



Claremont Primary School

A hub of educational excellence and innovation,
supporting and valuing everyone

SEND Policy

Responsible person	Clare Smith, SENCo
Responsible governor	Heather Phillips, SEND Governor
Responsible governor team	FGB
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Policy reference	Kent Model

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

1. Aims

Claremont'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.

The policy 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 Claremont, 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 regulations 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

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report [Claremont Policies](#)

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

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

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

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

The Mainstream Core Standards:

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

The schools are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Claremont 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: [Claremont Policies](#)
- Safeguarding policy: [CLA Child Protection Autumn 2025-26](#)
- Positive Behaviour Policy: [CLA Positive Behaviour Policy 2024-25 \(1\)](#)
- Equality Policy: [CLA Equality Statement PSED Autumn 2024-28](#)
- Accessibility Plan: [CLA Accessibility Plan Autumn 2023-2026](#)
- Attendance and punctuality policy: [CLA Attendance Spring 2025-26](#)

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 Claremont 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.

Where appropriate, and after extensive work following the graduated approach, Claremont will support families through the process of applying for an EHC plan.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

4. Inclusion and Equal Opportunity

Claremont’s SEND vision is to provide facilities for a happy, safe, nurturing and inclusive environment where ALL children are supported, valued, inspired and challenged, so they may flourish to achieve their full potential irrespective of ability or behaviour.

Claremont school is committed to promoting the education and welfare of children through positive promotion of equality, challenging bullying and stereotypes. We aim to create an environment which champions respect for all. At all levels the school is an inclusive community - we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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

Claremont works strategically in line with the Special Educational Needs Code of Practice 2015. [SEND code of practice: 0 to 25 years - GOV.UK](#)

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

At Claremont our SENCO is Mrs Clare Smith who can be reached via senco@claremont.kent.sch.uk or 01892 531395

Mrs Smith is a qualified teacher and has been in the role of SENCo for 5 years. She has been accredited by the National Award for SEN Co-ordination (2018) and also holds the following qualifications: BSc (Hons) Social Policy and Administration, Postgraduate Diploma in Psychology, MSc in Social Policy and Planning.

Mrs Smith is also the school's Designated Safeguarding Lead, Pupil Premium Champion and Designated Teacher for Looked After Children.

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

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- 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.
- 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 has SEND

- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with 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.
- 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.
- 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.

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](#)

The SEND Governor will:

- Carry out monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Heather Philips

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, adapted 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN, including those with dyslexia. Additional intervention and 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 SEN Code of Practice (2015, 6.37)

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by teachers, teaching partners and the SEN team. Any additional support necessary to meet the needs of pupils is financed through the funding provided to the school as ‘notional SEN funding’.

In addition, Claremont has gained accreditation as a dyslexia-friendly school. As part of this process, all teachers have received training on how to adjust teaching to suits the needs of all learners in the classroom by the British Dyslexia Association.

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. In the first instance, communications should take place with the class teacher.

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.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information [Claremont Policies](#) 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

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

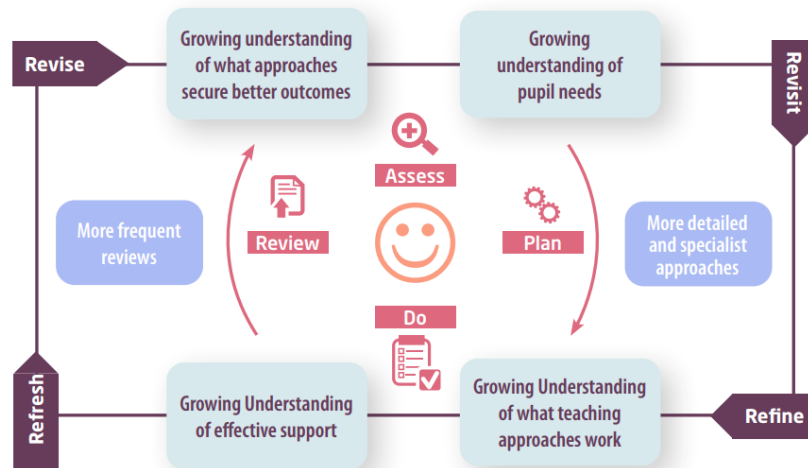
Information about Admissions: [Claremont Primary School - Admissions](#)

