Policy for Inclusion & Special Educational Needs

Reviewed: September 2026

The Stour Academy Trust

Trust Vision

We are a Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology, we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.

We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

St. Crispin's CP Infant School

SEND Director: Mrs N Ralph

Trust Lead for Inclusion: Dr S Schâringer (NASENCO)

Headteacher: Mrs. Victoria Acors

SENDco: Mrs. Lucy Powell supported by Dr. S Schâringer (NASENCO)

Introduction

This policy sets out the aims, objectives, strategies, and key stakeholders involved in ensuring effective SEND provision across the eight schools of The Stour Academy Trust.

For information regarding children with health needs who cannot attend school, please refer to our separate policy available from the school office.

This policy is developed in collaboration with parents, carers, Trust Central Team and the Board of Directors. It is reviewed annually.

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1. Aims

St. Crispin's Policy for Inclusion and Special Educational Needs aims to:

- Promote a strong, inclusive ethos across the school, ensuring equitable access to education so every child can reach their full potential.
- Inform parents, carers, pupils, staff, the Board of Directors, the Local Authority, and Support Agencies about how we meet the needs of pupils with SEND.
- Foster positive, collaborative partnerships between all stakeholders involved in the care and education of pupils with SEND.
- Create a culture of high aspirations, acceptance, respect, and sensitivity towards individual needs.
- Ensure the school's practices align with County Guidelines and the SEND Code of Practice (2015).
- Implement a consistent and robust approach to SEND provision across the school.
- Clarify staff roles and responsibilities in supporting pupils with SEND.

At St. Crispin's, we are committed to providing high-quality inclusive teaching and appropriate support, enabling all pupils, including those with SEND, to access a broad, balanced curriculum and reach their full social, emotional, and academic potential. We set high expectations for every pupil and make reasonable adjustments where needed, working in partnership with families to build pupils' confidence, independence, and readiness for their next stage of education or adult life. Pupils and their parents or carers are actively involved in planning and decision-making, with clear communication of professional roles. We maintain a consistent approach to SEND provision, monitored by the Trust Central Team and Board of Directors.

2. Legislation & Guidance

This policy is written in line with the regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24
- Academies: https://www.gov.uk/guidance/what-academies-free-schools-and- colleges-should-publish-online
- Governance in Academy Trusts 2024: Governance in Academy Trusts

Kent Local Authority:

The Local Authority's local offer
The Local Authority's Offer can be found in the SEND Information Report
https://www.kent.gov.uk/education-and-children/special-educational-needs
Countywide Approach to Inclusive Education (CATIE)
A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

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

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

Special Educational Needs Mainstream Core Standards (ordinarily available provision): Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

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

The Stour Academy Trust are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at St. Crispin's works towards achieving the Kent Children and Young People Outcomes Framework.

Our SEND policy should be read in conjunction with our policies published on our website.
St. Crispin's CP Infant School - SEND Policy

- SEND Information Report
- Child Protection Policy
- Behaviour & Anti-Bullying Policy
- Equality Opportunity Policy & Statement
- Accessibility Policy & Plan
- Attendance Policy
- Admissions Policy

3. Definitions

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

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

Special Educational Needs Register:

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

Special Educational Needs (SEN) support

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

4.Inclusion & Equal Opportunity

We are committed to provide equal educational opportunities to all children, regardless of their abilities, backgrounds, or experiences.

Our classrooms are inclusive and recognise and value the diversity of children and create a learning environment where all pupils feel supported, valued, and challenged.

We have been recognised for our inclusive education, nurturing environment, and strong community engagement, earning the National Nurturing Schools Award. We prioritise wellbeing for our pupils and staff by embedding the Six Principles of Nurture into our policies, teaching practices, and everyday school life, while fostering strong partnerships with parents and the wider community. With a focus on inclusivity, flexibility, and emotional support, we are committed to providing a safe and supportive space for everyone and will continue to develop our nurturing practices.

St. Crispin's CP Infant School - Nurturing Schools Programme

Our Cycle of SEND Provision

At St. Crispin's, we prioritise early identification and intervention to improve long-term outcomes for pupils with SEND. High-quality, adapted teaching (Quality First Teaching) is our first step, supported by regular provision reviews, staff CPDL, and adherence to Kent's Mainstream Core Standards. Classroom practice is regularly monitored to maintain high standards across the Trust.

When a need is identified, we follow a graduated, four-part cycle:

1. Identify and Assess
We use a range of assessments (e.g., phonics screening, Speech and Language Link, Leuven Scales, Boxall Profiles) alongside observations, work reviews, staff input, pupil views, and parent/carer information to build a full understanding of a pupil's strengths and areas for development.

2. Plan
Provision is mapped to target specific needs, using class provision maps to organise support and staffing. Interventions may include social-emotional programmes (e.g., Lego Therapy, Drawing and Talking), academic boosters (e.g., Precision Teaching, Little Wandle), and motor or speech and language development activities (e.g., Fizzy, Language Through Colour).

If progress remains limited despite intervention, we may seek further assessment and advice from The Stour Academy Trust Specialist SEND Service and/or external specialists. Provision is recorded on whole class provision maps or personalised plans.

3. Implement
Class teachers deliver and monitor daily support, ensuring consistency across all staff working with the pupil. The SENDco oversees the process, liaising with external agencies where necessary, and tracking interventions to adapt support as needed.

4. Review
Support and progress are reviewed regularly, usually termly, and more frequently for pupils with personalised plans. Reviews are informed by staff, pupil, and parent/carer feedback. Where progress is insufficient, adjustments are made.

Progress monitoring is part of the school's assessment cycle, led by school leaders and external partners. Pupils with EHCPs receive an annual review in line with statutory requirements.

Curriculum and Learning Environment Adaptations

We adapt the curriculum and environment to meet individual needs, as guided by the Mainstream Core Standards. This includes:

- Grouping, personalised teaching styles, individualised support
- Adapted resources and staffing
- Use of assistive technology and visual aids
- Strategies like extended processing time, pre-teaching vocabulary, and reading instructions aloud

SEND targets are explicitly taught and tracked through inclusive strategies like 'Aiming High' stickers and Tapestry flags, with pupils actively involved in identifying their progress and next steps.

Recommendations from internal and external assessments inform adaptations. In rare, complex cases, a reduced timetable may be agreed with parents/carers, in line with Kent County Council guidance.

5. Roles & Responsibilities

St. Crispin's work strategically in line with the Special Educational Needs Code of Practice 2015

St. Crispin's will ensure that pupils, parents and carers have:

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

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

5.1 SENDco

At St. Crispin's our SENDco is Mrs. Lucy Powell Contact details (01843) 832040 supported by Dr Stella Scharinger (NASENCO)

Mrs L. Powell has been a SENDCo for one year and have also worked as Class Teacher, Phase Leader, Assistant Head Teacher and Lead Practitioner for English.

Mrs. L Powell is working towards achieving the National Award in Special Educational Needs Co-ordination or from September 2025 - National Professional Qualification for SEND)

Please visit https://www.st-crispinsinfants.org.uk/kent/primary/st-crispins/site/pages/learning/sendlearning/send for full information about our St. Crispin's Inclusion Team.

The SENDco has an important role to play with the Headteacher, the Trust Central Team and Board of Directors with regards to the strategic oversight and implementation of St. Crispin'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 SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND.
- 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 SEND.
- 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 SEND development.
- Attend key meetings organised by the local authority such as The Countywide SENDco Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENDcos in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The Headteacher will:

- Work closely with the SENDco and SEND Central Team Lead to determine the strategic development of the SEND policy and provision across the school.
- Work with the SENDco, Trust Central Team and Board of Directors 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 SENDco has sufficient time and resources to effectively carryout their role.
- Work closely with the SENDco to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality 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 Director

The Board of Directors 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 Director will:

- Help to raise awareness of SEND issues at Board of Directors meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body following monitoring visits.

- Work with the headteacher, SENDco and Trust Lead to determine the strategic development of the SEND policy and provision in the school.

Academy Trust

7.4.1 Children with special educational needs and disabilities

Boards have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and the SEND code of practice.

Trusts **must** also meet these requirements by virtue of their funding agreement.

DfE Academy trust governance guide: updated 2 October 2024 Academy Trust Governance Guide

The named Director, Mrs N Ralph, is responsible for the strategic oversight of the arrangements and provision for pupils with SEND.

The SEND Director will:

- Carry out monitoring visits on behalf of the Board of Directors 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 SEND issues raised during monitoring visits and meetings at Board of Directors meetings.
- Work closely with the SENDco and Headteacher to ensure the strategic review and development of the SEND Policy, SEND Information Report and provision in the school.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENDco 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 SENDco to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Our enabling environments are child-centred and designed to allow for flexibility, collaboration and independence. Our environments reflect a 21st century workspace that promotes social interaction, communication and self-regulation. Our pedagogical model is centred on student voice, choice and collaboration, combined with the intentional deployment of technology for every student to deliver personalised and self-paced learning that is required for a 21st century education system. We will equip all learners with the skills required to ensure technology is used efficiently and effectively.

For a full summary of the adaptations, we use to meet SEND needs please see our SEND Information Report Section 8 St. Crispin's CP Infant School - SEND Policy

Teaching assistants at St. Crispin's play a vital role in the SEND process, from identification and assessment to intervention and review, working closely with other staff to ensure that pupils with SEND receive the support they need to succeed.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents and carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEND provision.

For children in care (CIC), SEND reviews are conducted during Personal Education Plan (PEP) meetings, involving the local authority, Virtual School, and carers. Pupils with an Education, Health and Care Plan (EHCP) have at least three review meetings annually, with agencies involved where possible.

Meeting with the SENDco are also available during parent consultations.

We support parents by sharing strategies, visual resources, and providing iPads with learning tools for home use. Workshops, outside agency strategies, and homework offer additional opportunities for parental involvement. Parents are encouraged to read with their child daily and can use personalised plans for further support.

In addition to the strong partnership working mentioned above, we also value parent voice and gather feedback regularly, including through an annual parent questionnaire.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

6.SEND Information Report

Our SEND policy works in conjunction with our SEND Information Report which is available on our website St. Crispin's CP Infant School - SEND Policy This document sets out how this policy is implemented in St. Crispin's .

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

7. Admissions & Acccessiblity

St. Crispin's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Arrangement for admissions and accessibility is available on our school website St. Crispin's CP Infant School - Admissions

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

8. St. Crispin's approach to SEND provision

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

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

At St. Crispin's we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical

Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at St. Crispin's are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

At St. Crispin's progress is closely monitored throughout the year to review their academic progress. However, pupils with SEND may have more frequent assessments as outlined in **5.5** above.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate.
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at St. Crispin's are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 7. Teachers will inform parents and carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

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

The school also has access to professional support through The Stour Academy Trust Specialist SEND Service.

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

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

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

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

The school will ensure that all teachers and support staff who work with a pupil with SEND or have an additional need are made fully aware of the provision that each individual pupil requires through.

8.3 Consulting with Parents

We actively promote co-production opportunities to meet each child's needs, fostering close collaboration with parents and carers. Additionally, parents and carers have access to their child's progress towards SEND targets through our electronic provision mapping system.

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

Regular monitoring of provision is conducted to evaluate progress towards outcomes. Formative assessment, which involves ongoing checks of a child's progress during interventions, is carried out using Microsoft Forms, providing a clear overview of day-to-day progress against SEND targets. Summative assessment, which evaluates overall achievement at specific points in time, is compiled through our electronic provision mapping system.

The school's best endeavours through, for example:

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

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 SEND protocols and processes as set out in the SEND Information Report.

This policy and SEND Information Report will be reviewed by Mrs. Powell, SENDco every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the Board of Directors and available to read and refer to on the school's website.

10. Complaints about SEND Provision

Complaints about SEND provision at St. Crispin's should be made to the SENDco in the first instance. They will then be referred to the school's complaints policy.

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

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

All complaints relating to a named member of staff must be sent to the Headteacher.

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

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

The St. Crispin's Complaint Policy is available on the school website https://www.st-crispinsinfants.org.uk/kent/primary/st-crispins/site/pages/statutoryinformation/complaints

11.Glossary & SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDco** – 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