

Policy for Inclusion and Special Educational Needs

Phoenix Community Primary School



Headteacher Jennifer Dawes
SENCO Carolyn Tanner

Our School Vision:

At Phoenix, we grow individuals who are respectful, aspirational, resilient, kind and curious. Collaboratively, with all stakeholders, we aim to provide an environment where everyone feels safe, happy and confident. Our ambitious curriculum provides enriching learning opportunities that enable all children to flourish.

We promote active learning through our expansive outdoor environment as well as the variety of opportunities beyond the curriculum. Inclusion is at the heart of our school where all individuals are valued and respected and where courage and uniqueness are celebrated. Pupils leave Phoenix, equipped with the skills to become respectful, honest citizens of the future and to be the best version of themselves.

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1. Aims

Phoenix Community Primary'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 Governors.

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

2. Legislation and Guidance

This policy is written in line with: SEND Information report, Behaviour Policy and the Curriculum Policy

The regulation associated with:

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

Maintained Schools:

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

Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

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)

Education Strategy – to be confirmed

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 Phoenix Community Primary works towards achieving the Kent Children and Young People Outcomes Framework



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

- SEN Information Report:
- Safeguarding policy:
- Behaviour Policy:
- Equality Policy:
- Accessibility Plan:
- Attendance and punctuality policy:

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 Phoenix Community 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 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>

Through seasonal termly pupil progress meetings, regular formative and summative assessments and data tracking, the school SENCO, Senior Leadership Team and class teacher monitor the needs of the pupils and make adaptations and initiate interventions based on their current presenting needs. An informal internal document of pupils we are monitoring helps us to track, review and evaluate progress of these individuals.

4. Inclusion and Equal Opportunity

The school endeavours to provide, review and develop high quality inclusive opportunities by taking up regular professional development opportunities which are disseminated to all members of staff, working closely within our CARE Trust to ensure we are working cohesively and attend regular meetings with other agencies in our Professional Resource

Group and schools within our school community group.

As a school, we review personalised plans and provision maps every seasonal term. Copies of reviewed personal plans are shared with parents and we discuss targets and progress towards these with parents at Parents meeting appointments. Parents of children who have personalised plans are also invited into school to meet with the SENCO to review progress throughout the year, in addition to the two parents evening appointments with the class teacher.

Our SEND Information Report can be found on the school website.

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

Phoenix Community Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

We refer regularly to the Mainstream Core Standards and SEN Code of Practice within staff meetings, we reflect on our practice and make informed next steps as a whole school, strategically. The SENCO meets with the Governing Body to discuss Inclusion and SEND, inform them on next steps and meets regularly with parents to inform them on whole school initiatives and individual information regarding their particular child.

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)

5.1 SENCO

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

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

At Phoenix Community Primary our SENCO is Carolyn Tanner.

You can contact her via email on: senco@phoenix-primary.kent.sch.uk or on the telephone by calling 01233 622510. You can also see her on the school gate in the mornings.

Carolyn has 4 years experience in this role and has previously worked as a qualified class teacher and Designated Safeguarding Lead.

Carolyn Tanner achieved the National Award in Special Educational Needs Co-ordination in 2023

Additionally, Sarah Jansen achieved the National Award in Special Educational Needs Co-ordination in 2022

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Phoenix 's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead the 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/carers and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.

- Work closely with other colleagues and SENCOs in their Community of Schools.

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

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively 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 SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

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

The SEN governor will:

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

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

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

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

Our SEN Governor is Davina Bynoe.

5.4 Teachers

All teachers are teachers of pupils with special educational needs.

Our SENCO provides a vital strategic role and 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.

Adaptations such as: movement breaks, wobble cushions, learning check-ins, fidget tools, learning check-ins, timers, individual work spaces, writing slopes, sequenced instructions, pencil grips, calm spaces, task management boards, now and next boards, ear defenders, visual prompts, coloured overlays, emotion visuals, choice boards, time out, ICT to support with recording of ideas, pre-teaching, visual timetables and weighted supports are used to support children who may need them. This is recorded on the class provision maps by the class teacher. Both the Teacher and TAs ensure that the provision on personal plans and provision maps are carried out to support pupils through the day where possible.

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/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 should initially voice their concerns to the class teacher who will feed back on progress and attainment, and if needed, add support for individual pupils to the class

provision map. If progress is not made, they may seek the advice of the SENCO for the strategic planning of next steps which will be carefully planned alongside parents and carers.

