

Policy for Inclusion and Special Educational Needs

Eythorne Elvington Community Primary
School



Headteacher: Neil Garvey
SENCO: Kris Bekker

“Inclusion is a philosophy that embraces the idea that everyone has something of value to contribute and that everyone has a right to belong.”
— Lisa Friedman

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1. Introduction

This policy outlines how Eythorne Elvington Community Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND).

At Eythorne Elvington Community Primary School, we are committed to providing an inclusive learning environment in which all pupils can access a broad and balanced curriculum and achieve their full potential. We recognise that pupils learn in different ways and may require varying levels of support at different points in their school journey.

The school places a strong emphasis on the early identification of need and the removal of barriers to learning through high-quality adaptive teaching and targeted support. We work in close partnership with parents, carers and external professionals to ensure that support is effective, responsive and centred around the individual needs of each pupil.

This policy reflects statutory guidance, including the Special Educational Needs and Disability Code of Practice (2015), and outlines the systems and processes used within the school. This includes the graduated approach of Assess, Plan, Do, Review, which ensures that support is carefully planned, implemented and evaluated.

The school uses a structured approach to identifying need through an At Risk Register, Monitoring Register and SEND Register, ensuring that support is proportionate, responsive and tailored to the needs of each pupil.

Through this approach, we aim to ensure that all pupils, including those with SEND, are fully included in school life and are well prepared for the next stage of their education.

2. Legislation and Guidance

This policy is written in line with:

- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

These policies collectively support the school's commitment to inclusive practice and ensuring that all pupils, including those with SEND, are able to access the full range of opportunities available.

This policy reflects the requirements of:

- 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

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 are working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Eythorne Elvington Community Primary School works towards achieving the Kent Children and Young People Outcomes Framework



3. Vision and Ethos

At Eythorne Elvington Community Primary School we believe that every child can succeed and that all pupils are entitled to a high-quality education that enables them to achieve their full potential.

We are committed to creating an inclusive environment where barriers to learning are identified early and addressed effectively. Through high-quality adaptive teaching and targeted support, we aim to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to access the curriculum and participate fully in school life.

The school places a strong emphasis on early identification, recognising that timely support can have a significant impact on pupils' progress and wellbeing. We use a structured and graduated approach to ensure that support is responsive, proportionate and tailored to individual needs.

We value strong partnerships with parents and carers and recognise the importance of working collaboratively to support each child. We also work closely with external professionals to ensure that pupils receive appropriate and specialist support where required.

Our aim is that every pupil leaves Eythorne Elvington Community Primary School with the skills, knowledge and experiences they need to make the very most of life's opportunities, and with the confidence to succeed in the next stage of their education.

4. Definition of SEND

A pupil is identified as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

According to the Special Educational Needs and Disability Code of Practice (2015), a child has SEND if they:

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is defined as educational or training provision that is additional to or different from that made generally for other children of the same age.

The school recognises that a medical diagnosis, such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Condition (ASC), does not automatically mean that a pupil has SEND.

Decisions about whether a pupil is placed on the SEND register are based on the impact of their needs on their ability to access learning, and whether they require provision that is additional to or different from that provided through high-quality adaptive teaching and ordinarily available provision.

Some pupils with a diagnosis may have their needs met through high-quality classroom practice and targeted support, and may not require SEND support.

The school takes a needs-led approach, focusing on identifying barriers to learning and putting appropriate support in place to enable pupils to make progress.

5. The Four Areas of Need

The Special Educational Needs and Disability Code of Practice (2015) identifies four broad areas of need. These areas are not intended to fit pupils into categories, but to help schools identify and plan for the support required.

Many pupils may have needs that span more than one area.

Communication and Interaction

Pupils with needs in this area may have difficulty communicating with others or understanding language. They may find it challenging to express themselves, follow instructions or interact socially with peers.

This may include pupils with:

- speech and language difficulties
- social communication needs
- Autism Spectrum Condition (ASC)

Support may include:

- visual supports
- structured routines
- speech and language interventions
- adapted communication strategies

Cognition and Learning

Pupils with cognition and learning needs may learn at a slower pace than their peers and may require additional support to develop literacy, numeracy or learning skills.

This may include pupils with:

- moderate learning difficulties
- specific learning difficulties such as dyslexia
- difficulties with memory, processing or understanding

Support may include:

- targeted interventions
- scaffolded learning
- repetition and overlearning
- adapted resources

Social, Emotional and Mental Health (SEMH)

Pupils with SEMH needs may experience difficulties managing their emotions, behaviour or relationships with others. These needs may affect their ability to engage in learning.

