

Policy for Inclusion and Special Educational Needs

LITTLEBOURNE CE PRIMARY SCHOOL



Key Contact Personnel in School

Headteacher: Simon Hillier

Chair of Governors: Simon Rudland

SENCO: Emma Haybourne

SEN/D Governor: Jess Wood

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'Together, we grow, thrive, achieve'

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1. Introduction

Littlebourne CE 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 Littlebourne CE 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. 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 [statutory Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- [The Special Educational Needs and Disability Regulations 2014](#) , which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- [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](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [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 [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- 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 local offer is published on <http://www.kent.gov.uk/educationand-children/special-educational-needs>
Parents without internet access should make an appointment with the Inclusion Lead for support to gain the information they require.

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’s are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Littlebourne CE Primary work 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.littlebourne-kent.co.uk/send-policy-information-report>

Child Protection policy:

<https://www.littlebourne-kent.co.uk/attachments/download.asp?file=14>

<https://www.littlebourne-kent.co.uk/safeguarding>

Behaviour Policy :

<https://www.littlebourne-kent.co.uk/attachments/download.asp?file=12>

Equality Policy:

<https://www.littlebourne-kent.co.uk/equality-statement>

Accessibility Plan:

<https://www.littlebourne-kent.co.uk/attachments/download.asp?file=8>

Attendance and punctuality policy:

<https://www.littlebourne-kent.co.uk/attachments/download.asp?file=11>

This policy links with several other school policies, practices and plans and should be read in conjunction with these.

These include, but are not limited to:

- ❖ Accessibility Plan
- ❖ Anti-Bullying Policy
- ❖ Attendance Policy
- ❖ Behaviour Policy
- ❖ Child Protection Policy
- ❖ Children with health needs that cannot attend school Policy
- ❖ Complaints Policy
- ❖ Equality and Diversity Policy
- ❖ Pupil Mental Health and Wellbeing Policy
- ❖ Staff Mental Health and Wellbeing Policy
- ❖ SEN/D Information Report to Governors
- ❖ SEN/D Parent/Carer Information Booklet
- ❖ SEN/D KCC Standardised Information Booklet for Parents/Carers

These school policies can be found on the school website at

<https://www.littlebournekent.co.uk/key-information-and-policies/>

Hard copies of all policies are available upon request

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 0300 333 6474

and Minicom: 0300 333 6484 <http://www.kenttrustweb.org.uk/kpps>

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)

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.

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.

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)

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Special Educational Needs Register:

Special Educational Needs Register: Children may be added to the school's SEND (Special Educational Needs or Disability) register, if they are receiving support or are involved with external agencies. At Littlebourne CE 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/carer 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. The Special Educational Needs and Disability (SEND) Code of Practice 2014 suggests that the majority of children's needs should be met through quality first teaching in the classroom. Those requiring additional support both within school and from external agencies are placed on the school's SEND register. It is important to remember that many pupils will move on and off the register. One in five children will require additional support at some point in their education. All targeted support put in place by the school is monitored and helps to build a full picture of a child's learning journey.

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>

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health

and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs

4. Inclusion and Equal Opportunity

AT Littlebourne CE Primary, we are committed to providing an inclusive, nurturing, and ambitious learning environment where all pupils are valued, supported, and empowered to achieve their full potential, regardless of need or disability.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

We believe that inclusive practice is central to high-quality teaching and learning. We aim to remove barriers to learning by identifying needs early and responding through a graduated approach in line with the SEND Code of Practice (2014).

What are our aims?

- •To make sure that the arrangements made for pupils with special educational needs are in line with the requirements of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (2015)
- To use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the needs of children with SEND.
- To ensure that children with SEND fully engage in the activities of the school alongside pupils who do not have SEND.
- Ensure the identification of all pupils requiring SEND provision as early as possible.
- Provide a broad and balanced curriculum for all pupils.
- Ensure that we involve and listen to our parents' views and keep them fully informed about their children's progress and attainment.
- We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we aim to remove barriers to learning, allowing children to achieve their full potential and be included as fully as possible in all areas of school life.

At Littlebourne CEP School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching

and indirectly with every conversation 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: access to external counsellor, internal Trauma Informed support worker, mentor time with member of senior leadership or wellbeing team, external referral to CAMHS, time-out space for pupil to use when upset or agitated etc. 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.