5.6 The pupil

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

Pupils at Phoenix are able to express their views through: pupil questionnaires, school council meetings, Annual Reviews such as the 'The Voice of the Child Document' and within lessons. Adaptations such as visuals are used to support pupils to express their views where appropriate.

6. SEN Information Report

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

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

The SEN Information Report is available on our website.

7. Admissions and Accessibility

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

This is referred to in our admissions and accessibility policies which are listed above and available on our website.

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

8. Our school approach to SEN provision

What to do if you have concerns about your child

Speak to the class teacher

Share your concerns with the person who spends most time in school with your child and is able to make adaptations within the classroom. Teachers may approach the SENCo for advice.

Allow time for interventions/support to have impact

Any interventions or adaptations that are in place to support your child need time to have an impact. Teachers will review the support in place and make adjustments as necessary. The teacher may seek support from the SENCo.

Have a review meeting with the class teacher

This is an opportunity to discuss the support in place with the teacher and agree next steps. The teacher may consult the SENCo at this point. If, following your discussion with the class teacher, you still have concerns around the rate of progress or any underlying needs that your child might have, then it is at this point that we encourage parents to speak to the SENCo or FLO depending on the nature of the difficulties.

Speak to the SENCo and/or FLO (Miss Marsh)

Further in-school support may be identified, support from other agencies may be suggested, signposting to support or training opportunities or referrals may be submitted (e.g. ADHD assessments, ASC assessments, Occupational Therapist, Speech Therapist or School Health). At this point, your child may be placed on the school SEN Register.

The school will assess each pupil's current skills and levels of attainment on entry, 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.

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

At Phoenix, 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 Phoenix 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.

Children's adaptations and interventions are listed on their class provision map or personalised plans. These are shared with parents at parent meetings. Progress and provision of pupils with personalised plans is reviewed and shared three times a year through parents meetings and meetings booked with the SENCO.

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 Phoenix are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Phoenix, progress is closely monitored throughout the year to review their academic progress every seasonal term. However, pupils with SEN may have more frequent assessments which will be shared with parents and carers.

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, Boxall assessments, Lucid Rapid Assessments, Lucid Recall Assessments and Speech and Language Link Assessments. These tests will enable the early identification of difficulties that a pupil may present; parents and carers will be updated of the results of such assessments and be key in the planning of next steps. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Phoenix 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 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.

Interventions such as Sensory Circuits, Fizzy and Clever Hands, pastoral support such as 'Drawing and Talking', Social Skills, Memory Magic and Lego Therapy are all part of our school offer, which TAs are trained to deliver in addition to academic interventions such as Pre and Over Learning, FRED Reading and Precision Teach approaches.

The purpose of a more detailed assessment will identify what additional resources and/or different approaches are 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 will continue to identify the pupils having special educational needs. 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 personalised plans, class provision maps, Pupil Progress Meetings and pupil profiles which are regularly reviewed and shared in class folders.

8.3 Consulting with Parents

Parents with children who have personalised plans have the opportunity to meet the SENCO to go through plans, SMART Targets and progress following an assessment point as well as attending two Parents meetings a year.

Parents have opportunities to inform personal plans every seasonal term and their feedback is always welcome.

Next steps are decided as a team with class teachers, the school SENCO, pupils and parents.

Notes from meetings with parents are recorded on CPOMS.

The school SENCO, FLO, Headteacher and Deputy Headteacher greet all parents on arrival in the mornings. Pupils enter via either the main entrance (years R-4) or the side gate (years 5/6) and parents have the opportunity to speak to these staff then. All teachers dismiss their class at the end of the day and parents have the opportunity to speak with class teachers then.

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

At Phoenix formative assessment takes place within every lesson. We have Reading and Writing assessment folders which TAs update regularly. Summative data is inputted every seasonal term and then next steps are planned through the creation of SMART Targets on provision maps, personal plans and through pupil progress meetings.

The school meets 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 SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Carolyn Tanner every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND Provision

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEN provision can be made following the structure in the school's complaints policy.

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

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

All complaints relating to a named member of staff must be sent to the headteacher/principal.

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](#)

Complaints Policy:

<https://phoenixprimary.ovw1.juniperwebsites.co.uk/attachments/download.asp?file=94>

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 coordinator
- **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 stage