This may include pupils who:

- experience anxiety or emotional regulation difficulties
- display challenging behaviour
- have experienced trauma or adverse childhood experiences

Support may include:

- ELSA interventions
- social skills groups
- structured support for emotional regulation
- access to safe spaces or sensory support

Sensory and/or Physical Needs

Pupils with sensory or physical needs may require adaptations to the learning environment or access to specialist equipment.

This may include pupils with:

- visual or hearing impairments
- physical disabilities
- sensory processing difficulties

Support may include:

- specialist equipment
- adapted classroom environments
- sensory circuits
- support from external professionals

6. Roles and Responsibilities

The Governing Body

The governing body has a statutory duty to ensure that the school meets its responsibilities in relation to Special Educational Needs and Disabilities.

The governing body:

- ensures that appropriate provision is made for pupils with SEND
- monitors the effectiveness of SEND provision across the school
- ensures that the school complies with the SEND Code of Practice (2015) and relevant legislation
- appoints a SEND Governor to oversee SEND provision

The SEND Governor is Lucy Little, who works with the SENCo and Headteacher to monitor SEND provision and development.

The Headteacher

The Headteacher, Neil Garvey, has overall responsibility for the provision and progress of pupils with SEND.

The Headteacher:

- ensures that SEND is a key priority within the school
- works closely with the SENDCo to develop and implement SEND provision
- ensures that staff receive appropriate training
- ensures that SEND provision is effectively monitored and evaluated

The Headteacher meets regularly with the SENDCo to review provision, pupil progress and strategic development.

The SENCo

The Special Educational Needs Coordinator (SENCo) is Kristian Bekker, who is currently completing the National Professional Qualification (NPQ) for SENCos.

The SENCo can be contacted via email at: kbekker@eythorne-elvington.kent.sch.uk

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for pupils with SEND
- working with teachers to identify and support pupils with additional needs
- monitoring the progress of pupils with SEND

- maintaining the SEND register and monitoring register
- liaising with parents and carers
- liaising with external agencies and professionals
- supporting staff through advice, training and guidance

The SENDCo plays a key role in ensuring that SEND provision is consistent, effective and aligned with the school's graduated approach.

The SENDCo meets weekly with the Headteacher, strengthening leadership oversight and ensuring that SEND remains a central priority within the school.

Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND.

Teachers:

- identify pupils who may require additional support
- implement high-quality adaptive teaching
- plan and deliver targeted support and interventions
- work closely with the SENDCo to assess and review provision
- contribute to the development and review of personalised plans
- engage with parents and carers regarding pupil progress

Teachers remain accountable for pupils with SEND, even when support is delivered by teaching assistants or through interventions.

Teaching Assistants

Teaching assistants play an important role in supporting pupils with SEND.

They:

- deliver targeted interventions and support programmes
- support pupils within the classroom
- provide feedback to teachers and the SENDCo on pupil progress
- help to implement personalised plans and strategies

Teaching assistants work under the direction of the class teacher and SENDCo.

External Professionals

The school works with a range of external professionals to support pupils with SEND, including:

- Specialist Teaching and Learning Service (STLS)

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS / NELFT
- Emotional Wellbeing Team Kent
- SEN Inclusion Advisors
- Communities of Schools
- GPs and Paediatricians

These professionals provide:

- specialist assessments
- advice and recommendations
- support for staff and pupils

The school works collaboratively with external agencies to ensure that provision is appropriate and effective.

Parents and Carers

Parents and carers play a vital role in supporting pupils with SEND.

The school works in partnership with parents and carers by:

- sharing information about pupil progress
- involving them in decision-making
- seeking their views through meetings and reviews
- working collaboratively to support pupils at home and school

Pupils

Pupils are encouraged to be actively involved in their learning and support.

Pupils:

- contribute to discussions about their learning
- share their views through pupil voice activities
- take part in reviews where appropriate

The school values pupil voice and ensures that pupils' views are considered when planning support.

7. Identifying Pupils with SEND

Early identification of need is a key priority at Eythorne Elvington Community Primary School. The school uses a structured and graduated approach to identify pupils who may require additional support.

Teachers are responsible for monitoring the progress of all pupils through ongoing assessment and observation. Concerns may be identified where a pupil is not making expected progress or where there are emerging barriers to learning.