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

Littlebourne CE Primary School work strategically in line with the Special Educational Needs Code of Practice 2015 and embed its principles into our everyday practice.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

At Littlebourne CE Primary school we follow the [Mainstream Core Standards](#) for all learners the quality of teaching is judged to be good/ outstanding.

At Littlebourne CE Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

This advice is developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs additional teaching approaches, as advised by internal and external assessments.

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 Littlebourne CE Primary School our SENCO is **Mrs Emma Haybourne**

Mrs Haybourne works part-time as Inclusion Lead which includes the role of SENCO on Monday, Tuesday and Wednesday and is available via the School Office on 01227 721 671 or haybournee@littlebourne.kent.sch.uk

Mrs Emma Haybourne, who is an experienced qualified teacher. In line with national requirements, Mrs Haybourne is working towards achieving the National Award for SEN Co-ordination.

Mrs Haybourne is an experienced qualified teacher who has a deep commitment to inclusive education and adaptive teaching practices. Mrs Haybourne is passionate about ensuring every child feels seen, supported, and empowered to thrive, regardless of their starting point. In order to support this she has completed many additional courses including Primary Initial Teacher Training Mentoring, Understanding and Supporting Pupils with Pathological Demand Avoidance and Understanding and Supporting Autism in Girls.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Littlebourne CE 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.
- 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 Headteacher

Mr Simon Hillier 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 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.
- Has overall responsibility for, and awareness of, the provision for children and young people with SEN/D, and their progress.
- Alongside the SENCO, advises the local authority when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

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

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO 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
- Ensure they follow this SEND policy.
- Follow and implement the Mainstream Core Standards throughout.
- 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.
- 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 (where appropriate).
- Attending the reviews alongside the SENCO, unless otherwise agreed.
- The completion of referral paperwork alongside the SENCO.
- Ensure that they are aware of their child's outcomes and targets and provide opportunities for these to be progressed through recommended strategies,

resources and interventions. Where this is not possible, the class teacher must inform the SENCO.

- Ensure that all children are aware of their targets and how they are working towards these.

Our Approach to Adapting the Curriculum and Learning Environment for Children and Young People with SEN/D

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Senior Leadership Team and Governors are continuously making improvements, as part of the school's accessibility planning.

These identified improvements include a planned cycle of staff learning, purchasing of specific resources and specific curriculum focus and strategies.

School staff refer to our current School Improvement Plan to guide them on current areas for improvement across the school.

Curriculum Adaptations

At Littlebourne CE Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children and young people with SEN/D. We also incorporate the advice provided as a result of assessments, both internally and externally, and the strategies described in Education, Health and Care Plans.

There is no "one size fits all" approach to adapting the curriculum, we work on a child centred personal basis, this ensures that adaptations are purposeful and meaningful for each pupil.

We make the following adaptations to ensure all children and young peoples' needs are met effectively:

- Adapting our curriculum to ensure all children and young people are able to access it, for example, through flexible grouping, teaching style, adaptations to the lesson delivery and content, visual supports being in place etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching approaches, for example, giving longer processing times, preteaching and/or post-teaching of key vocabulary, reading instructions aloud, chunking learning, offering learning breaks etc.
- Teaching Assistants to support pupils appropriately depending on their presentation of need.
- Scaffolding lesson materials

At times we may also provide additional support through the use of interventions such as Fizzy, Precision Teaching, BEAM, Sensory Circuits, Speech and Language etc

Please see our [Accessibility Plan](#) for more details.

These interventions are part of our contribution to Kent County Council's local offer.

<https://www.littlebourne-kent.co.uk/send-policy-information-report>

Support staff

Support staff are responsible for:

- Ensuring that day to day provision is in place for the pupils they support.
- Implementing agreed strategies, schemes of work 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 SENCO around progress and possible next steps

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.

Parent voice is collected at strategic times a throughout the year.

Parents are given an annual report on the pupil's progress.

The school will consider the views of the parent or carer in any decisions about the pupil.

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 Littlebourne CE Primary School are able to express their views through:

- Pupils questionnaires – identifying how they like to learn
- Appendix 1a and b
- Pupil voice regarding their in class support and adaptations.
- These will be collected verbally or visually

The pupils views will be taken in to account in making decisions that affect them, whenever possible.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information <https://www.littlebourne-kent.co.uk/send-policy-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.

