



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts
and healthy minds.

Inclusion (SEND) Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

30th September 2025

Chair of Governors

Signed:

Executive Headteacher

Signed:

Review Date September 2026

Respect Inclusive Creative Hardworking

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All staff and governors at the Preston and Wingham Primary Schools Federation are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any special educational need they may have.

A child has a special educational need if he or she has a need that calls for interventions that are *additional to* or *different from those* provided as part of the usual classroom provision.

1. Guiding Principles

Our schools aim to build an ethos through which all pupils are valued, where we celebrate diversity of experience and achievement.

Provision for Special Educational Needs (SEN) is a whole staff responsibility and all pupils are entitled to have access to the same curriculum and to all the experiences and activities provided by the school.

It is the intention to meet children's special educational needs through a carefully planned, well balanced and broad curriculum which reflects differentiation and need.

2. Our objectives are to:

- Promote equal opportunities and access for all the children whatever their gender, background, race, sexual orientation or abilities.
- Remove barriers to learning.
- Help pupils with SEND fulfil their aspirations, achieve their best and become confident individuals living fulfilling lives.
- Ensure that current resources are employed and deployed, to provide a range of support that is able to match children's individual needs as far as possible.
- Establish clear structures and school procedures based upon the 2015 Code of Practice along with a system of record keeping mechanisms to monitor and evaluate.
- Develop whole school early identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programs for individual children, small groups and /or whole class.
- Find effective ways of informing and consulting with all parents about SEN in the school, and for supporting and working in close partnership with those parents who have children with Special Educational Needs.
- Liaise with relevant outside agencies to provide first hand direct support for children who are entitled to further guidance.
- Establish a clear structure of on-going support and training for the school's SEN staff, teaching and non-teaching.

3. The purpose of a whole school policy on SEN is to ensure that:

There is a whole school agreement and clarity on procedures and practices. All staff are clear on the aims and objectives of the schools approach to SEND.

The responsibilities of the SEN staff are made clear, along with those of the Executive Headteacher, Head of School and Governors, in light of the 2015 Code of practice.

Mechanisms for identification, implementation and evaluation of SEND provision and practice to be established and with reference to the requirements of the 2015 Code of Practice.

4. Ways in which children with SEN are identified and needs reviewed:

Our schools recognise the importance of early identification and intervention for children with SEN. Through on entry assessments and parental interviews in the Early Years we are able to records children's needs as they come into school. We have established whole class screening procedures for every child. This takes the form of pupil progress reviews which take place in terms 1, 4 and 6.

Where a child has an Education Health and Care Plan the requirements of the EHCP are put in place by an individual provision plan.

Once a pupil has been identified as having SEN, we take action to remove any barriers to learning, and put effective special educational provision in place, This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach Assess, Plan, Do, Review.

5. Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

6. The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

7. Medical Needs

Our schools work with both parents and external agencies to ensure that pupils with specific medical needs are catered for to ensure equal access to the curriculum and their well-being. Support may include training for staff, regular reviews and reasonable adjustments to both the school day and resources provided for the pupil. High Needs funding may be applied for to ensure full and safe access to the curriculum offer.

8. Roles and responsibilities

The SENCO

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the SEN governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to two parent consultation meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

9. Accessibility

The Federation has an accessibility plan. Wingham and Preston schools are both accessible for wheelchair users. Both schools have disabled toilet facilities. Wingham has a care suite.

10. Transport

Although we are unable to offer support with transport, the Inclusion Lead is able to direct parents to the Local Authority Inclusion Team and/or children's social care, who may be able to assist.

11. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Inclusion Lead **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

12. Links to Other Policies & Other Documents

- [SEN Information Report 2025](#)
- Curriculum Policy
- Single Equality Policy
- Behaviour Policy
- Accessibility Plan
- Health & Safety Policy
- Home/School Agreement
- 2015 SEN Code of Practice.
- [Kent SEN \(Local Offer\)](#)