

Policy for Inclusion and Special Educational Needs

The Wells Free School,
King Charles Square, Tunbridge Wells, Kent, TN4 8FA



Headteacher: Mrs Kate Le Page
Inclusion Lead/SENCCO: Miss Rae Akehurst

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Headteacher:	 Kate Le Page
Co-Chairs of Governors:	Louise Hallam & Tony Kung

Values

The Wells Free School is an inclusive school which aims to ensure all pupils have access to the best possible education, and where the happiness, safety and wellbeing of all individuals, matter. We believe that all members of our school community have a right to succeed, and the entitlement to develop their full potential. We are committed to ensuring all pupils have access to a broad, balanced and relevant curriculum which aims to prepare them for life outside school, and which is designed to meet each individual's specific needs.

Equal Opportunities Statement

We are committed to the promotion of equality and equity and an understanding of individual rights and responsibilities. We will ensure that all members of our school community have equal access to the education provided by our school. We celebrate the different experiences all members of the school community bring to our school, and recognise that these experiences, interests and strengths affect the ways in which people learn. We aim to harness this diversity to enable all members of our school community to thrive and enjoy their time at our school.

Disability Statement

The Wells Free School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

We aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school. As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Nurture UK

The Wells Free School is a Nurture UK accredited school. As such, we share the vision that:

- 1) Child development is not limited by lack of nurture in education
- 2) Adults working with and caring for our children are supported and equipped with evidence-based tools to help them flourish and learn

Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. As a school we consistently implement the six principles of nurture:

- 1) Children's learning is understood developmentally
- 2) The classroom offers a safe base
- 3) The importance of nurture for the development of wellbeing
- 4) Language is a vital means of communication
- 5) All behaviour is communication
- 6) The importance of transition in children's lives

These six principles help staff to focus on the social and emotional needs and development of our children, ensuring all children are ready to learn.

1. Aims

The Wells Free 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 Governors.

At The Wells Free 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 Wells Free School will make reasonable adjustments to support pupils with SEND. The Wells Free 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:

- 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 June 2024 [School Information Regulations](#)
- Governance in Academy Trusts 2026: [Governance in Academy Trusts 2026](#)

Kent Local Authority

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](#)

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)

Kent Education Strategy: [Raising Ambition, Building resilience. A Strategy for Education in Kent 2025-2030](#)

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 Wells Free School is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at The Wells Free School 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 : <https://thewellsfreeschool.co.uk/Policies/>

- SEN Information Report
- Safeguarding policy
- Relational Policy
- Equality Policy
- Accessibility Plan
- Attendance and 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 The Wells Free 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>

4. Inclusion and Equal Opportunity

The Wells Free School endeavours to provide, review and develop high quality inclusive opportunities for all children on roll regardless of need.

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

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to children's needs. We will make sure that all children have 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.

All pupils are encouraged to take part in the wide ranging extra-curricular activities that take place as part of our wider curriculum. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included

Our SEN Information report can be found on our school website:

<https://thewellsfreeschool.co.uk/Policies/>

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

The Wells Free School works strategically in line with the Special Educational Needs Code of Practice 2015.

All staff and governors are educators of SEND. The senior leadership team have built an inclusive ethos whereby all staff and governors are kept up-to-date with local and national

developments relating to SEND. Identified gaps in knowledge is addressed through additional training.

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

- Access to impartial information, advice and support throughout their time at The Wells Free 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.

The SENCO at The Wells Free School is Miss Rae Akehurst; she is a qualified teacher and has completed the National Award for SEN Co-ordination. She is available on 01892 739075 Option 4 or email senco@thewellsfreeschool.co.uk. Miss Akehurst's working days are all day Tuesday, Wednesday and Thursday and 8.00-11.30 on a Friday.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of The Wells Free School '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 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 that any pupils who have 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- Be 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 and ensuring that 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
- Work with the SENCO and governors to ensure The Wells Free 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. All governors have a responsibility for SEN as part of their monitoring visits.

The SEN governor will:

- Help to raise awareness of SEN issues at governor 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.

Academy Trusts

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 Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN. The SEN link Governor at The Wells Free School is Mrs Suzanne Farr.

The SEND Governor will:

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

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

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil
- Delivering a broad and balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching partners 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.

