Policy for Inclusion and Special Educational Needs

Bobbing Village School

Head of School Charlotte Wybraniec
SENCO Amy Stuckey

Bobbing School
Small in numbers, large at heart.

Our vision is that our children will have received a curriculum that is creative, ambitious, diverse and inclusive, offering equal opportunities so that every child leaves ready for the next stage in their learning journey.

It is also important to us that all of our children achieve well, regardless of their starting points. We offer outdoor learning opportunities for all, to develop resilience, problem-solving, collaboration and environmental awareness – all of which are enhanced by our incredible Forest School.

We harness a strong belief that working closely with our parents will support the children in their learning and their well-being. By the time they leave our school, we want our children to have a strong sense of identity and to be confident and responsible citizens, demonstrating our school values:

Respectful, responsible, reflective and resourceful.

Approved by:	Mrs T Wood	DATE SEP 2026
Last reviewed on:	Autumn 2025	
Next review due by:	Autumn 2027 or before if necessary	

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1. Aims

Bobbing village 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.

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 our Governors.

At Bobbing Village 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, the school will make reasonable adjustments to support pupils with SEND. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

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

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021

- The School Information Regulations: Updated 24/10/24
- 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)

3. What does inclusion mean in Kent?

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

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

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

The Mainstream Core Standards:

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

The school is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Bobbing Village School School works towards achieving the Kent Children and Young People Outcomes Framework:



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

- SEND Information Report: Bobbing Village School - Inclusion
- Safeguarding policy: Bourne Alliance Multi Academy Trust - Trust Policies
- Behaviour Policy: Bobbing Village School - Bobbing Village School Specific Policies
- Equality Policy: Bobbing Village School - Bobbing Village School Specific Policies
- Accessibility Plan: Bobbing Village School - Policies
- Attendance and punctuality policy: Bourne Alliance Multi Academy Trust - Trust Policies
- Uniform Policy: Bourne Alliance Multi Academy Trust - Mainstream School Policies
- BA MAT RSE & PSHE Policy: Bourne Alliance Multi Academy Trust - Mainstream School Policies
- Intimate Care Policy: Bourne Alliance Multi Academy Trust - Trust Policies

3. Definitions

Definition of SEN

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

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

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

(DFE/DOH 2015: 15-16)

Definition of Disability:

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

Special Educational Needs Register:

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

Special Educational Needs (SEN) support

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

Children who have SEN support will have an Individual Learning Plan (ILP) detailing the support in place and the targets being worked towards. A graduated approach to SEN support is in place which follows a structure of plan, do, assess, review and starts at Universal Provision, then moves to Early Intervention Support, followed by Targeted Additional Support and then Targeted Intensive Additional Support (at which time a student would go onto SEN support and have an ILP). We then continue to use a 'plan, do, assess, review' approach, reviewing children's ILPs at least 5 times per academic year.

Pupils on SEN support are, therefore, closely monitored and, where necessary may have further support or investigation of needs through, for example, the use of screenings, referrals and involvement of other professionals both within and outside of the school setting. Should the parents, school and professionals involved with a pupil agree that a pupil requires more support than is available through SEN support, a referral for an Educational, Health and Needs assessment will be made to KCC.

4. Inclusion and Equal Opportunity

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
We will adapt our approaches to how we teach to suit the way the pupil 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.
These adaptions may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources or environment, for example an individualised visual timetable, use of pastel backing rather than bright colours, etc.
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need, for example daily check-ins, extra movement breaks, etc.
- Scaffolding lesson materials

We may also provide interventions such as:

- Little Wandle rapid catch up
- Sensory Circuits
- Extra reading practice
- Extra times-table practice
- Access to social support via adult supported small group games or Zen Den

- Use of visual support such as visual timetable, now/next, task board, word banks, social stories

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

We use a 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Children's progress is assessed and reviewed regularly using on-going teacher assessment, pupil progress meetings and a range of academic assessments (e.g. reading age, phonics, times tables, NFER assessments). If your child is on the SEND register, they will have an Individual Learning Plan which will be reviewed on a termly basis to measure progress against their targets and set new targets as appropriate.