Identification is informed by a range of assessment information, including:

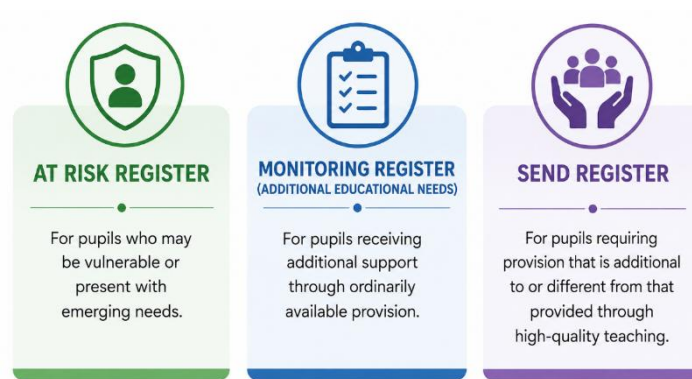
- teacher assessment and professional judgement
- formative and summative assessment data (including Testbase)
- phonics assessments, including Little Wandle termly assessments and phonics screening
- Accelerated Reader
- Speech and Language Link assessments
- IDL Dyslexia screening
- Boxall assessments for social, emotional and mental health

Concerns may be raised by:

- class teachers
- teaching assistants
- parents or carers
- the SENDCo
- external professionals
- pupils themselves

Where concerns are identified, the class teacher may complete a referral to the SENDCo. The SENDCo may then carry out further observations and assessments to develop a clearer understanding of the pupil's needs.

Pupils are discussed regularly during pupil progress meetings, which take place three times per year and involve the class teacher, SENDCo and Headteacher. These meetings are used to review progress, identify concerns and determine next steps.



The school uses a structured system to ensure that pupils receive appropriate levels of support. This includes:

- the At Risk Register, for pupils who may be vulnerable or present with emerging needs
- the Monitoring Register (Additional Educational Needs), for pupils receiving additional support through ordinarily available provision
- the SEND Register, for pupils requiring provision that is additional to or different from that provided through high-quality teaching

The school takes a needs-led approach, ensuring that decisions are based on the impact of a pupil's needs on their ability to access learning, rather than on diagnosis alone.

This process ensures that:

- needs are identified early
- support is implemented promptly
- provision is proportionate and responsive
- pupils receive the right level of support at the right time

8. Monitoring Register

The school recognises that some pupils may require additional support but do not meet the threshold for Special Educational Needs and Disabilities (SEND).

These pupils are identified as having Additional Educational Needs (AEN) and are placed on the school's Monitoring Register.

The Monitoring Register is used to ensure that pupils who require support beyond high-quality classroom teaching are identified early and provided with appropriate intervention, while not being inappropriately identified as having SEND.

Pupils may be placed on the Monitoring Register where:

- they are not making expected progress despite high-quality adaptive teaching
- there are emerging barriers to learning
- additional support is required to close gaps in attainment
- concerns have been raised through assessment, observation or pupil progress meetings

Support for pupils on the Monitoring Register is provided through Ordinarily Available Provision, in line with the Kent Mainstream Core Standards.

This may include:

- targeted in-class support
- small group interventions
- adapted resources and strategies
- additional adult support where appropriate

Pupils on the Monitoring Register are closely monitored to evaluate the effectiveness of support and to determine whether further intervention is required.

The Monitoring Register is reviewed six times per year, ensuring that:

- progress is regularly evaluated
- support is adapted where necessary
- pupils can be moved off the register where appropriate
- or escalated to the SEND register if additional provision is required

Parents and carers are informed when their child is placed on the Monitoring Register and are involved in discussions about the support being provided. Placement on the Monitoring Register does not automatically indicate that a pupil has SEND.

The Monitoring Register plays a key role in the school's graduated approach, ensuring that support is proportionate, responsive and based on identified need.

9. Criteria for Levels of Support



Eythorne Elvington Community Primary School uses a structured, graduated approach to ensure that pupils receive the appropriate level of support based on their individual needs.

Decisions regarding the level of support required are based on:

- pupil progress data
- teacher assessment and professional judgement
- observations by the class teacher and SENDCo
- discussions during pupil progress meetings
- information from parents, carers and, where appropriate, the pupil

The school follows a staged approach to supporting pupils:

Stage 1: Quality First Teaching (Universal Provision)

All pupils receive high-quality, adaptive teaching within the classroom.

This includes:

- inclusive teaching strategies
- differentiation through adaptive practice
- access to a broad and balanced curriculum

At this stage, pupils' needs are met through everyday classroom provision.

Stage 2: Monitoring Register (Additional Educational Needs)

If concerns are raised, or a pupil is not making expected progress, additional support is implemented.

This may be identified through:

- teacher concerns
- pupil progress meetings
- referral to the SENDCo

Support is provided through Ordinarily Available Provision, in line with the Kent Mainstream Core Standards, and is recorded using the school's monitoring systems.

At this stage:

- pupils are placed on the Monitoring Register
- targeted strategies and interventions are implemented
- progress is closely monitored
- parents and carers are informed

Stage 3: SEND Register

Where a pupil continues to make limited progress despite appropriate support, further assessment is carried out by the class teacher and SENDCo.

If it is determined that the pupil requires provision that is additional to or different from that provided through ordinarily available provision, they will be placed on the SEND Register.

At this stage:

- a personalised plan is developed
- the plan is created by the class teacher, with support from the SENDCo
- parents, carers and pupils contribute to identifying priorities and targets
- strategies to support learning at home may be shared

Provision is reviewed three times per year, incorporating:

- pupil voice
- parent/carer feedback
- teacher assessment

Stage 4: External Agency Involvement

Where a pupil's needs cannot be met through school-based provision alone, the school may seek support from external professionals.

This may include:

- Professional Resource Group (PRG)
- Communities of Schools

Parental consent is obtained prior to any referrals.

External professionals may provide:

- specialist assessment
- advice and recommendations
- support for staff and pupils

Stage 5: Education, Health and Care Needs Assessment (EHCNA)

For pupils with significant and complex needs, the school may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

Parents and carers are fully involved throughout this process.

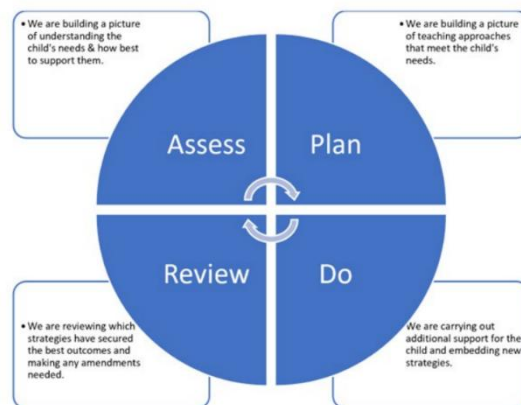
If successful, this may lead to the development of an Education, Health and Care Plan (EHCP).

Summary

This graduated approach ensures that:

- support is proportionate to need
- decisions are based on evidence and professional judgement
- pupils receive timely and appropriate intervention
- parents and carers are fully involved in the process

10. The Graduated Approach



Eythorne Elvington Community Primary School follows the graduated approach as outlined in the Special Educational Needs and Disability Code of Practice (2015).

This approach ensures that support for pupils with SEND is systematic, responsive and regularly reviewed through a continuous cycle of:

Assess → Plan → Do → Review

This approach is used across all levels of support, ensuring consistency from early identification through to SEND provision.

Assess

The class teacher, working alongside the SENDCo, gathers information to develop a clear understanding of the pupil's needs.

This may include:

- teacher assessment and observations
- analysis of pupil progress data
- outcomes from assessments (e.g. phonics, Testbase, Speech and Language Link, Boxall)
- discussions with parents and carers
- pupil voice, where appropriate

- advice from external professionals

This stage ensures that support is based on a thorough understanding of the pupil's strengths, needs and barriers to learning.

Plan

Following assessment, appropriate support is planned.

This may include:

- targeted strategies within the classroom
- additional interventions
- adaptations to teaching approaches
- support from teaching assistants
- input from external professionals

For pupils on the SEND register, this is recorded within a personalised plan, which outlines:

- identified needs
- targets
- strategies and support in place
- roles and responsibilities

Parents, carers and pupils are involved in this process to ensure that support is meaningful and appropriate.

Do

The class teacher remains responsible for the pupil's learning and the implementation of support, even where interventions are delivered by teaching assistants.

At this stage:

- planned support is delivered
- strategies are embedded within classroom practice
- teaching assistants provide targeted support where appropriate
- the SENDCo provides guidance and support to staff

This ensures that support is consistent and integrated into everyday teaching.

Review

Support is reviewed regularly to evaluate its effectiveness and inform next steps.

This includes:

- ongoing teacher assessment
- feedback from teaching assistants

- pupil voice
- parent/carer feedback
- formal review points throughout the year

For pupils on the SEND register, provision is formally reviewed three times per year.

The impact of support is evaluated to determine whether:

- progress has been made
- support should continue, be adapted or be removed
- further assessment or external support is required

Summary

The graduated approach ensures that:

- support is based on accurate assessment
- provision is carefully planned and implemented
- progress is regularly monitored
- support is adapted in response to need

This cyclical process enables the school to provide effective, responsive and personalised support for pupils with SEND.

11. Provision for Pupils with SEND

Eythorne Elvington Community Primary School provides a range of support to meet the needs of pupils with SEND. Provision is tailored to individual needs and is delivered through a combination of high-quality adaptive teaching, targeted interventions and specialist support.

Provision is determined through the school's graduated approach and is regularly reviewed to ensure that it is effective and responsive.

High-Quality Adaptive Teaching

High-quality adaptive teaching is the first step in supporting all pupils, including those with SEND.

All classrooms provide inclusive learning environments, which may include:

- visual timetables
- inclusion trolleys
- adapted resources and scaffolding
- targeted questioning and modelling

- opportunities for overlearning and repetition

This ensures that many pupils' needs can be met within everyday classroom practice.

Targeted Interventions

Where additional support is required, pupils may receive targeted interventions to address specific areas of need.

