

Policy for Inclusion and Special Educational Needs

Chevening CE Primary



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Rooted in the parable of the Mustard Seed

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ♦ True to Christ and His teachings
- ♦ Known for kind and thoughtful actions and attitudes
- ♦ Inclusive in serving, sharing and showing God's love to benefit all.



Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the school's understanding that:

Children learn developmentally; The classroom is a safe base for every child; Nurture is important to the development of well-being; Language is a vital means of communication; All behaviour is communication; Transition marks important stages in a child's life;

Approved by Governing Body
(Steering committee)

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1. Aims

Chevening CE Primary'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 coproduction 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 Governing Body.

At Chevening 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 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-mustpublish-online>

- Maintained Schools Governance Guide 2025: [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 Core Strategy:

We want children and young people in Kent to have the best education.

With support from education leaders, partners, families, carers and young people, we've created an Education Strategy for everyone.

The education system in Kent is huge and diverse. This creates wonderful opportunities for working together and improving on the good practices we already have.

This strategy ensures that children and young people are heard, included, and supported. Our main aim is for them to be well prepared for their future and empowered to achieve their potential. To do this, our Education Strategy focuses on three areas:

1. Raising ambition - we will be ambitious for all children and young people by creating firm floors that provide secure starts and long ladders to enable everyone to reach beyond expectations.
2. Enabling curiosity – we will support children and young people to be ready to learn and we will support and encourage them to explore their interests and wider horizons.
3. Building resilience – we will build resilience for the education system by addressing barriers and encouraging effective, collaborative working.

https://www.kent.gov.uk/__data/assets/pdf_file/0003/216570/Education-Strategy.pdf

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 Chevening works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website :

- [SEN Information Report:](#)
- [Safeguarding policy:](#)
- [Behaviour Policy:](#)
- [Equality Policy](#)
- [Accessibility Plan:](#)
- [Attendance and punctuality policy:](#)

3. Definitions

Definition of SEN

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

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

Special Educational Needs Register:

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

Special Educational Needs (SEN) support

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

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

We work closely with the family of any child who has an EHC naming our school and encourage open communication between the school, parent and child as well as liaising with the relevant External Agencies to triangulate our support for the child with an EHC Plan. This is our commitment to ensuring that we can meet a child's needs.

SEN Monitoring

As a school we understand and believe in the value of early identification of need and we endeavour to identify any educational needs that a child may have promptly via observation and assessment. If a class teacher has concerns about a child they are expected to explore normal reasonable adjustments and strategies from the Mainstream Core Standards as part of their on-going commitment to Quality First Teaching. If after employing suitable strategies, concerns still exist, the teacher completes a Record of Concern form which is given to the SENCO. Following discussion with staff and parents, the child is likely to then be added to our informal Monitoring list. SEN / Vulnerability meetings are held on a regular basis with SENCO, Headteacher and Class Teacher to monitor educational needs.

4. Inclusion and Equal Opportunity

The school endeavours to provide, review and develop high quality inclusive opportunities that enable children to thrive academically and emotionally and to make good academic progress. We aim to embed Nurture principles into our practice as well as best practice from the Mainstream Core Standards.

We adopt the Graduated approach, whereby we use the Assess, Plan, Do, Review (APDR) cycle to implement strategies and support and to then analyse their effectiveness on a cyclical basis. This aligns with our internal Pupil Progress Meetings where the SLT and Senco meet regularly with class teachers to discuss children's progress, including those with SEND. The provision-mapping cycle is also very much part of the APDR approach and forms the backbone of how we capture the support that children are receiving.

Chevening's SEN Information report can be found [here](#)

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

Chevening Primary works strategically in line with the Special Educational Needs Code of Practice (CoP) 2015

We have a good working knowledge of the SEN CoP and understand the main tenets and principles within it. We ensure that the SEN CoP is regularly revisited within staff training, and we have challenging conversations about how to further improve our offer within school as part of our on-going commitment to the children with SEND.

Governors are kept fully informed via the close SENCo and SEN Governor liaison schedule which has existed for many years at Chevening and parents are kept abreast of new information via our regular SEN & Inclusion slots within the newsletter including sign-posting to new services, upcoming training, parent groups etc.

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 Chevening Primary our SENCO is Lisa McLean.

Contact details: senco@chevening.kent.sch.uk

She has also worked as a class teacher, Deputy Headteacher and is the school Nurture and Well-being lead

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

They will:

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

- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELS website and a clear re-integration strategy is planned in conjunction with the parent/carers 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

The headteacher will:

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

5.3 SEND Governor

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

The SEN governor will:

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

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

The SEND Governor will:

- Carry out 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.