7. Admissions and Accessibility

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

We support children and young people with SEN/D to ensure none of our children or young people are treated less favourably than any other child or young person by:

- ❖ Ensuring our inclusive ethos is embraced by all
- ❖ Developing our children and young people's understanding and appreciation of uniqueness
- ❖ Nurturing all of our children and young people's developing talents and strengths

All clubs, trips and activities offered to pupils at Littlebourne CE Primary School are available to children and young people with Special Educational Needs and/or Disabilities, 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 child/young person in the activity. We will seek to make reasonable adjustments and we will liaise with parents/carers to consider how we can overcome any potential barriers. Where appropriate, an individual risk assessment will be written. Occasionally parents/carers may be asked to accompany their child/young person to facilitate their inclusion in specific school activities to ensure their safety.

All children and young people with SEN/D are encouraged to be part of the extracurricular clubs (when operational) in order to promote teamwork, building friendships and as part of any additional opportunities available to children/young people with no SEN/D. All of our extra-curricular activities and school visits are available to all our children and young people, including our Breakfast Club and extracurricular after school clubs.

All children and young people are encouraged to go on our residential trip(s) when available. We adapt this trip to support our children and young people, which may include adapting the offer of our residential trip. In these circumstances, the SENCO works closely with the family and child/young person to support attendance.

All children and young people are encouraged to take part in sports day/school plays/whole class workshops and experience events.

No child or young person is excluded from taking part in these activities because of their SEN/D. Where required, risk assessments may inform school decisions around participation in identified activities or events.

Our school's Accessibility Plan is available on our school website:

<https://www.littlebourne-kent.co.uk/attachments/download.asp?file=32&type=pdf>

We have a zero tolerance approach to bullying of any member of our school community (children, young people and adults). This is reflected in our school Anti-bullying policy [Littlebourne Anti-bullying Policy 2024](#)

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

8. Littlebourne CE Primary School approach to SEN provision

At *Littlebourne CE Primary school* our aims are to ensure that:

- The arrangements made for pupils with Special Educational Needs and/or Disabilities (SEND) comply fully with the requirements of the Special Educational Needs and Disability Code of Practice: 0–25 years (2015).
- We use our best endeavours to ensure that every child with SEND receives the support they need. This means taking all reasonable steps to meet individual needs and remove barriers to learning.
- Pupils with SEND are fully included in all aspects of school life and are able to participate alongside their peers who do not have SEND.
- SEND is identified as early as possible, enabling timely intervention and effective support.
- All pupils, including those with SEND, have access to a broad, balanced, and ambitious curriculum that reflects their individual strengths and needs.
- Parents and carers are actively involved and listened to, and are kept fully informed about their child's progress, attainment, and support.

We recognise that many pupils may experience special educational needs at some point during their school life. Through the implementation of this policy, we aim to remove barriers to learning, promote equality of opportunity, and ensure that all children are supported to achieve their full potential and are included as fully as possible in all areas of school life.

Our Approach to Teaching Children and Young People with SEN/D

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered” SEN/D Code of Practice (DfE/DoH, 2015, 6.37)

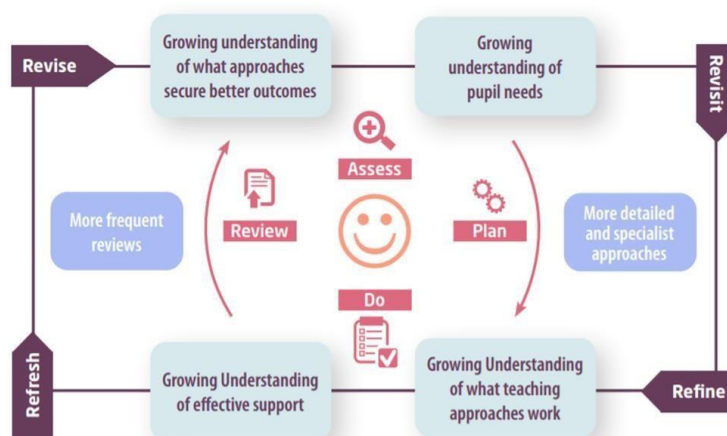
At Littlebourne CE Primary School, our main emphasis is upon quality first teaching; high quality adapted teaching through excellent targeted classroom practice. This sometimes includes specific and/or targeted group work. All staff at Littlebourne have the highest possible expectations for all our children and young people. Our teaching is based around building upon what our children and young people already know, can do and understand. Support staff work with a range of children/young people across the school, in order to support their holistic development. Ranges of approaches are provided for children/young people so they can be actively involved in creating meaningful, purposeful learning experiences.