The Wells Free School has a highly experienced team of 16 Teaching Partners, including 3 higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision alongside supporting the class teachers in delivering an inclusive curriculum via first quality teaching strategies.

Teachers plan an adaptive curriculum so that each child is able to make progress based upon their individual starting points both academically and socially making use of appropriate adaptations.

These adaptations may include:



- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Scaffolding lesson materials



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, communication boards and books



- Teaching Partners or support staff will support pupils appropriately depending on their presentation of need

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.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring that 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 The Wells Free School are able to express their views through:

- Pupil Voice questionnaires conducted by staff
- Completion of the sensory profile in upper Key Stage 2
- Partaking in class-based school council discussions which is overseen by a member of the senior leadership team
- For children with an EHCP, completion of Appendix 1 ahead of their annual review.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report <https://thewellsfreeschool.co.uk/Policies/> which sets out how this policy is implemented at The Wells Free 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

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

The Wells Free School is part of the Kent County Council Co-ordinated Scheme for Primary Admissions.

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

Our admission policy and accessibility plan can be found on our website <https://www.thewellsfreeschool.co.uk/Policies/>

8. Our school/academy approach to SEN provision

The Wells Free School assesses 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 Wells Free 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 Wells Free 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 The Wells Free School provision is made to support pupils with additional needs irrespective of whether a pupil has an EHCP in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At The Wells Free School, we will ensure our 'best endeavours' to meet the needs of pupils with an EHCP with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority. When The Wells Free School is consulted about placement of a child with an EHCP, we may make contact with the family prior to responding to the consultation.

The Wells Free School is a one form entry primary school in the heart of Tunbridge Wells, 14.63 % of children on roll are SEN with support, with 3.41% with an EHCP. We have a higher than national and local percentage of children with identified SEND needs. We pride ourselves on our inclusive environment and the many adaptations that we make for our children.

8.2 The identification and assessment of pupils with SEND

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at The Wells Free School are identified as either having no SEN, having SEN with support, or having a SEN with an EHCP.

At The Wells Free School pupils' progress is closely monitored throughout the year to review their academic progress. Summative assessments are recorded on our data management system three times a year at the end of each seasonal term (December, April and July).

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 Wells Free School uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils.

Universal Assessments used for all pupils at The Wells Free School			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical/Sensory
• Speech Link • Language Link • Language for Learning Observations	• Classroom assessments • Phonics Screening • Past Assessments • Accelerated Reader • CAT4 Tests (Yr5 only)	• Leuven Scales • Boxall Profile • Observations • Strengths and Difficulties Questionnaires	• BEAM • Sensory Integration Profile

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 The Wells Free 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, 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 SEN. 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 and 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 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 Wells Free School will continue to identify the pupil as having SEN. If the pupil is able to make good progress

without the additional or different resources, they will not be identified as having SEN 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.

8.3 Consulting with parents

Parents of children on the SEN Register will receive a provision form three times a year which outlines the outcomes, short term targets and interventions their child is receiving. This is a working document and will show the progress children are making against their targets. Parents are also invited to attend a SEND Parents evening with the SENCO twice a year in addition to parents evening held with the class teacher. Informal meetings can be held between these meetings at either parties' request.

For children with an EHCP, the above applies in addition to the annual review meeting where the thoughts of the child and family will be sought via appendix A.

Each year, SEND parents are invited to take part in a survey that allows parents to share their views about SEND provision at The Wells Free School.

9. Assessing, monitoring, reviewing and evaluating progress towards outcomes

The Wells Free School assesses, monitors, reviews and evaluates progress towards outcomes using the graduated approach through making use of:

- 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 Miss Akehurst, Inclusion Lead 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

The normal arrangements for the treatment of complaints at The Wells Free School would also apply for complaints about provision made for SEN. We encourage parents to discuss their concern initially with the class teacher or SENCO. If this does not satisfactorily resolve the complaint, then parents are encouraged to meet with the Head Teacher (or Deputy Head in her absence) to resolve the issue before making any formal complaint to the Chair of the Governing Body.

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

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation can be contacted. If it remains unsolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability).

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. The school cannot investigate complaints that fall within this category.

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.

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.

Complaints Policy: <https://thewellsfreeschool.co.uk/Policies/>

11. 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 EHCP
- **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four areas are communication and interaction, cognition and learning, physical and/or sensory, and social, emotional and mental health need.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP
- **EHCP** – 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