



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Policy for Inclusion and Special Educational Needs

September 2025

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

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Lead Person	Rachel Forward and Caroline Stone

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1. Aims

Hildenborough C of E Primary School’s Policy for Inclusion and Special Educational Needs aims to:

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

Hildenborough C of E Primary School’s Policy for Inclusion and Special Educational Needs 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 Hildenborough C of E Primary School, all pupils, irrespective of need, access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, we will make reasonable adjustments to support pupils with SEND. We 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:

- [Children and Families Act 2014 – Part 3](#)
- [Special Educational needs and Disability \(SEND\) Code of Practice 2015](#)

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- [The Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#)
- [School Admission Code 2021](#)
- [The School Information Regulations](#): Updated 24/10/24

Kent Local Authority:

Local Offer

'Local offer' is a term from the national government- in Kent the local offer is referred to as the 'SEND Information Hub'. Kent publishes information about what support is available to families locally on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>.

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](https://www.kent.gov.uk/data/assets/pdf_file/0003/216570/Education-Strategy.pdf)

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

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

[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

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- 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.

At Hildenborough C of E Primary School, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support available contributes towards achieving the Kent Children and Young People Outcomes Framework.



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 SEND Code of Practice 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

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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 SEND Code of Practice 2015:16)

Special Educational Needs Register:

At Hildenborough C of E Primary School, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/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 Arbor. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) Support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’ Instead, pupils on the SEND register at SEND support level will have a Personalised Provision Plan (Appendix 1) or Pupil Passport (Appendix 2) which is reviewed, in conjunction with the pupil and their parents, 3x yearly.

<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>

Monitoring Register

In addition to our SEND Register, we also hold a monitoring register, which is used to track and support pupils who have been identified as a ‘cause for concern’ due to factors such as a specific

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diagnosis, slow academic progress, or other emerging needs. These pupils may not currently meet the threshold for targeted interventions or specialist support but require ongoing observation and assessment to ensure their needs are being met. Being placed on the Monitoring Register allows staff to closely monitor progress, share relevant information, and implement low-level support strategies where appropriate. It also ensures that any changes in need are identified early, so timely and appropriate interventions can be put in place if necessary.

4. Inclusion and Equal Opportunity

At Hildenborough C of E Primary School, we are committed to fostering an inclusive environment where all pupils are respected, valued, and supported to thrive academically, socially, and emotionally. We endeavour to provide, review, and continually develop high-quality inclusive opportunities that meet the diverse needs of our pupils, including those with special educational needs and/or disabilities (SEND). We believe every child has the right to access a broad and balanced curriculum and to feel a full sense of belonging within our school community.

As part of our inclusive practice, we implement the Graduated Approach - Assess, Plan, Do, Review (APDR) - to ensure the provision we offer is appropriate, effective, and responsive to individual needs. This cycle enables staff to assess each pupil's needs, plan targeted support, deliver appropriate interventions, and regularly review the impact of that provision. The process is collaborative and evidence-based, involving parents, pupils, and relevant professionals. Through this ongoing cycle, we are able to refine and improve provision, remove barriers to learning, and ensure positive outcomes for all pupils with SEND.

This inclusive approach extends to all aspects of school life, including educational visits and extra-curricular activities. All clubs, trips, and activities offered at Hildenborough C of E Primary School are available to pupils with SEND, with or without an Education, Health and Care Plan (EHCP). Where appropriate, the school will allocate available resources to provide additional adult support, ensuring the safe and meaningful participation of pupils with SEND in these activities. In cases where there are significant concerns regarding the safety of the pupil or others - such as peers or accompanying adults - the pupil may be withdrawn from the activity, or may be required to be accompanied by a parent or carer. If a pupil is unable to participate in a trip or activity, the school will ensure that appropriate and meaningful alternative educational provision is made available.

5. Roles and Responsibilities

Hildenborough C of E Primary School work strategically in line with the Special Educational Needs Code of Practice 2015.

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

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- 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 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.