We follow the Mainstream Core Standards advice, developed by Kent County Council, to ensure that our teaching conforms to best practice. It also provides support for school staff in supporting a variety of needs in school.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. group support, peer support, precision teaching, alternative methods of recording, use of ICT software learning packages. There is an emphasis on developing self scaffolding techniques to encourage our children and young people to become independent learners.

We value the impact that good quality continuous professional development has upon supporting all staff to meet the needs of all children and young people at Littlebourne. We strive to keep up-to date with developments within SEN/D, at both local and national levels, ensuring our provision is the best it can be.

At Littlebourne CE Primary school the Assess–Plan–Do–Review cycle ensures a graduated, person-centred approach to supporting pupils with SEND. It allows staff to identify need early, provide targeted support, and regularly evaluate impact so that provision is continually adapted to help pupils achieve the best possible outcomes.



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

At Littlebourne CE 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 Littlebourne CE 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.

The school makes provision for a wide range of frequently occurring special educational needs for pupils without an Education, Health and Care Plan (EHCP). These include, but are not limited to, autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia, speech and language needs, social communication difficulties, learning difficulties, and social, emotional and mental health (SEMH) needs.

The school has significant experience in supporting pupils with a variety of special educational needs and will always use its best endeavours to identify and meet the needs of all pupils. Where pupils present with needs that occur less frequently within the school, or with which staff may be less familiar, appropriate training, advice, and external support will be sought to ensure these needs are met effectively.

The school also currently supports pupils with an Education, Health and Care Plan for the following types of need: severe and profound speech and language disorder, severe bilateral hearing loss or profound deafness, severe and complex learning difficulties, and severe medical needs with associated learning difficulties.

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 Littlebourne CE 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 Littlebourne CE Primary School progress is closely monitored throughout the year to review their academic progress. However, pupils with SEN may have more frequent assessments.

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 Speech and Language screeners for all children entering YR, including a re-screen for any pupil identified with areas of difficulty, YR statutory baseline screening, Y1 statutory phonics screening and formative assessments collecting KS2 data including White Rose and NFER. 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 Littlebourne CE 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 and carers, discuss further support.

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 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 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 meetings with parents and parent consultations.

8.3 Consulting with Parents

Littlebourne CE Primary School actively puts children/young people and their parents/carers at the heart of all decisions made about additional and special educational provision.

All parents/carers of children and young people at Littlebourne CE Primary School are invited to discuss the progress of their child or young person at regular intervals throughout the year, via parent/carer consultations and receive written feedback via annual reports.

These conversations ensure that:

- ❖ Everyone develops a good understanding of the child or young person's areas of strengths and difficulties

- ❖ We consider any concerns the parents/carers have
- ❖ Everyone understands the agreed outcomes sought for the child or young person
- ❖ Everyone is clear on what the next steps are such as additional provision, assessment etc.

In addition, we are happy to arrange meetings outside these times with class teachers and/or the SENCO/SLT.

As part of our day-to-day teaching arrangements, all children and young people may access some additional teaching to support them, where progress monitoring indicates that this is necessary. This does not necessarily suggest that the child or young person has a special educational need/disability. All such additional provision is recorded, tracked and evaluated on class provision maps, which may be shared with parents/carers as required. This includes consultations at parent/carer consultations.

If, as part of this day-to-day provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments to help us to identify and address these needs more effectively. From this point onwards, the child or young person may be identified as SEN Support/ having special educational needs, due to the special educational provision being made for them. Parents/carers will be invited to reviews of this provision where appropriate. Parents/carers will be actively supported to contribute to the graduated cycle of 'Assess, Plan, Do and Review'.

For those children and young people with a higher level of need, particularly where external agencies are involved, we set out information about their needs and support in an Individual Learning Passport or a Personalised Provision Plan. Parents/carers and children/young people may have input into this, where appropriate.