Equality Statement: [CLA Equality Statement PSED Autumn 2024-28](#)

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

At Claremont we use the graduated approach, a spiral of support that develops from a four-part cycle of Assess, Plan, Do, Review. (Further information on the graduated approach can be found in the Mainstream Core Standards [Special educational needs mainstream core standards](#).)



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

At Claremont we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Our role is to identify difficulties and suggest interventions to overcome these difficulties, but we can signpost parents to external experts who can provide specialist diagnoses, when necessary, if this is thought to be of benefit to the child.

The school also currently meets the needs of a small number of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Physical and Sensory and Social, Emotional and Mental Health. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

All parents of pupils at Claremont School are invited to discuss the progress of their children on three occasions during a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times.

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 at various points: Language Link, Baseline on entry into Reception, Y1 phonics screening, reading age test through Accelerate Reader (Y3 – Y6), assessments against Age Related Expectations across the curriculum and end of KS2 SATS. 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 Claremont 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, the school will inform parents/carers 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 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 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 class Provision Maps and Personalised Provision Plans.

8.3 Consulting with Parents

Parents play a key role in supporting children's learning and our goal is to work collaboratively with families at all times. Parents will be informed where there are concerns about a child's progress at an early stage. All parents are able to request that the SENCo attend their parent consultation meeting.

Parents will be informed in writing where their child is placed on the SEN Register. In this situation, Personalised Provision Plans will be shared with parents at the start of terms 1,3 and 5. The reviewed versions of those plans will be shared at the end of terms 2,4 and 6. Parents will be offered a meeting with the class teacher to discuss the reviewed plan and any changes for the next term. Parents are encouraged to keep open and positive communication with the class teacher and SENCo to ensure that any concerns are dealt with promptly.

Parents are consulted annually as part of the stakeholder surveys which take place in the Summer.

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

We monitor the progress of all pupils consistently throughout the year and formally three times a year to review their academic progress. Reports to parents are made three times a year and explain whether children are on track for Age Related Expectations (ARE) and what progress they have made since the last report. For some children with EHCPs, report templates are modified to reflect their EHCP targets.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Intervention groups, which are addressing specific gaps by pre-teaching or small group work with the teacher or teaching partner, are part of everyday good practice to help children access the national curriculum. These interventions are reported to parents in their child's report. Children, including those with mild dyslexia, may be able to close the gap between themselves and their peers through the use of Quality First Teaching strategies or classroom interventions.

Assessments and monitoring are carried out in a variety of ways, including:-

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment
- 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 pupils progress towards any behaviour targets
- The pupil's own views
- Advice from external support services, if relevant

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Claremont we are experienced in using the following assessment tools: GL Dyslexia Screener, the Test of Auditory Processing, the Phonological Assessment Battery 2, the Test of Visual Perception Skills, the Neale Analysis of Reading, Assessment of Comprehension and Expression and the British Picture Vocabulary Scale. Parents will be informed in writing of the results of these assessments, followed up by an opportunity to meet with the Senco. We attempt to identify needs as quickly as possible. However, as part of the graduated response, it is important to give time to review the effectiveness of interventions before jumping to conclusions or giving incorrect labels.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. If significantly different or additional provision is deemed necessary at this stage, the pupil will be identified as being on SEN Support.

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. We will also ensure that this information is effectively passed on when pupils transition to secondary school.

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

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

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Claremont are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, as well as the SENCO Mrs Smith or one of the Pastoral Leads and then the Headteacher to resolve the issue, before making the complaint formally through the complaints procedure.

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.

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: [CLA Complaints](#)

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 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