Our SEN Governor is Laura-Jane Borthwick.

5.4 Teachers

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

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

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

25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources

- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

The following table is a list of typical adaptations that are used at Chevening Primary across the four dimensions of need.

Communication and Interaction (including support for ASD)	Cognition and Learning (including support for dyslexia, dyscalculia)	Social, Emotional, Mental Health (including support for ADHD)	Sensory / Physical
Visual Timetables	Dyslexia-friendly strategies	Zones of Regulation	Writing Slope
Visual support	Pre-teaching / overlearning of vocabulary	Reduced timetable	Pencil Grips
Now and Next boards	Manipulatives	ADHD-friendly strategies	Sensory Boxes / sensory breaks/ sensory diet
Choice boards	Word mats	Softer start /supported start to the day	Weighted blankets
Communication boards	Sound mats	Adapted/supported unstructured times	Preferential seating for Hearing issues
Social Stories	Technology/ alternative methods of recording	Seating position carefully considered	Preferential seating for Visual issues
Transition plans	Voice to Text	Pastoral time	Move 'n' sit cushions / wobble cushions
Processing time / thinking time	Paired work / work buddies	Reduced timetable	Access to heavy work
Fore-warning to provide thinking time and reduce pressure	Seating position	Pre-start of term visits to reduce anxiety	
Modelling of correct speech sounds without correction		Movement breaks / wiggle time	
Reward time / choice time		Fiddle toys / chewelry	
Safe space		Exit card	
Named adult / trusted adult			
Exit card			
Pre-teaching / overlearning of vocabulary			

Teaching assistants work alongside staff in providing the on-going support and strategies to enable our children to access the curriculum and make progress. Our primary goal is to support children in a way that ultimately fosters their independence so that they leave their primary education as well-equipped as they can be to cope with the next phase of their education.

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:

We encourage Parent Voice and co-produce SEN Pupil Passports on an annual basis that give families the opportunity to give their views about their child and his or her provision.

Parents are encouraged to attend regular meetings about their child's progress including Parent Consultations, review meetings and other planned meetings where in-depth discussions about their child's needs and provision can be had with the relevant staff.

We produce reports for parents/carers 3 times per year as well as providing the Pupil Passport which details both strategies and interventions that their child will be receiving.

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.

One specific route that we have at Chevening to capturing the Pupil Voice is via our SEN Pupil Passports which were introduced in 2024-5. Within the summary is a Pupil Voice section which allows children to voice their thoughts about what would be supportive for them within school.

In addition, for those children with an EHC Plan or undergoing Statutory Assessment, we use the Appendix 1 document that Kent County Council has produced to capture their views about their needs and provision.

6. SEN Information Report

Our SEN policy works in conjunction with our [SEN Information report](#).

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

Chevening Primary School and Governing Body is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. The details can be found in the following policy documents.

Links to our [Admissions Policy](#) and [Accessibility Plan](#).

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

8. Our school approach to SEN provision

Our school's approach includes the following steps:

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

DfE/DOH SEND Code of Practice: 2015, 6.17

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

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. 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.

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

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

We will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

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

Each child's progress is closely monitored throughout the year to review their academic progress via regular data collection windows and our Pupil Progress Meeting cycle. However, pupils with SEN may have more frequent assessments via our termly (6x per year) Provision Mapping cycle

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 uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, Receptive Language screeners (Language Link – both infant and junior), Speech Sound screeners (Speechlink), Dyslexia screeners (Dyslexia Portfolio), Early Literacy Skills tracker, Narrative assessment, Phonological Awareness assessments and many more.

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

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

The 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 thorough transition planning from year to year, via our Pupil Passports and on-going internal conversations between staff as well as minutes of meetings where children may be flagged.

8.3 Consulting with Parents

At Chevening Primary we believe in the primacy of the parent as the first educator of their child/children and thus view the parent as a pivotal part of the team around each child in our care.

In relation to SEND, we know the value of early, shared, honest conversations and work hard to collaborate in timely ways with our parents, sharing observations and any concerns whenever possible either via the class teacher and/or SENCO.

If and when an SEN is identified for a child, we then produce an SEN Pupil Passport for that child using co-production as our methodology to ensure that we capture information from all sides as effectively as possible.

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

The school uses the recommended Assess, Plan, Do, Review Graduated Response to help children achieve their planned outcomes.

The school is committed to providing its best endeavours through:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensuring 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 SENCO, SLT and Governors 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

Complaints about SEN provision at Chevening should be made to the headteacher in the first instance. They will then be referred to follow the steps within 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.

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