In addition to this, parents/carers of children or young people with an Education, Health and Care Plan are invited to 'In Year' meetings and to attend an Annual Review, which, wherever possible will also include other agencies involved with the child/young person. Information is made accessible for parents/carers.

When we are aiming to identify whether a child or young person needs special education provision, we will have an early discussion with the child and young person and their parents/carers.

Notes of these early discussions will be added to the child or young person's record.

We will formally notify parents/carers if it is decided that a child or young person will receive special educational provision i.e. that they have been added to 'SEN with Support'.

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

At Littlebourne, we follow the Graduated Approach. This is a four-part cycle comprising of the elements; **Assess, Plan, Do, Review**.

School staff work together to draw upon:

- School staff's assessment and experience of the child or young person
- Their previous progress and attainment or presentation
- Other school staff's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child/young person's own views where appropriate
- Advice from external support services, if relevant.

Assess	Assessment is ongoing. If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the Inclusion Leader, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

Once any child or young person at Littlebourne has been identified as having a need for additional support and/or interventions, we will act swiftly to identify and where possible remove any barriers to learning, whilst putting effective additional support and/or interventions in place. This is delivered through successive rounds of this 4-part cycle, termed the graduated approach.

We believe that early identification of children's needs is essential for appropriate provision to be put in place to ensure that all pupils reach their full potential. Assessment for learning is central to all quality first teaching practices at Littlebourne CE Primary school and this is often the first indicator that we use to determine the impact of the provisions implemented, we do however assess children's current skills and levels of attainment on entry and monitor all pupils, in all aspects of the curriculum, six times a year to review their progress. This can include progress in areas other than academic attainment, for examples, social, emotional and mental health needs.

We work collaboratively with parents in the identification process in order to gather information and best ways to support the child.

Ways in which we identify when a pupil has special educational needs include:

- Information sharing and discussions with parents
- Teacher/teaching assistant observations and monitoring.
- Ongoing teacher assessment –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.

• **Changes in pupils wellbeing or behaviour.**

• **Screening and Assessment tools** - these may include: The speech and language link screeners for all children entering YR including a re-screen for any pupil identified with areas of difficulty, YR statutory baseline screening, Y1 statutory phonics screening, individual universal assessments used to track reading age and phonics ability throughout the school, Statutory SATs testing takes place towards the end of Y2.

• **Liaison with external professionals**

The Inclusion Lead and the Class teacher will gather information about the pupil and decide on action that needs to be taken, in partnership with parents and where appropriate, with the child. Our school makes every effort to overcome barriers to learning to ensure all children make progress across the curriculum. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

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 the Inclusion Leader 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.

The school best endeavours through, for example:

- 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.

[SEND Information report](#)

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 Emma Haybourne- Inclusion Lead 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 website.

10. Complaints about SEND Provision

In line with our complaints policy, where parents/carers have concerns about Littlebourne's SEN/D provision, we encourage them to first raise their concerns informally with:

- ❖ Their child/young person's class teacher
- ❖ The SENCO
- ❖ The Headteacher

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

They will try to resolve the complaint informally, in the first instance.

If this does not resolve the raised concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEN/D provision in our school should be made to the Headteacher in the first instance. These will be addressed, in line with Stage 1 of the school's complaints policy.

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

If parents/carers are not satisfied with the school's response, they have the right to escalate the complaint to the Governing Body, as per Stage 2 of Littlebourne's Complaints Policy.

[Littlebourne CE Primary School Complaints Policy and Procedure](#)

In some circumstances, this right also applies to the child/young person themselves.

Parents/carers would seek to follow this route if their complaint is about SEN/D provision in school, which covers the following aspects –

- ❖ General In School SEN/D provision
- ❖ Specific provision for individual children/young people who **do not** have an Education, Health and Care Plan
- ❖ In school disability discrimination

For all other complaints, it may be more appropriate, to make these to the relevant outside body.

To see a full explanation of suitable avenues for complaints regarding SEN/D provision and who to approach with these, see Chapter 11 pages 244- 273 of the [SEN Code of Practice](#).

Complaints about SEN provision at Littlebourne CE Primary School should be made to the Headteacher Simon Hillier in the first instance. They will then be referred to the school's complaints policy.

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

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

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

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

Complaints Policy: <https://www.littlebourne-kent.co.uk/attachments/download.asp?file=21>

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