

# Policy for Inclusion and Special Educational Needs

St Alphege CE Infant School and  
Sunbeams Nursery



**Headteacher:** Mrs J Spinks

**Executive Head:** Mrs L Thomas Friend

**SENCO and Inclusion Lead:** Ms B Strike

At St Alphege CE Infant School and Sunbeams Nursery, we are committed to ensuring that all children reach their full potential and are able to access a curriculum that is engaging, inclusive and adapted according to individual needs.

<b>Approved by Governing Body</b>	November 2025
<b>Last reviewed on:</b>	November 2025
<b>Next review due by:</b>	November 2026

## Contents

1.Aims .....	
2. Legislation and guidance .....	
3. Definitions .....	
4. Inclusion and equal opportunities.....	
5. Role and Responsibilities .....	
6. SEND Information Report .....	
7. Admissions and Accessibility .....	
8. Our school's approach to SEND .....	
9. Monitoring and evaluating provision.....	
10. Complaints about SEND Provision.....	
11. Links to other policies and documents .....	
12. Glossary.....	

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## 1. Aims

St Alphege CE Infant School and Sunbeams Nursery'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.

It 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 St Alphege CE Infant School and Sunbeams Nursery, 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. Whenever required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

## 2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

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

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

Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

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

**Kent Local Authority:**

**The Local Authority's local offer**

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

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

**Countywide Approach to Inclusive Education (CATIE)**

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

What does inclusion mean in Kent?

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

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

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

The Mainstream Core Standards:

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

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at St Alphege CE Infant School and Sunbeams Nursery 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. Access to all our policies can be found here:

<https://www.st-alphege.kent.sch.uk/page/?title=School+Policies&pid=17>

### 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:

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 St Alphege CE Infant School and Sunbeams Nursery, 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.

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 St Alphege CE Infant School, we believe that '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)*

##### 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.

[SEN Information report](#)



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

St Alphege CE Infant School and Sunbeams Nursery work strategically in line with the Special Educational Needs Code of Practice 2015.

*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 St Alphege CE Infants School and Sunbeams Nursery the quality of teaching is judged to be good / outstanding. We follow the Mainstream Core Standards for all learners

<https://www.kent.gov.uk/education-and-children/special-educational-needs/sendstrategy/send-mainstream-core-standards>

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.

At St Alphege CE Infants School and Sunbeams Nursery 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.

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

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

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

## 5.1 SENCO

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

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

At St Alphege CE Infant School and Sunbeams Nursery, our SENCO/Inclusion Lead is Becky Strike. Ms Strike can be contacted on 01227 272977 or [becky.strike@st-alphege.kent.sch.uk](mailto:becky.strike@st-alphege.kent.sch.uk)

Ms Strike has 9 years experience in this role, is a member of the senior leadership team and achieved the National Award for SEN Co-ordination in 2019. She has also completed the Senior Mental Health Lead training, is Deputy Designated Safeguarding Lead and alongside the Head of School, enabled the school to gain the Nurture UK accreditation for the school in June 2024.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of St Alphege CE Infant '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 KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine 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 Head of School

The head of school will:

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

- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

### **5.3 SEND Governor**

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

The SEN governor will:

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

### **Maintained School**

#### **7.2.2 Children with special educational needs and disabilities (SEND)**

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.

**Our SEN Governor is Sally Dixon**

## 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.

There is no 'one size fits all' approach to adapting the curriculum, we work on a child centred, case-by case basis, to make sure the adaptations we make are meaningful to your child.

These adaptations and core pedagogies may include:

- Adapting our approaches, for example, giving longer processing times, pre and post teaching of key vocabulary and concepts, reading instructions aloud, using retrieval practice strategies, use of stem sentences, questioning.
- Adapting our resources and staffing to suit the needs of the child.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, where appropriate.

- Teaching Assistants to support pupils appropriately depending on their presentation of need.
  
- Scaffolding lesson materials

We may also provide support through the use of interventions such as intensive interaction, Fizzy, Precision Teaching, Speech and Language, play therapy, sensory circuits etc. For full details please see our accessibility plan (link below)

<https://www.st-alphege.kent.sch.uk/site/data/files/users/policies/2023-24/6BB5EB7EA21781E757CAEA9B9D5B2DA2.pdf>

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

## **5.5 Parents and carers**

Parents and carers should inform the school/academy 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/views are welcomed and regularly captured throughout the year, through surveys, questionnaires and informal year group meetings.