The SENCO at Hildenborough C of E Primary School is Rachel Forward, who is a qualified teacher. Mrs Forward is a qualified teacher (BA (Hons) Degree), who is passionate about supporting all pupils to reach their full potential. She has 9 years of experience in the role of SENCO and achieved the National Award in Special Educational Needs Co-ordination in 2019. Mrs Forward Rachel is also member of the Senior Leadership Team, Deputy Designated Safeguarding Lead and Designated Senior Lead Mental Health. She works on a Monday, Wednesday and Thursday and can be contacted on 01732 833394 or at rachel.forward@hildenborough.kent.sch.uk.

Mrs Forward is closely supported by Caroline Stone, the school’s Inclusion Manager. She has extensive experience (over 20 years) in supporting pupils with additional needs and delivers interventions to pupils across the school. She is also trained to carry out therapeutic play sessions with children. Mrs Stone works on a Monday, Tuesday, Thursday and Friday and can be contacted on 01732 833394 or at caroline.stone@hildenborough.kent.sch.uk.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Hildenborough C of E Primary School’s SEND 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.

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- 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.

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- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

(Developed from DfE/DoH SEND Code of Practice 2015:108-109)

5.2 Headteacher

The Headteacher at Hildenborough C of E Primary School is Ruth Ardrey.

The headteacher will:

- Work closely with the SENCO and SEND link governor to determine the strategic development of the SEND 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 SEND practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their ‘best endeavours’ and when required making reasonable adjustments to ensure the school/academy is providing high quality SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

5.3 SEND Governor

The SEND Governors at Hildenborough C of E Primary School are Hannah Denny and Emma Challis. Our Governing Body have a legal responsibility to pupils with SEND as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEND governor will:

- carry out monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.

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- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

5.4 Teachers and Support Staff

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.

At Hildenborough C of E Primary School, we adapt our approaches to how we teach to suit the way the pupils works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. Further details can be found in Section 8 of our SEND Information Report.

At Hildenborough C of E Primary School, support staff play a vital role in promoting inclusive practice and ensuring that all pupils, including those with SEND, are able to access learning and thrive throughout the school day. Support staff are expected to work collaboratively with teaching staff to

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implement planned provision, adapt learning activities where necessary, and promote pupil independence. They have a clear understanding of individual pupil needs, contribute to the delivery of interventions, and provide feedback to inform the Assess, Plan, Do, Review (APDR) cycle. In addition to their role within the classroom, support staff are also expected to contribute to the wider school environment by supporting positive behaviour, fostering emotional well-being, and promoting the safety and inclusion of all pupils during less structured times such as breaktimes, lunchtimes, and transitions.

5.5 Parents and carers

All parents of pupils at Hildenborough C of E Primary School are invited to discuss the progress of their child(ren) on two occasions a year, in addition to an annual written report. If your child is on the SEND register and has a Personalised Provision Plan, Pupil Passport or EHCP, a member of staff who knows your child well will share their reviewed plan with you three times a year, and offer you the opportunity to discuss further if required. Those with an EHCP will also have a formal Annual Review meeting once per year. 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 to discussions regarding their child’s SEN provision.

These discussions will allow us to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

In addition, class teachers and the SEND team welcome parents to arrange meetings outside these times, as they feel necessary.

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.

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. The level of involvement will depend on your child’s age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6. SEND Information Report

Our SEN policy works in conjunction with our [SEN Information report](#), which sets out how this policy is implemented at Hildenborough C of E Primary School. The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

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

At Hildenborough C of E Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, Autism, Attention Deficit Hyperactivity Disorder (ADHD), learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. 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. Further details of our access arrangements can be found here:

https://www.kent.gov.uk/_data/assets/pdf_file/0009/161829/Primary-Admissions-Scheme-for-2025-26.pdf

https://www.kent.gov.uk/_data/assets/pdf_file/0019/161830/Primary-Determined-Arrangements-for-2025.pdf

8. Our School’s Approach to SEND

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

At Hildenborough C of E Primary School provision is made to support pupils with additional needs, irrespective of whether a pupil has an education health and care plan, in conjunction with The Continuum of Provision and Need and using the Graduated Approach. We can make provision for every kind of frequently occurring special educational need, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, specific learning difficulties and behaviour difficulties. There are

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other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

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

8.2 The identification and assessment of pupils with special educational needs

In line with the SEND Code of Practice (DfE/DoH, 2015), pupils at Hildenborough C of E Primary School are identified as falling into one of the following categories:

- No Special Educational Needs
- Special Educational Needs supported at SEN Support level
- Special Educational Needs with an Education, Health and Care Plan (EHCP)

We are committed to the early identification of pupils with special educational needs and to ensuring that all pupils receive the support they need to make good progress.

The progress of all pupils is formally monitored three times per academic year, with a focus on both academic attainment (mathematics, reading, and writing) and broader developmental areas, such as social, emotional, and physical development. We use Arbor, an online data tracking tool, to monitor and analyse individual pupil progress. Class teachers are responsible for carrying out regular assessments and using this information to identify pupils who may be experiencing difficulties, particularly where pupils, despite access to high-quality, inclusive teaching, are:

- Making progress at a significantly slower rate than their peers with similar starting points
- Struggling to sustain or improve their rate of progress over time
- Failing to close the attainment gap with peers or where that gap is widening

In addition to classroom-based assessments, we use a range of diagnostic tools and screening procedures to support early identification, including:

- Speech and Language Link screening (Reception)
- Phonics Screening Check (Year 1)
- Collins Reading Fluency Assessments (Key Stage 1, and Key Stage 2 where appropriate)
- Spelling diagnostic assessments (from Year 2 onwards)

These assessments help identify any emerging needs and inform the provision and interventions required to support individual pupils’ progress.

At Hildenborough Church of England Primary School, all class teachers are responsible for ensuring high standards of teaching and learning for all pupils, including those with Special Educational Needs and/or Disabilities (SEND). In accordance with the SEND Code of Practice (DfE/DoH, 2015), high-

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quality, inclusive teaching is the foundation of our approach to SEND support. Teachers are expected to deliver a well-sequenced and appropriately resourced curriculum that is accessible to all learners. Lessons are designed using inclusive teaching strategies, with learning tasks scaffolded and appropriately adapted to meet the diverse needs of individuals and groups of pupils.

In addition to planning and delivering high-quality teaching, class teachers are responsible for the ongoing monitoring of pupil progress across all areas of learning. Where a pupil is identified as not making expected progress - despite access to high-quality teaching and differentiated support - the class teacher will implement additional strategies or targeted interventions to address emerging needs at the earliest stage. Examples of early support interventions may include:

- Small group booster sessions in reading, writing, or mathematics;
- Regular one-to-one reading with an adult;
- Targeted handwriting interventions (individual or group);
- Fine and gross motor skills development activities;
- Participation in Sensory Circuits;
- Use of educational computer software and iPad-based apps to support learning;
- Use of assistive technology, such as Clicker 8 for writing support;
- Individual or small group speech and language support;
- Access to school-based therapeutic play sessions;
- Participation in structured social skills groups.

These interventions are designed to provide timely, structured support to help pupils close attainment gaps and make measurable progress. Teachers will engage with parents/carers at the earliest opportunity to raise concerns and discuss the support being provided.

Where concerns persist and progress remains limited, the class teacher will complete a ‘record of concern’ form and consult with the SENCO to explore whether the child’s difficulties may be due to an underlying special educational need. The SENCO will then begin a more detailed investigation, in consultation with the pupil’s parents/carers, to determine appropriate next steps. Where necessary, the school may draw on a range of external professionals to support the identification and assessment process (see full list in Section 2 of our SEND Information Report) or carry out additional to determine the cause of the learning difficulty. At Hildenborough C of E Primary School we are experienced in using the following assessment tools:

- Ravens and British Vocabulary Picture Scale (ability indicators)
- Lucid Rapid and Dyslexia Portfolio (dyslexia screeners)
- SpeechLink and LanguageLink assessments
- Test of Visual Perceptual Difficulties
- Test of Auditory Processing

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If it is determined that the pupil requires provision that is ‘additional to and different from’ what is ordinarily available to all pupils, this will be recorded, and the pupil will be identified as having a Special Educational Need and a Personalised Provision Plan or Pupil Passport will be created, outlining the pupil’s needs, the agreed outcomes, and the required strategies, resources and (where required) interventions to achieve these. This plan will be shared with all staff working with the pupil and reviewed at least 3x yearly through the Assess–Plan–Do–Review cycle. Appropriate staff training will be provided to ensure the plan is implemented effectively and consistently.

It is important to note, in accordance with the SEND Code of Practice (2015, section 6.23), that slower-than-expected progress or lower attainment does not automatically indicate that a pupil has SEN.

Where a pupil makes good progress as a result of additional interventions but is unable to sustain that progress without continued support, they will remain identified as having SEN. Conversely, if a pupil begins to make sustained progress without additional support, the school may decide to remove the SEN designation. Any changes to a pupil’s SEN status will be clearly communicated to parents/carers.

8.3 Consulting with Parents

At Hildenborough Church of England Primary School, we are committed to maintaining strong and effective partnerships with parents and carers to support the progress and well-being of all pupils, including those with special educational needs and/or disabilities (SEND).

All parents receive an annual written report detailing their child’s progress, as well as being invited to attend two face-to-face parent consultation meetings during the academic year. For pupils who are on the SEND register and have a Personalised Provision Plan, Pupil Passport or an EHCP, a member of staff who knows the child well will formally review and share the child’s plan with parents three times per year. Parents will be given the opportunity to discuss the plan and any updates, should they wish to do so. In addition, for pupils with an EHCP, a formal Annual Review meeting will take place once per year in accordance with statutory requirements.

These meetings provide a structured opportunity to:

- Set clear, personalised outcomes for the child’s progress;
- Review progress towards those outcomes;
- Discuss the support in place and any adjustments required to ensure continued progress;
- Clarify the roles and responsibilities of the school, the parents/carers, and the child in achieving these outcomes.

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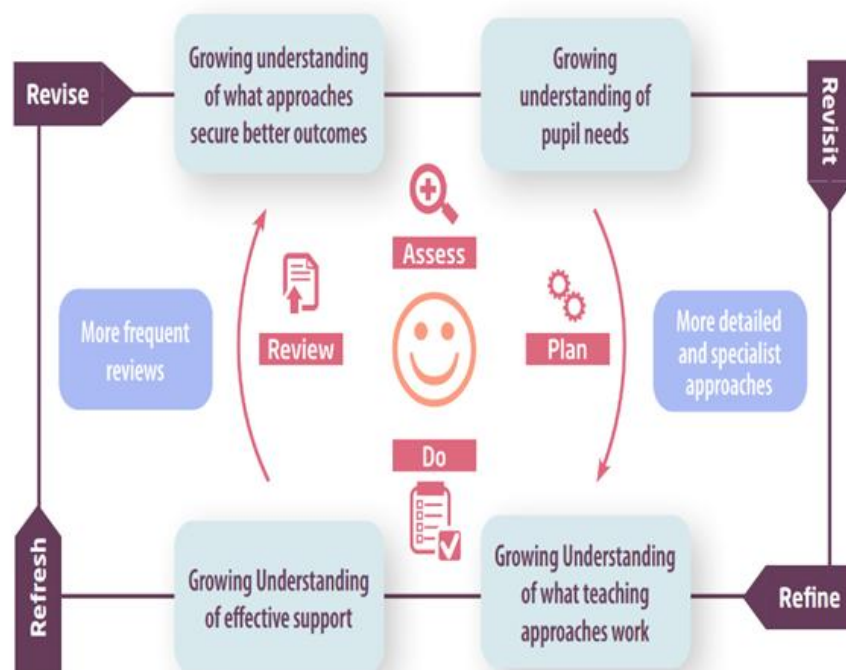
The Special Educational Needs Coordinator (SENCO) may attend these meetings to provide additional support and guidance. Where other professionals are involved in supporting the child - particularly in the case of pupils with an EHCP - they will be invited to attend or contribute to the meeting.

We recognise that parents and carers are experts in their child’s needs, and we value their insights and aspirations. It is our aim to ensure that parents fully understand the support being provided and feel empowered to share their views on what they believe will work best for their child. Ongoing communication also allows us to gain a fuller understanding of how SEND provision is impacting the child beyond the school setting. We encourage parents to inform us promptly of any changes in their child’s needs or aspirations so that we can ensure our provision remains relevant and effective.

Should any concerns arise between scheduled meetings, we ask that parents/carers initially contact their child’s class teacher, either in person, by telephone, or via email. Where further support is required, a meeting can be arranged with a member of the SEND Team (Mrs Forward and/or Mrs Stone).

9. Monitoring and Evaluating Provision

When a child is identified as having SEND, they are placed on our SEND register, and we will follow the ‘graduated approach’ to meeting their needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



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In line with the ‘graduated approach’, Personalised Provision Plans/ Pupil Passports will be reviewed 3x yearly and each review will be informed by the views of the pupil, parents and class teacher (including assessment information from teacher). This will enable evaluation of the effectiveness of the special provision set out in their Personalised Provision Plan and will show whether adequate progress is being made towards outcomes.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

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

If these assessments do not show adequate progress is being made, the Personalised Provision Plan or Pupil Passport will be reviewed and adjusted. 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.

For pupils with an EHCP, there will also be an annual review meeting, which will enable evaluation of the effectiveness of the special provision - this information is shared with the local authority. The collation of all annual review evaluations of effectiveness will be reported to the governing body on an annual basis.

Although we set specific dates for the evaluation of provision, we welcome parents to make an appointment to discuss their child at any time throughout the year, either with the class teacher or a member of the SEND team.

This policy and SEN Information Report will be reviewed by Rachel Forward (SENCO) every year. It will also be updated to reflect any changes to the information or statutory policy. The policy will be approved by the governing body and available to read and refer to on the school website.

10.Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Hildenborough C of E Primary School are used for complaints about provision made for special educational needs (see [Complaints Policy](#)). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcome to make contact with the SEND team. The Headteacher can also be contacted (all complaints relating to a named member of staff must be sent

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to the headteacher) to resolve the issue before making a formal complaint to the chair of the governing body.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, please refer to pages 246 and 247 of the [SEND Code of Practice](#).

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:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

11. Links to Other Policies and Documents

Our SEND policy should be read in conjunction with the following policies, which are published on our [website](#):

- SEN Information Report
- Accessibility Plan
- Equality Information and Objectives Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health and Wellbeing Policy
- Positive Relationships and Behaviour for Learning Policy
- Child Protection Policy
- Attendance Policy

12. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

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- **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

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Appendix 1 – Personalised Provision Plan template

NAME Personalised Provision Plan 2025-26				
1. The Outcome I am working towards	Outcome 1: (insert area of Need) By the end of ...			
2. What I need to help me (resources)				
3. Ways to help me best (strategies)				
4. Extra support I need (intervention)	5. How often I need this and who will provide it	6. What I need to achieve by the next review	7. How well did it work?	Date
				Dec 25
				April 26
				July 26
	Provider signature	Young person/parent/carer signature	Comments	Date
Meeting 1				Dec 25
Meeting 2				April 26
Meeting 3				July 26

Love. Compassion. Endurance. Courage. Hope. Honesty

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Appendix 2 – Pupil Passport template

NAME Pupil Passport 2025-26	
Overview of my needs	
Outcomes I am working towards	
What I need to help me (resources)	
Ways to help me best (strategies)	

	Provider signature	Young person/parent/carer signature	Comments	Date
Meeting 1				Dec 25
Meeting 2				April 26
Meeting 3				July 26