



Coppice

Primary Partnership

Growing Together, Striving for Excellence.

Policy for Inclusion and Special Educational Needs

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1. Aims

Coppice Primary Partnership'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 Trust will:

- Support all pupils including those with a SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables all pupils to access all aspects of school life alongside their peers.
- Provide all pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support all pupils including those with a SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production of provision 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 and Trustees.

Within Coppice Primary Partnership all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive and adaptive teaching to enable every pupil to access the learning and to make progress to reach their full potential socially, emotionally and academically. Schools will make their best endeavours to make appropriate and reasonable adjustments to support pupils with SEND. Each school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
- Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

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

Countywide Approach to Inclusive Education (CATIE)

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

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 Trust is working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Coppice Primary Partnership works towards achieving the Kent Children and Young People Outcomes Framework

Our SEND policy should be read in conjunction with our School and Trust policies published on our websites, these include:

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

Trust policies can be found:

<https://www.coppiceprimarypartnership.kent.sch.uk/about-us/coppice-key-documents/about-us/coppice-key-documents/trust-policies>

School specific information can be found at:

St Katherine's School and Nursery:

<https://www.stkatherineskent.co.uk/page/?title=SEND+%28Special+Educational+Needs+and+Disability%29&pid=40>

Loose Primary School:

<https://www.loose-primary.kent.sch.uk/page/?title=SEN&pid=30>

Coxheath Primary School:

<https://www.coxheath.kent.sch.uk/page/?title=Policies&pid=90>

<https://www.coxheath.kent.sch.uk/page/?title=Inclusion+and+SEN&pid=180>

3. Definitions

Definition of SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her that is additional or different to the mainstream minimum core standards.

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 SEND 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 SEND, but there is sufficient overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires a special educational provision they will also be covered by the SEND definition' (DfE/DOH 2015: 16)

Monitoring

Children who are not currently on the SEND register but may be experiencing barriers to learning are closely monitored through our inclusive, graduated approach. Teachers use the "assess, plan, do, review" cycle to identify emerging needs and put timely, appropriate support in place. These children are discussed regularly through appropriate forums such as pupil progress meetings, SEND surgeries and assessment reviews to evaluate progress and the impact of strategies used. Early identification is a priority and pupil data is used to support this. Parents and carers

are involved through planned meetings and communication, supporting a collaborative approach and enabling informed decisions about next steps, including whether further assessment or SEND register placement is required.

Special Educational Needs Register

In Coppice Primary Partnership, the SENCOs will regularly review the SEND register as part of the Graduated Approach. The SENCOs will work in co-production with parents/carers and if required key external professionals to ensure high quality SEND 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 SEND register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEND) support

‘SEND 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 SEND support will not have an education, health and care plan.’

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 SEND 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.

4. Inclusion and Equal Opportunity

Coppice Primary Partnership is committed to an inclusive approach that promotes equity of opportunity for all children across our schools. We value and respect every pupil, recognising that additional needs may arise from learning, physical, social, emotional, communication, medical or personal circumstances, including SEND, English as an additional language, high ability, Pupil Premium eligibility or challenging family circumstances. We follow the SEND Code of Practice and work in close partnership with parents, pupils and external agencies to ensure early identification and effective support. Pupils are monitored through teacher assessment, the assess, plan, do, review cycle, pupil progress meetings, SEND surgeries, intervention reviews and data analysis, with referrals to specialist services made where appropriate and with parental consent. Support is led by each school's SENCO, with additional wellbeing support available where needed. Across the partnership, we actively promote equality, diversity and inclusion, ensuring fair treatment and equal access to the curriculum, educational visits and extra-curricular activities for all pupils, including those with disabilities, through accessible and inclusive school environments that remove barriers to learning and enable all children to participate, achieve and thrive.

Please click on the links to view our SEND Information Reports.

St Katherine's School and Nursery:

<https://www.stkatherineskent.co.uk/attachments/download.asp?file=196&type=pdf>

Loose Primary School and Nursery:

<https://www.loose-primary.kent.sch.uk/attachments/download.asp?file=279&type=pdf>

Coxheath Primary School

<https://www.coxheath.kent.sch.uk/attachments/download.asp?file=893&type=pdf>

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

Schools in Coppice Primary Partnership work strategically in line with the Special Educational Needs Code of Practice 2015.

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

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible
(Area SEND inspections: framework and handbook updated April 2024)

SENCO

- At St Katherine's our SENCO is Caroline Loveland. Contact details: cloveland@st-katherines.kent.sch.uk or **01634 240061**

She has 3 years experience in this role and have taught from Nursery to Year 6, she is working towards achieving the National Professional Qualification for SEND.

- At Loose our SENCO is Joanna Black. Contact details: office@loose-primary.kent.sch.uk or **01622 743549**

She has 3 years experience in this role and have taught from Nursery to Year 6, she is working towards achieving the National Professional Qualification for SEND.

- At Coxheath our SENCO is Sophie Grimley. Contact details: senco@coxheath.kent.sch.uk or **01622 745553**

She has over 10 years experience in this role and has taught from Year R to Year 6, she achieved the Award in Special Educational Needs Co-ordination in 2015.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Coppice Primary Partnership'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 SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND 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 SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person 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 SEND.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- To keep up to date with key national and local SEND 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.

Headteacher

The Headteachers will:

- Work closely with the SENCO in their school and SEND link governor to determine the strategic development of the SEND 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 SEND 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 SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

SEND Governor

- Our Governing Body/Trustees board have a legal responsibility to pupils with SEND as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.
- The SEND governor will:
- Help to raise awareness of SEND issues at governing/trustee board meetings.
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school.

Academy Trust

7.4.1 Children with special educational needs and disabilities (SEND)

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/Trustee is responsible for the strategic oversight of the arrangements and provision for pupils with SEND.

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 SEND issues raised during monitoring visits and meetings at Governing Body/ Trustee Board meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEND Information Report and provision in the school/academy.

Teachers

All teachers are teachers of pupils with special educational needs. Our SENCOs provide 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 SEND. Additional intervention and SEND 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 SEND 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 SEND policy.

Support staff will work closely with SENCOs and Class Teachers to provide appropriate support to meet the needs of all pupils.

For further information about interventions and adaptations offered in each school, please see the SEND Information Reports published on each website.

Parents and carers

Parents and carers should inform their child's 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, this should be the Class Teacher

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 SEND provision.

Schools in the Trust have an open-door policy. All parents of pupils are invited to discuss the progress of their children on three occasions a year and receive a written report once a year with the option of discussing this with the class teacher.

In addition, the SENCO is available on parent consultation evenings and is happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catchup if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated and shared with parents.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Parents will also be asked to feedback through parent surveys and Parent Councils.

The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. 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. Their voice could be gathered in monitoring visits, learning walks, through school council or structured interview.

6. SEND Information Report

Our SEND policy works in conjunction with our SEND Information report which can be found on each school's website which sets out how this policy is implemented.

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

7. Admissions and Accessibility

Coppice Primary Partnership is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. Each school in the Trust has its own Admissions Policy which can be found on their websites.

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 Trust approach to SEND provision.

The Coppice Primary Partnership 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, we will start with the desired outcomes, including the expected progress and attainment using the graduated approach, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether the individual school can provide it by adapting the universal offer, or whether something different or additional is needed.

The kinds of special educational need for which provision is made

At Coppice Primary Partnership 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 Coppice Primary Partnership 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.

Within Coppice Primary Partnership we support children with a range of special educational needs.

Identification and assessment of pupils with special educational needs

In line with the SEND Code of Practice (DfE/DoH 2015) pupils at Coppice Primary Partnership schools are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

In Coppice schools, children's progress is closely monitored throughout the year to review their academic progress. However, pupils with SEND may have more frequent assessments.

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 academy uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, Boxall Profile, Speech and Language Link, Cognitive Assessments and Sensory Profiles. 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 Coppice schools 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 agreed early identification of need's process which includes informing 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. This may be in a pupil progress meeting. 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 SEND provision/learning 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.

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 SEND.

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

The Coppice schools will ensure that all teachers and support staff who work with a pupil with SEND or have an additional need are made fully aware of the provision that each individual pupil requires.

Consulting with Parents

Coppice Schools recognise the importance of strong open communication with parents and carers and works in partnership with them to support pupil's learning and wellbeing. We use a range of methods to ensure parents are informed and involved, including regular phone calls, an open-door approach and bookable meetings with Class Teachers, the SENCO and other relevant staff. Parent's evenings provide planned opportunities to discuss progress, while parent voice is actively encouraged through feedback, surveys and representation on the Parent Council. For pupils receiving additional or specialist support, communication is maintained through provision reviews and where appropriate, Annual Reviews ensuring parents and carers are fully involved in decision making and next steps.

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

Coppice schools ensure their best endeavours through the graduated approach which includes the following:

- 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 SEND protocols and processes as set out in the SEND Information Report.

This policy and SEND Information Report will be reviewed by the Director of Inclusion and Education every year. It will also be updated to reflect any changes to the information or statutory policy.

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

10. Complaints about SEND Provision

Should it be necessary to make a complaint about SEND provision at Coppice schools should be made to the Headteacher of the relevant school in the first instance or refer to the Trust Complaints Policy.

<https://www.coppiceprimarypartnership.kent.sch.uk/attachments/download.asp?file=315&type=pdf>

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](#)

11. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils 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 may carry out an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENCO** – the Special Educational Needs Co-ordinator.
- **SEN** – Special Educational Needs.
- **SEND** – Special Educational Needs and Disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND.
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND.
- **SEND support** – special educational provision which meets the needs of pupils with SEND.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.