These may include:

Literacy Support

- Little Wandle Rapid Catch-Up
- Little Wandle SEND Programme
- Little Wandle Keep-Up Sessions
- Language Through Colour
- IDL Literacy Intervention
- Precision Teaching
- Clicker software to support writing

Speech and Language Support

- Speech and Language Link programmes
- targeted language interventions
- strategies to support pupils with selective mutism

Social, Emotional and Mental Health Support

- ELSA interventions
- Lego Therapy
- social skills groups
- Boxall-informed approaches
- Emotional Wellbeing Team Kent interventions, including individual, group and parent-child sessions

Sensory and Physical Support

- sensory circuits
- Fizzy and Clever Hands programmes
- fine and gross motor interventions
- handwriting support through LetterJoin
- access to the school sensory room to support emotional and sensory regulation

Interventions are carefully selected based on pupil need and are monitored to ensure impact.

Specialist Support and External Provision

Where appropriate, the school works with external professionals to support pupils with SEND.

This may include:

- assessment and advice from specialists
- recommendations for strategies and interventions
- direct work with pupils
- support for staff

External professionals may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists and the Emotional Wellbeing Team.

Inclusive Practice

The school promotes an inclusive approach to education, ensuring that pupils with SEND:

- are fully included in classroom learning
- participate in the wider life of the school
- have access to enrichment opportunities and educational visits

Adaptations are made where necessary to ensure that all pupils can access these opportunities.

Review of Provision

All provision is regularly reviewed through the graduated approach to ensure that it:

- meets the needs of the pupil
- supports progress
- remains appropriate and effective

Adjustments are made as needed to ensure that support continues to be responsive and targeted.

12. External Agencies

Eythorne Elvington Community Primary School works in partnership with a range of external professionals to support pupils with Special Educational Needs and Disabilities.

External agencies are involved where additional expertise is required to better understand a pupil's needs and to support the planning and delivery of appropriate provision.

Referrals to external agencies are typically made where:

- a pupil is not making expected progress despite appropriate support
- further assessment is required to understand a pupil's needs
- specialist advice or intervention is needed
- additional support is required to complement school-based provision

Parental consent is obtained prior to any referrals being made, and parents and carers are kept informed throughout the process.

External Professionals

The school may work with a range of professionals, including:

- Specialist Teaching and Learning Service (STLS)
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS / NELFT
- Emotional Wellbeing Team Kent
- Early Help
- Virtual School Kent
- Communities of Schools
- SEN Inclusion Advisors
- Kent Physical and Sensory Service (KPAS)
- Family Hubs
- General Practitioners (GPs)
- Paediatricians

Working with External Agencies

External professionals may provide:

- specialist assessments
- advice and recommendations
- strategies to support teaching and learning
- direct work with pupils where appropriate
- training and guidance for staff

The school works collaboratively with external agencies to ensure that support is:

- consistent
- coordinated

- effective

Advice from external professionals is used to inform the school's graduated approach and to ensure that provision is tailored to the individual needs of each pupil.

Summary

The involvement of external agencies ensures that:

- pupils have access to specialist expertise
- staff are supported in meeting a range of needs
- provision is informed by professional advice
- pupils receive a coordinated and holistic approach to support

13. Evaluating Effectiveness of SEND Provision

Eythorne Elvington Community Primary School is committed to ensuring that SEND provision is effective and leads to positive outcomes for pupils.

The effectiveness of SEND provision is regularly evaluated through a range of processes, including:

- pupil progress meetings
 - ongoing teacher assessment
 - review of personalised plans
 - monitoring of interventions
 - pupil voice
 - parent and carer feedback
 - analysis of whole-school data
-

Pupil Progress Meetings

Pupil progress meetings take place three times per year and involve the class teacher, SENDCo and Headteacher.

These meetings are informed by:

- the views of parents and carers
- the SENDCo
- class teachers
- teaching assistants
- the Senior Leadership Team

Assessment information is used to determine whether pupils are making adequate progress and to identify any adjustments required to support provision.

Evaluating Progress

The school uses assessment information to evaluate whether pupils are making appropriate progress.

In line with the SEND Code of Practice (2015), inadequate progress may be indicated where a pupil:

- is making significantly slower progress than that of their peers from the same starting point
- fails to match or better their previous rate of progress
- fails to close the attainment gap between themselves and their peers
- widens the attainment gap

Where inadequate progress is identified, provision is reviewed and adjusted accordingly.

Review of SEND Provision

For pupils on the SEND register, provision is formally reviewed three times per year.