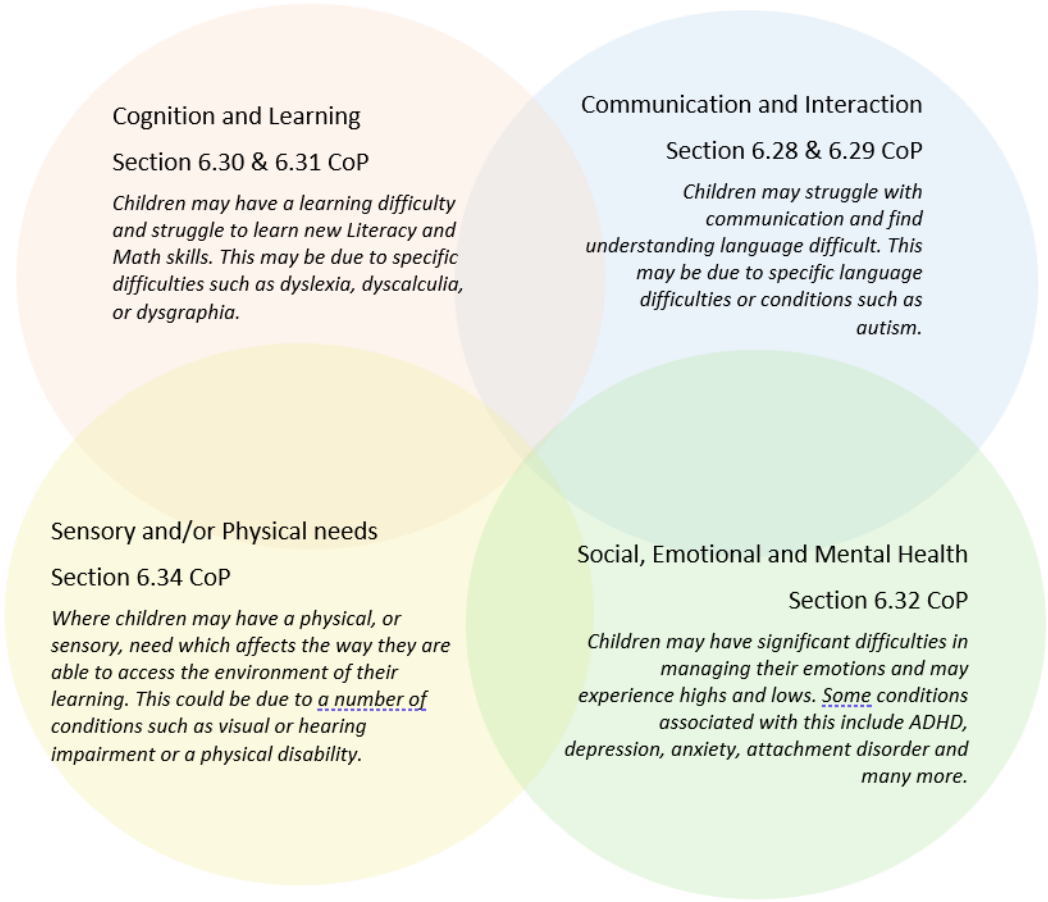
Examples of how we can evaluate the effectiveness of provision for your child:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil feedback
- Monitoring by the Inclusion Lead/SENCO
- Using ongoing teacher assessment, NFER (and other) assessments, to measure progress
- Termly ILP reviews
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

Further information can be found on the SEN information report: [Bobbing Village School - Inclusion]

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

Bobbing Village School works strategically in line with the Special Educational Needs Code of Practice 2015 and provides for pupils with the following needs:



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

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

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

SENCO

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

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

At Bobbing Village School our SENCO and Inclusion Lead is Kate Powell and her contact details are:

01795 423939

bobbingsenco@ba-mat.org.uk

The SENCO has an important role to play with the Head and Governing Body with regards to the strategic oversight and implementation of Bobbing Village Schools's SEN policy and development.

The SENCo will:

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

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

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

Head

The Head will:

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

SEND Governor

The Trust 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. There should be an individual on the board who has specific oversight of the school's arrangements for SEND. DfE Academy trust governance guide: updated 2 October 2024 Academy Trust Governance Guide

The named Trustee or member of the Local Governing Body is responsible for the strategic oversight of the arrangements and provision for pupils with SEN. The SEN governor will:

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

Our SEN Governor is Zoe Sylvester

Teachers

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

Examples of how we adapt our approaches for children with SEND can be found on page 8.

Parents and carers

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

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

Parents can raise a concern about their child:

Phase 1	If you think your child might have SEND, raise your concern with the school, so that the Class Teacher and SENCO are aware. Parents can contact the School Office (01795 423939 or email bobbing@ba-mat.org.uk) to request a meeting with the Class Teacher and SENCo.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be reviewed, and next steps planned (if appropriate).
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, which will be set out in an Individual Learning Plan, and this will be reviewed using the assess, plan, do, review model.

