary School.

This is written in line with the requirements of:

- Children and Families Act 2014
(<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>)
- SEND Code of Practice 2015. (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- UK Statutory Instrument 2014 number 1530- Special Educational Needs and Disability Regulations (<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>)
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the Special Educational Need (SEN) information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>)
- Schools Admissions Code, Department for Education September 2021
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf)
- UK Statutory Instrument 2012 number 1124 - The School Information (England) (Amendment) Regulations (<https://www.legislation.gov.uk/uksi/2012/1124/made>)

- UK Statutory Instrument 2013 number 758 - The School Information (England) (Amendment) Regulations (<https://www.legislation.gov.uk/ukSI/2013/758/memorandum/contents>)

Kent Inclusion Statement Jan 2021 (<https://www.kelsi.org.uk/special-education-needs/inclusion/inclusion-statement>)

1. Aims

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

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

Sets out how our school will:

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

At Woodlands Primary School, all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

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

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

Countywide Approach to Inclusive Education (CATIE)

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

What does inclusion mean in Kent?

'As the champion of families, children and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.

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

Kent Education Strategy (to be confirmed)

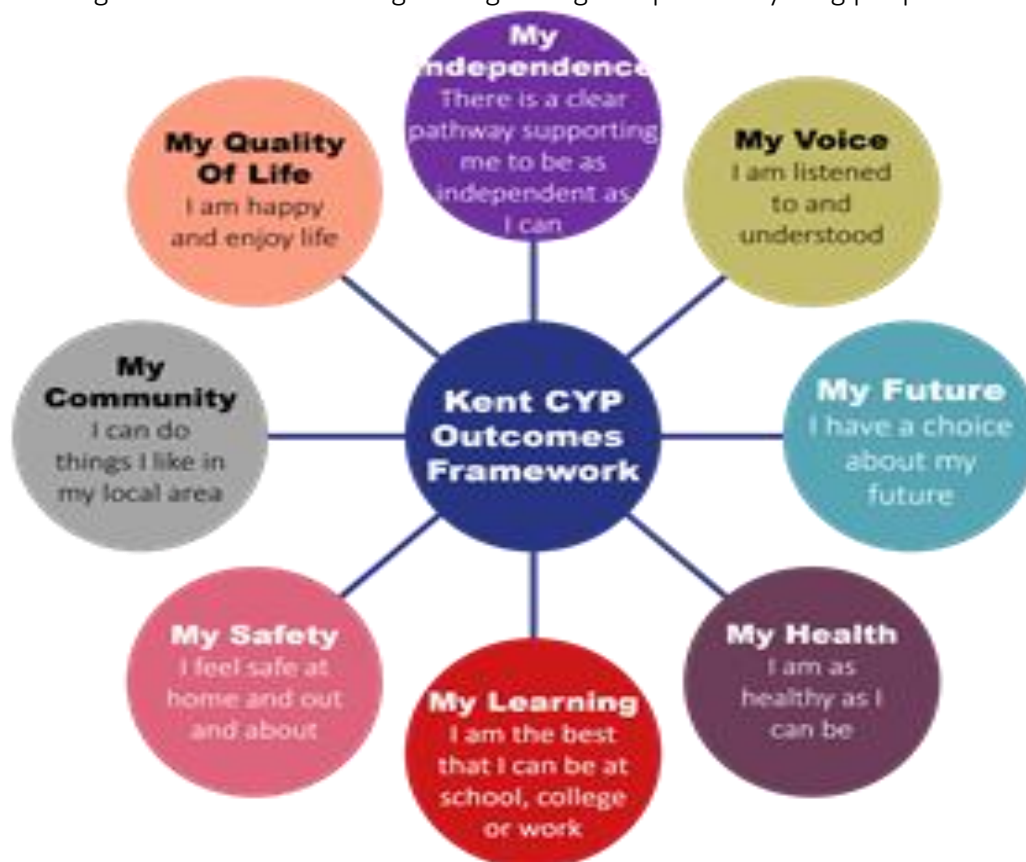
Special Educational Needs Mainstream Core Standards (ordinarily available provision): [Special Educational Needs Mainstream Core Standards](#)

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 is working towards the ultimate goal of growing independent young people as they



prepare for adulthood. All provision and support at Woodlands 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 and can be found here [Woodlands Primary School - Policies](#):

- SEN Information Report
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and punctuality policy.

3. Definitions

Definition of SEND

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEND may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as ‘ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is sufficient overlap between disabled children and young people and those with SEND definition’ (DfE/DOH 2015: 16).

Special Educational Needs Register:

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

Special Educational Needs (SEND) support

‘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>

Each review of the SEND support plan (personalised provision plan) will include the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. The school will also evaluate the effectiveness of provision for your child by monitoring, observation and pupil questionnaires.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap.

For pupils with an Education, Health and Care plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governor responsible for monitoring SEND.

4. Inclusion and Equal Opportunity

At Woodlands Primary School, all children are valued, respected and welcomed. Inclusion is at the heart of what we do and we proudly support children with a range of needs and disabilities.

Our aim at Woodlands Primary School is to value the individuality of all our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives. This policy helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment or background.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement. Anytime any non-inclusive practice is noted, it will be raised with the member of staff concerned and appropriate action will be taken.

At Woodlands Primary School, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. We provide for the presenting needs of pupils with or without a formal diagnosis. Examples of this are Dyslexia, Developmental Coordination Disorder (which includes Dyspraxia), Speech Language and Communication needs, Autism Spectrum Condition, learning difficulties, Social, Emotional and Mental Health difficulties (to include ADHD), and physical and sensory difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. In the event of this occurring, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Autism Spectrum Condition

- Sensory Processing Disorder
- Speech Language and Communication needs
- Cognition and Learning difficulties
- Physical and Sensory difficulties
- Social Emotional and Mental Health needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with school.

Our school is an inclusive school. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- disadvantaged children i.e. those pupils for whom we receive Pupil Premium
- children who need support to learn English as an additional language
- children with Special Educational Needs and Disabilities
- children with medical needs
- children who experience Emotional Based School Avoidance
- any children who are at risk of disaffection or exclusion
- children with additional learning needs
- Looked After children and children previously in care.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We aim to give all children at Woodlands Primary School the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

The school's latest SEN information report can be found here - [SEN and vulnerable children Annual Report](#).

5. Roles and Responsibilities

At Woodlands Primary School, we work strategically in line with the Special Educational Needs Code of Practice 2015.

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

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

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

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

At Woodlands Primary School, our SENCO Miss Lucy Husband. Miss Husband is also the Assistant Headteacher, Inclusion Manager and DSL. She has been teaching in primary schools for over twenty years and has been a SENCO for the last five years. Miss Husband is available on 01732 355577 or lhusband@woodlands.kent.sch.uk.

Mrs. Adams is the Assistant Headteacher and part of the Inclusion Team, with responsibility for Wellbeing, Attendance and Pupil Premium aadams@woodlands.kent.sch.uk.

Mrs. Alice Harper is the Assistant to the Inclusion Team. aharper@woodlands.kent.sch.uk.

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

Mrs. Jo Stone is the Pastoral Support Office and part of the Inclusion Team. jstone@woodlands.kent.sch.uk

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 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 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 co-production 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 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governors 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.

5.3 SEND Governors

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 SEND governors 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The SEND Governors are Mrs. Caroline Pearce. Cpearce@woodlands.kent.sch.uk and Mrs. Steph Williams swilliams@woodlands.kent.sch.uk.

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](#)

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO 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)

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 teachers and teaching assistants have the opportunity to access a range of awareness training that includes, and is not limited to:

- Read Write Inc
- Voice 21
- Assessment for Learning
- Attachment difficulties
- Adverse Childhood Experiences
- Autism Spectrum Condition
- Team Teach training
- Mainstream Core Standards
- Sensory Circuit / Beam Training
- Dyslexia
- Clicker 8
- Safeguarding and Online Safety
- First Aid.

All of our teachers and teaching assistants receive in-house SEN training and are supported by the Inclusions Team to meet the needs of pupils who have SEN. In the last academic year, TAs have been trained in

- Clicker 8

- Speech, Language and Communication needs
- Voice 21
- Basic awareness in ASC & ADHD.

In addition, staff members have skills and experience in the following areas, detail of which is found on our website. This is found under *About / Special Educational Needs and Disabilities / Interventions*. To meet the needs of learners with:

Cognition & Learning needs

- Dyslexia
- Clicker 8
- Toe by Toe.

Communication & Interaction needs

- English as an Additional Language (EAL)
- Language for Learning
- Colourful Semantics
- Lego Therapy
- Autism Spectrum Condition (ASC) Awareness
- Social Stories
- In Print
- Cued Articulation
- Speech Link and Language Link.

Physical & Sensory Needs

- Fizzy (gross motor skills / developmental co-ordination difficulties in Key Stage 2)
- BEAM (gross motor skills / developmental co-ordination difficulties in Key Stage 1)
- Sensory Circuits
- Clever Fingers (fine motor skills).

Social, Emotional & Mental Health needs

- Time to Talk
- Bereavement support
- Positive handling
- Drawing and Talking Therapy.

Miss Husband has completed the enhanced and specialist training in Safeguarding and Online Safety.

Where a training need is identified beyond this, we will endeavour to find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching & Learning Service, Educational Psychology Service, Speech and Language therapist, Occupational Therapists, Physiotherapists and Virtual School Kent.

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.

All parents/carers of pupils with SEND at Woodlands Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. We are always happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated and shared with parents/carers three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made. Parents/carers will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of pupils with an Education, Health and Care plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/carers.

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 Woodlands Primary School are able to express their views through:

- The pupil voice section of personalised learning plan, which encourages pupils to think about and identify how they like to learn
- The pupil voice section of their EHCP (Appendix 1)
- Pupils can express their views in a variety of ways, including verbally, visually or written.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report (found here [SEN and vulnerable children Annual 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.

7. Admissions and Accessibility

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

Our admissions policy (found here [Admissions Policy](#)) states, “Health and Special Access Reasons – Children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.”

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

8. Our school approach to SEN

At Woodlands 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 Woodlands Primary School, we will ensure our ‘best endeavours’ to meet the needs of pupils with an Educational Health and Care plan 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 EHC plan are made by the Local Authority.

All clubs, trips and activities offered to pupils at Woodlands Primary School are available to pupils with Special Educational Needs either with or without an Education Health and Care plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

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

Our priority is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance in Personal, Social, Health and Economic Education - Woodlands Primary School code of conduct, assemblies, and indirectly with all interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following:

- Support from our Pastoral Support Officer or Senior Member of staff

- We have a 'zero tolerance' approach to bullying
- An identified time-out space in both Key Stages for pupils to use when upset or agitated - 'The Upper / Lower Space'
- Access to our Nurture Room and Nurture activities e.g. Squirrel Club for pupils who need additional support during lunch play
- Accessing support from external agencies such as the Specialist Teaching & Learning Service, Early Help and Preventative Services
- Referral to Child Health or the School Nursing Service.

Pupils in the early stages of emotional and social development because of their Special Educational Needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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 Woodlands 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 Woodlands Primary School, progress is closely monitored throughout the year to review their academic progress via termly meetings with parents and a written report at the end of the school year. However, pupils with SEN may have more frequent assessments. All children who are on the SEN register and require above the ordinarily available provision have a personalised learning plan that reviewed and shared with parents at least every 12 weeks.

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. 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 Woodlands 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 early identification of need's protocols, as stated above. 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. If required, the school may consult with external professionals for further advice and support including, but not limited to:

- Kent Educational Psychology Service
- The Local Inclusions Forum Team (LIFT)
- Speech and language therapists
- Occupational therapists
- Counsellors.

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 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/academy 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 personalised learning plans using the software Insight, either digitally or paper copies.

8.3 Consulting with Parents

Children and their families are the experts on the impact of their condition or disability. Collaborative working is the starting point when planning, implementing and reviewing SEN provision. Provision that is put into place in response to current presenting, underlying or emerging need is not dependent on a child or young person receiving a formal diagnosis of a specific condition or a disability.

All parents/carers of pupils with SEND at Woodlands Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. We are

always happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated and shared with parents/carers three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made. Parents/carers will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/carers.

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

Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with SEND may have more frequent assessments where slower than expected progress is made and further identification of need is required.

If these assessments do not show adequate progress is being made the SEN support plan (personalised provision plan) will be reviewed and adjusted.

In addition to this, pupils progress will be assessed using:

- 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
 - Ensure pupils are prepared for their next steps and onward pathways.

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

This policy and SEN Information Report will be reviewed by Lucy Husband, Assistant Headteacher, Inclusion Manager, SENCO & DSL 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

Our complaints policy can be found here - [Complaints Policy 2022](#)

Complaints about SEN provision at Woodlands Primary School should be made to the class teacher/year group lead in the first instance. They will then be referred to the school's complaints policy.

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

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

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

If a complaint is not resolved after it has been considered by the governing body and the complainant is not satisfied with the school's response, they 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. 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

Document History	
Date	Summary of changes
April 2025	Adapted and drafted by Lucy Husband from KELSI SEND policy template