These reviews consider:

- the impact of support and interventions
- pupil progress
- pupil voice
- parent and carer feedback

The purpose of these reviews is to determine whether:

- provision is effective
 - support should continue, be adapted or be removed
 - further assessment or external support is required
-

Monitoring of Teaching and Provision

The SENDCo and Senior Leadership Team monitor the quality of teaching and SEND provision across the school through:

- learning walks
- classroom observations
- pupil voice
- review of intervention impact

The school ensures that high-quality teaching remains the foundation of SEND provision and that staff are supported through:

- regular CPD
 - opportunities to observe effective practice
 - follow-up support where needed
-

Whole-School Evaluation

SEND provision is also evaluated at a strategic level through:

- the School Improvement Plan (SIP)
- the School Self Evaluation Form (SEF)
- governor monitoring

This ensures that SEND remains a priority within whole-school development and that provision continues to improve over time.

Summary

Through these processes, the school ensures that:

- provision is regularly evaluated and refined
- decisions are based on evidence and professional judgement
- pupils with SEND make progress from their starting points
- support remains responsive to changing needs

14. Staff Training and Development

Eythorne Elvington Community Primary School recognises the importance of ensuring that all staff have the knowledge and skills required to support pupils with Special Educational Needs and Disabilities.

The school is committed to providing ongoing professional development to ensure that staff are confident in delivering high-quality inclusive teaching and targeted support.

Whole-School Training

All staff receive training in SEND as part of the school's ongoing professional development programme.

This may include:

- whole-school SEND training
- updates on statutory guidance and best practice
- training linked to specific areas of need
- opportunities to develop inclusive teaching strategies

This ensures that all staff have a shared understanding of SEND and inclusive practice.

Targeted Training and Support

Training is also tailored to meet the needs of the school and individual pupils.

This may include:

- specific training for teachers and teaching assistants
- guidance and support from the SENDCo
- training delivered by external professionals
- opportunities to observe effective practice

Staff are supported to implement strategies and interventions effectively within the classroom.

Medical Training

Where pupils have specific medical needs, staff receive appropriate training to ensure that they can provide safe and effective support.

This may include:

- training related to individual healthcare plans
- guidance from medical professionals
- ongoing updates as required

A record of staff training related to medical needs is maintained by the school.

Role of the SENCo

The SENCo plays a key role in supporting staff development by:

- providing advice and guidance
 - supporting the implementation of strategies
 - liaising with external professionals to share expertise
 - contributing to whole-school training
-

Summary

Through ongoing training and professional development, the school ensures that:

- staff are equipped to meet a range of needs
- high-quality teaching remains the foundation of SEND provision support is delivered consistently and effectively

15. Working with Parents and Pupils

Eythorne Elvington Community Primary School recognises the importance of working in close partnership with parents, carers and pupils to ensure that support is effective and meaningful.

We believe that collaboration between home and school is essential in supporting pupils with Special Educational Needs and Disabilities.

Working with Parents and Carers

Parents and carers are involved at all stages of the graduated approach.

The school ensures that parents and carers:

- are informed when concerns are identified
- are involved in discussions about support and next steps
- contribute to the development of personalised plans
- are kept updated on pupil progress
- are invited to attend review meetings

Formal opportunities for communication include:

- parents' evenings
- SEND review meetings
- transition meetings

In addition, ongoing communication between home and school is encouraged to ensure that support remains consistent and responsive.

The school also gathers parental feedback through:

- annual parent surveys
- discussions during meetings and reviews

Pupil Voice

The school values the views of pupils and recognises the importance of involving them in decisions about their learning and support.

Pupils are supported to contribute to their provision through:

- discussions with teachers and teaching assistants
- input into personalised plans
- participation in review meetings where appropriate

Pupil voice is gathered through:

- pupil passports

- wellbeing surveys
- the Kent Young Person Survey

For pupils with Education, Health and Care Plans (EHCPs), pupil views are included as part of the Annual Review process.

Working in Partnership

The school works collaboratively with parents, carers and pupils to ensure that:

- support is clearly understood
- targets are meaningful and achievable
- strategies are consistent between home and school where appropriate

This partnership approach ensures that provision is tailored to the individual needs of each pupil and supports positive outcomes.

Summary

Through effective communication and collaboration, the school ensures that:

- parents and carers are actively involved in their child's education
- pupil voice is valued and informs decision-making
- support is consistent, personalised and responsive

16. Transition and Independence

Eythorne Elvington Community Primary School recognises the importance of supporting pupils during periods of transition.

The school ensures that transitions are carefully planned and supported to enable pupils, including those with SEND, to feel confident and prepared for changes in their education.

Starting School

The school works closely with families and early years settings to ensure a smooth transition into Reception.

This may include:

- stay and play sessions
- nursery visits
- meetings with parents and carers
- opportunities to meet key staff
- social stories where appropriate

- a staggered start to school

These approaches help pupils to become familiar with the school environment and routines.

Transition Between Year Groups

The school ensures that information is shared effectively between staff to support continuity of provision.

This includes:

- detailed handover meetings between teachers
- involvement of the SENDCo in transition discussions
- sharing of personalised plans and pupil passports
- opportunities for pupils to meet their new teacher
- a transition day

Parents and carers are also given opportunities to meet new teachers and discuss any concerns.

Transition to Secondary School

The school works closely with receiving secondary schools to support pupils with SEND during transition.

This may include:

- transition days
- additional transition visits for pupils with SEND
- meetings between primary and secondary SENDCos
- sharing of relevant information and documentation
- use of social stories to support understanding of change

These approaches help to ensure that pupils feel prepared and supported when moving to the next stage of their education.

Developing Independence

The school aims to develop pupils' independence and prepare them for future stages of education.

This includes:

- encouraging independence within the classroom
- supporting pupils to take responsibility for their learning
- providing enrichment opportunities and educational visits

Each year group participates in enrichment experiences, which support pupils in developing confidence, resilience and independence in new environments.

Summary

Through effective transition planning, the school ensures that:

- pupils feel supported during periods of change
- information is shared effectively between staff and settings
- provision remains consistent
- pupils develop the confidence and independence needed for the next stage of their education

17. Admissions and Inclusion

Eythorne Elvington Community Primary School is committed to providing an inclusive education for all pupils.

Pupils with Special Educational Needs and Disabilities are admitted in line with the school's admissions arrangements and the requirements of the Equality Act (2010).

The school does not discriminate against pupils with disabilities and takes all reasonable steps to ensure that they can access the curriculum, physical environment and wider school life.

Inclusive Practice

The school promotes an inclusive approach to education, ensuring that all pupils:

- have access to a broad and balanced curriculum
- are able to participate fully in school life
- are supported to achieve their full potential

This includes making adaptations to teaching, the learning environment and resources where necessary.

Further information regarding access to the physical environment is detailed in the school's Accessibility Plan.

Reasonable Adjustments

Under the Equality Act (2010), the school has a duty to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers.

Reasonable adjustments may include:

- adaptations to teaching approaches
- adjustments to classroom environments

- additional adult support
- access to specialist equipment

These adjustments are made in response to identified need and are reviewed regularly to ensure they remain effective.

Identification and Inclusion

The school takes a needs-led approach to identifying and supporting pupils.

A diagnosis, such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Condition (ASC), does not automatically result in a pupil being placed on the SEND register.

Decisions are based on:

- the impact of a pupil's needs on their ability to access learning
- assessment information and observations
- professional judgement

Where concerns are identified:

- the class teacher may raise concerns through pupil progress meetings or referral to the SENDCo
- the SENDCo may carry out further observations and assessments
- support is initially provided through ordinarily available provision and monitored through the Monitoring Register

If a pupil requires provision that is additional to or different from this, they may be placed on the SEND register in line with the school's graduated approach.

Parents and carers are informed and involved throughout this process.

Working with External Support

The school works with external professionals, including the Professional Resource Group, to ensure that appropriate support and adjustments are in place.

This supports the school in meeting its duties under the Equality Act and ensuring inclusive practice.

Summary

Through its inclusive approach, the school ensures that:

- pupils with SEND are not disadvantaged
- reasonable adjustments are made where required
- support is based on individual need
- pupils are able to access all aspects of school life

18. Supporting Pupils with Medical Needs

Eythorne Elvington Community Primary School recognises that some pupils with Special Educational Needs and Disabilities may also have medical needs that require additional support in school.

The school follows the statutory guidance set out in Supporting Pupils at School with Medical Conditions and ensures that appropriate arrangements are in place to support pupils effectively and safely.

Individual Healthcare Plans (IHPs)

Where appropriate, pupils with medical needs are supported through an Individual Healthcare Plan (IHP).

These plans:

- are developed in partnership with parents, carers and relevant professionals
- outline the pupil's medical needs and the support required in school
- include information on medication, procedures and emergency responses
- are shared with relevant staff to ensure consistency of support

IHPs are reviewed regularly and updated as required.

Relationship Between Medical Needs and SEND

The school recognises that medical needs may:

- contribute to or impact upon a pupil's learning
- interact with SEND
- require additional support to ensure full access to education

Where a pupil's medical needs affect their ability to access learning, this is considered as part of the school's graduated approach.

Staff Training

Staff receive appropriate training to support pupils with medical needs.

This may include:

- training specific to individual pupils
- guidance from medical professionals
- updates as needs change

The school maintains a record of medical training to ensure that staff are confident and competent in supporting pupils.

Working with External Professionals

The school works in partnership with external professionals to support pupils with medical needs.

This may include:

- Occupational Therapists
- the Balance Team
- healthcare professionals

This ensures that support is informed by specialist advice and is appropriate to the pupil's needs.

Summary

Through these arrangements, the school ensures that:

- pupils with medical needs are supported safely and effectively
- staff are trained and prepared
- medical needs are considered alongside SEND
- pupils are able to access the curriculum and school life

The school works closely with families to ensure that medical needs are understood and managed effectively.

19. Specialist Equipment

Eythorne Elvington Community Primary School ensures that pupils with Special Educational Needs and Disabilities have access to appropriate resources and specialist equipment where required.

Provision is based on identified need and is reviewed regularly to ensure that it remains effective and appropriate.

Access to Specialist Equipment

Specialist equipment may be provided through a range of sources, including:

- recommendations from external professionals
- provision from external services such as the NHS
- resources purchased by the school

This ensures that pupils are supported with the most appropriate tools to access learning.

Assistive Technology

The school uses assistive technology to support pupils where appropriate.

This may include:

- Clicker software to support writing
- reading pens
- other technology recommended by professionals

Where required, referrals may be made to specialist services such as Communication and Assistive Technology (CAT) to support access to appropriate resources.

Funding and Resource Allocation

Decisions regarding the allocation of resources are made by the SENDCo in consultation with the Senior Leadership Team.

These decisions are informed by:

- identified needs within the school
- pupil progress data
- recommendations from external professionals

This ensures that resources are used effectively and are targeted where they are most needed.

Summary

Through this approach, the school ensures that:

- pupils have access to appropriate equipment and resources
- provision is based on identified need
- assistive technology is used effectively to support learning
- resources are allocated in a fair and informed way

20. SEND Complaints Procedure

Eythorne Elvington Community Primary School is committed to working in partnership with parents and carers to resolve concerns promptly and effectively.

We encourage parents to raise any concerns about SEND provision at the earliest opportunity so that they can be addressed quickly.

The school values open communication and aims to resolve concerns in a positive and constructive manner.

Initial Concerns

In the first instance, parents and carers are encouraged to discuss their concerns with the class teacher, who is responsible for the day-to-day learning and progress of pupils.

The class teacher is often best placed to:

- address concerns about classroom provision
- explain strategies and support in place
- make initial adjustments where appropriate

Where concerns relate specifically to SEND provision, or where further support is required, parents may also contact the SENDCo.

The SENDCo may become involved where:

- concerns persist despite classroom support
- additional assessment or advice is required
- a pupil may require support beyond ordinarily available provision

The Headteacher may also be contacted where appropriate.

Most concerns can be resolved informally through discussion and collaboration.

Formal Complaints

If a concern is not resolved through informal discussion, parents may make a formal complaint in line with the school's complaints procedure.

Formal complaints should be addressed to the Chair of Governors.

The governing body will consider the complaint and respond in accordance with the school's complaints policy.

Further Action

If a complaint remains unresolved after it has been considered by the governing body:

- a disagreement resolution service or mediation service may be used
- parents may seek independent advice and support

If the issue relates to disability discrimination or SEND provision, parents have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Complaints Involving the Local Authority

In some cases, particularly where a pupil has an Education, Health and Care Plan (EHCP), parents have a statutory right to appeal decisions made by the Local Authority.

These cases fall outside of the school's complaints procedure and must be addressed through the appropriate legal processes.

Summary

Through this process, the school aims to ensure that:

- concerns are addressed promptly and fairly
- parents and carers feel listened to and supported

- issues are resolved collaboratively wherever possible

21. Looked After Children

Eythorne Elvington Community Primary School recognises that pupils who are looked after or previously looked after may have additional needs and may be more vulnerable to difficulties in learning.

The Designated Teacher for Looked After Children is Neil Garvey, who works closely with staff to ensure that appropriate support is in place.

Supporting Pupils with SEND

The school ensures that staff understand how a pupil's care background and SEND may interact and impact on learning.

Pupils who are looked after or previously looked after are supported in the same way as other pupils with SEND, through the school's graduated approach.

However, additional consideration is given to their individual circumstances to ensure that support is appropriate and effective.

Personal Education Plans (PEPs)

Pupils who are looked after have a Personal Education Plan (PEP).

The school ensures that:

- PEPs are reviewed regularly
- targets are clear and meaningful
- provision is appropriate

Where a pupil also has SEND, the school ensures that:

- the PEP
- SEND support plans
- and any Education, Health and Care Plan (EHCP)

are aligned and complement one another.

Working in Partnership

The school works in partnership with:

- carers
- social workers
- Virtual School Kent
- external professionals

to ensure that pupils receive coordinated and consistent support.

Summary

Through this approach, the school ensures that:

- pupils who are looked after or previously looked after are well supported
- SEND and care needs are considered together
- provision is coordinated and responsive
- pupils are supported to achieve positive outcomes