We will provide an evaluated Individual Learning Plan for your child on a termly (at least 5 times per year) basis. You will have opportunities to attend 2 parent/teacher meetings per year and if your child has an ILP 3 further meetings with the SENCO will be offered. Over and above this, children with an EHCP will have an annual review meeting.

At these meetings we can discuss:

- Clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support 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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
If you have concerns that arise between these meetings, please contact the main school office if you would like to arrange a meeting with your child's teacher and/or the SENCO on 01795 423939 or bobbing@ba-mat.org.uk

The pupil

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

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.

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
- Complete/verbalise responses to the KCC Appendix 1 questionnaire presented at their level of development

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which can be found on the Bobbing School website Bobbing Village School - Inclusion and which sets out how this policy is implemented in the school.

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

7. Admissions and Accessibility

Bobbing Village School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Details of our admissions arrangements and accessibility are set out in the SEND Information report: Bobbing Village School - Inclusion as well as in our admissions section on our website: Bobbing Village School - Trust Policies and our accessibility policy: Bobbing Village School - Bobbing Village School Specific Policies

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

8. Our school approach to SEN provision

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

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

DfE/DOH SEND Code of Practice: 2015, 6.17

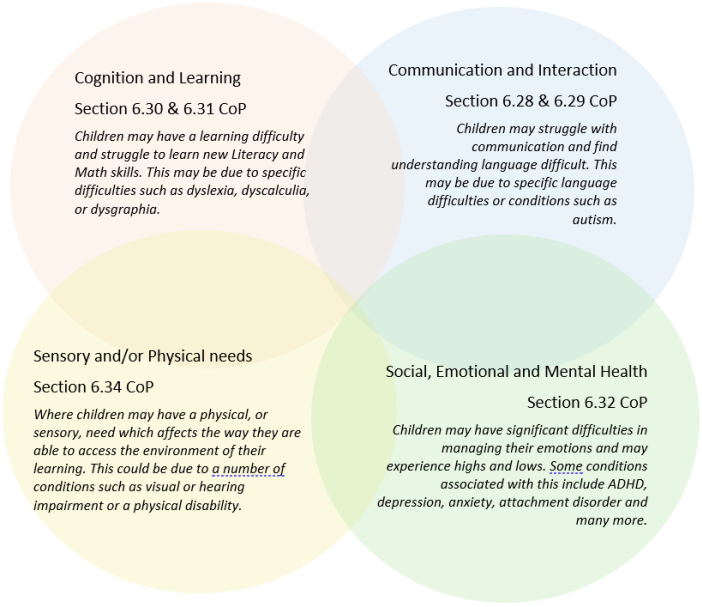
This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

The kinds of special educational need for which provision is made

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

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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

The identification and assessment of pupils with special educational needs

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

At Bobbing Village School progress is closely monitored throughout the year to review their academic progress. Individual Learning Plans are evaluated at least 5 times per year, formal assessments take place 3 times per year, parents evenings take place 2 times per year and an end of year report is sent to parents in Term 6.

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

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

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

To support pupils, the school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, maths assessments, phonic assessments and GPS assessments. Alongside these we can carry out dyslexia, Irlen and dyscalculia screenings, in class observations and sensory checklists for example. These tests, assessments and screenings will enable the early identification of difficulties that a pupil may present, and the information collected will inform the appropriate intervention and provision as well as onward referrals (if appropriate) to support progress and outcomes. Onward referrals to outside professionals could include, for example, referral to the Community Paediatric Service, Community of Schools, Speech and Language Therapist, Occupational Therapist or Counselling Service.

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

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

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

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

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

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

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

Consulting with Parents

We will provide an evaluated Individual Learning Plan for your child on a termly (at least 5 times per year) basis. You will have opportunities to attend 2 parent/teacher meetings per year and if your child has an ILP 3 further meetings with the SENCO will be offered. Over and above this, children with an EHCP will have an annual review meeting. Notes from meetings will be added to the pupil's records.