All parents of pupils at St Alphege CE Infants School and Sunbeams Nursery are invited to discuss the progress of their children on a number of occasions throughout the year in line with the school's parent consultations and receive a written report at the end of the year. In addition, we are happy to arrange meetings outside these times, as and when the need arises.

## **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.

When a pupil has been identified to have special educational needs because special educational provision is being made for them, where possible the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Due to St Alphege CE Infants School and Sunbeams Nursery providing for children under the age of 7 years, this will always be delivered in a style appropriate for the child. Parents

are likely to play a more significant role in these formative years, with the young person taking more responsibility and acting with greater independence in later years.

All pupils at St Alphege CE Infant School and Sunbeams Nursery are also able to express their views verbally and visually in their classroom and also via our school council, known as the TED team (Together Everyone Decides) We also carry out age/stage appropriate pupil questionnaires to gather pupil voice in specific subjects/areas.

## **6. SEN Information Report**

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

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

Please follow the link below to access our SEN Information Report:

[SEN Information Report](#)

## **7. Admissions and Accessibility**

St Alphege CE Infant School and Sunbeams Nursery is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Arrangements for admissions and accessibility can be found in the following links:

<https://www.st-alphege.kent.sch.uk/page/?title=Admissions&pid=12>

<https://www.st-alphege.kent.sch.uk/site/data/files/users/policies/2025-26/FBEE2B56AA6D9D858DBB17A3F0D9591B.pdf>

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**

### **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.**

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

At St Alphege CE Infant 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 St Alphege CE Infant 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.

At St Alphege CE Infants School and Sunbeams Nursery we will make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance autism, ADHD, dyslexia, dyspraxia, speech and language needs, social communication disorder, learning difficulties and social, emotional and mental health difficulties. The school has a wealth of experience when dealing with many different kinds of special educational need and will always give its best endeavours to meet the needs of all pupils. If any pupils present with needs which do not occur as frequently within school, or which the school is less familiar with, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Severe and Profound Speech and Language disorder, Severe Bilateral Hearing Loss/Profound Deafness, Severe and complex Learning Difficulties, 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 St Alphege CE Infant School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At St Alphege CE Infant 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/academy use a range of assessments to review and monitor the broader developmental needs and progress of all pupils. These may include: 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. 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 St Alphege CE Infant 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/academy's early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

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

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

additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

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

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

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through provision mapping, pupil progress meetings and professional dialogue with the inclusion lead.

### 8.3 Consulting with Parents

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/views are welcomed and regularly captured throughout the year, through surveys, questionnaires and informal year group meetings.

All parents of pupils at St Alphege CE Infants School and Sunbeams Nursery are invited to discuss the progress of their children on a number of occasions throughout the year in line with the school's parent consultations and receive a written report at the end of the year. In addition, we are happy to arrange meetings outside these times, as and when the need arises.

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

St Alphege CE Infant School and Sunbeams Nursery follow the '**graduated approach**' to meeting your child's SEND needs. **The Graduated Approach is a 4 part cycle of 'Assess, Plan, Do, Review'**

<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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.

At St Alphege CE Infants and Sunbeams Nursery School we believe that early identification of children's needs is paramount in order that appropriate provision is allocated to ensure that all pupils reach their full potential. We 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 may include progress in areas other than academic attainment, for example, 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 Leader 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/academy 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.

## **10. Complaints about SEND Provision**

Complaints about SEN provision at St Alphege CE Infant School and Sunbeams Nursery should be made to the Inclusion Lead/Head of School in the first instance.

The normal arrangements for the treatment of complaints at St Alphege CE Infants School and Sunbeams Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Inclusion Leader or Head of School in the first instance, to try to resolve the issue before making the complaint formal to the Chair of the governing body.

If the 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 and a disagreement resolution service or mediation service can be contacted. In some circumstances, this right also applies to the pupil themselves.

If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

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

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.

**Complaints Policy: Please follow the link below to view our complaints policy**

[https://www.st-alphege.kent.sch.uk/\\_site/data/files/users/policies/2025-26/09C127A12722AE74152DFD60A64A5BDD.pdf](https://www.st-alphege.kent.sch.uk/_site/data/files/users/policies/2025-26/09C127A12722AE74152DFD60A64A5BDD.pdf)

## 10. Glossary and SEND Acronyms

- **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