At these meetings we can discuss:

- Clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support 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

If you have concerns that arise between these meetings, please contact the main school office if you would like to arrange a meeting with your child's teacher and/or the SENCO:
01795 423939 or bobbing@ba-mat.org.uk

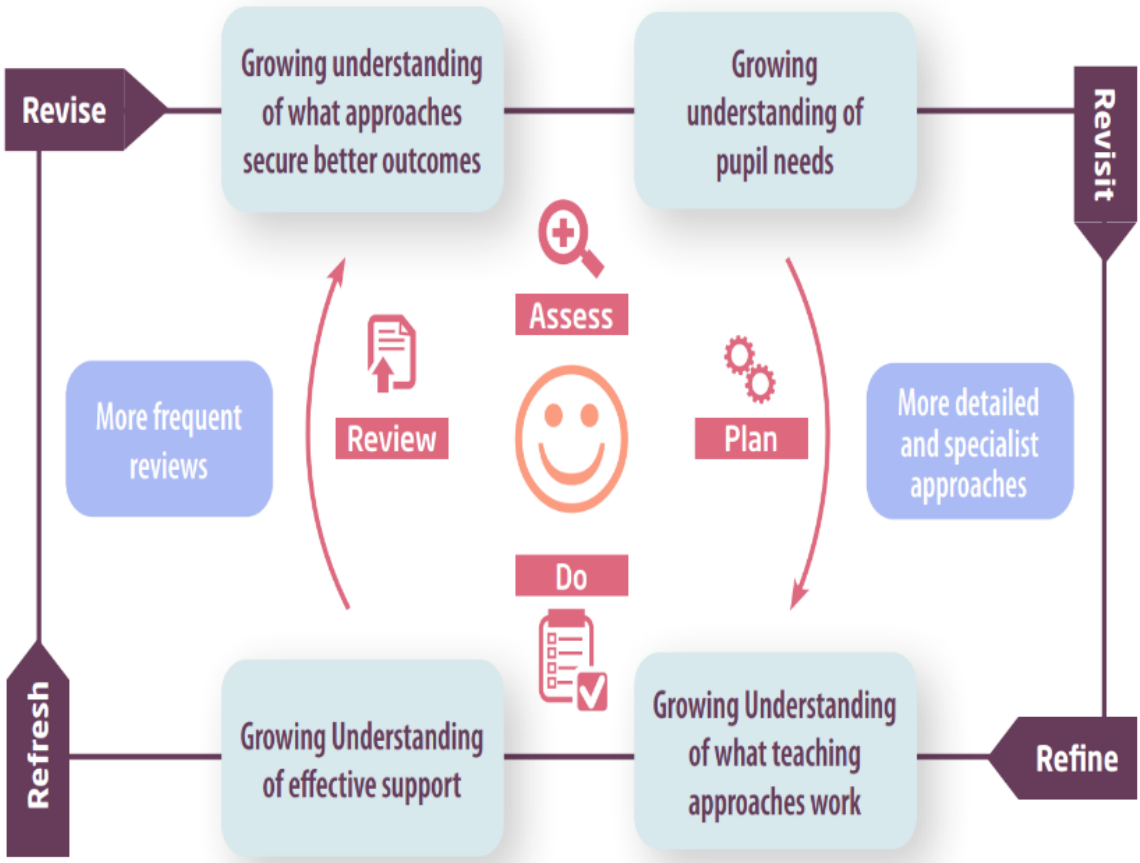
9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

We use a 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

This approach is supported by:

- 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
- The use of more formal assessments as well as screenings and observations, if relevant

This supports us to ensure that the pupils are prepared for their next steps and onward pathways.



At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by the SENCo, Head and Trust Team 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/trustees and available to read and refer to on the school's website.

10. Complaints about SEND Provision

The difference between a concern and a complaint

- A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.
- A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure.

How to raise a concern or make a complaint: A concern or complaint can be made in person by parents, carers (including parents or carers of children no longer at the school) and members of the public, in writing, in person or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with the class teacher in the first instance. The class teacher will meet to address and resolve the concern. We may offer informal mediation at this stage. While this can be useful in helping the school and complainants reach an agreement and move forward, there are times when it may not be the most appropriate course of action. We will ask the parents/carers what they think may resolve the issue.

Complaints against school staff (except the Head of School or CEO) should be made in the first instance to the Head of School via the school office. If written, then please mark them as Private and Confidential.

If you are not satisfied with the school's response, you can escalate the complaint.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- 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.

Complaints Policy: Bobbing Village School - Trust Policies

10. Glossary and SEND Acronyms

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- Outcome – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

- SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- SEND support – special educational provision which meets the needs of pupils with SEND
- Transition – when a pupil moves between years, phases, schools or institutions or life stages

11. Equal Opportunities

At BA MAT we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Impact assessment

An initial impact assessment has been carried out for this policy and is graded as follows:

A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is unlikely, but positive impact is also unlikely
E	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary