



Special Educational Needs and Disability Policy

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School context and profile

Currently there are 50 pupils on the SEN register, 8 with an EHCPs. The number of SEN children on the register is 10.4% which is in line with Kent statistics and below national at 18.3%.

The main areas of need are: Communication and Interaction (ASD, Speech and language needs and any other spectrum conditions), Cognition and Learning (learning needs such as dyslexia) and Social, emotional and Mental Health (including ADHD).

In KS2 there are a number of pupils who have a diagnosis of Dyslexia.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Madginford Primary School we can make provision for every kind of frequently occurring SEN without a Statement of Special Educational Needs/ Education, Health and Care Plan, for instance: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with a Statement of Special Educational Need / Education, Health and Care plan with the following kinds of SEN: autistic spectrum disorder and visual impairment. Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with SEN.

Legislation and guidance

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice, January 2015 – updated June 2020
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE September 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Statutory Guidance on Supporting Pupils at school with medical conditions – April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document – September 2016.
- Teachers Standards 2014.

This policy should be read in conjunction with the following school documents:

- Accessibility Policy
- Behaviour Policy
- Equalities Information
- Safeguarding and Child Protection Policy

This policy has been developed in consultation with parents, staff and the Governing Board and will be reviewed annually.

Definitions

Special Educational Needs (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 them. A child of compulsory school age or a young person has a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice, January 2015*

Special educational provision is educational or other specific provision that is additional to, or different from, the provision in place for other children or young people of the same age by mainstream schools.

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010, that is:

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively 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.’

SEND Code of Practice, January 2015

Some children have life altering disabilities and they attend our school. Their disability does not mean that they are SEND but we as a school provide access and support so that they may succeed.

Roles and responsibilities

The SENCO and the wider team

The KS1 SENCO is:	Mrs S Farrell (ks1-senco@mps.kent.sch.uk)
The KS2 SENCO is:	Mrs S Gravina-Santer (ks2-senco@mps.kent.sch.uk)
The inclusion manager is:	Mrs. Y Best

We will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

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 board on this
- Work with the Headteacher, Inclusion Manager and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- 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 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 SEN policy SEND information report:

SEND information report

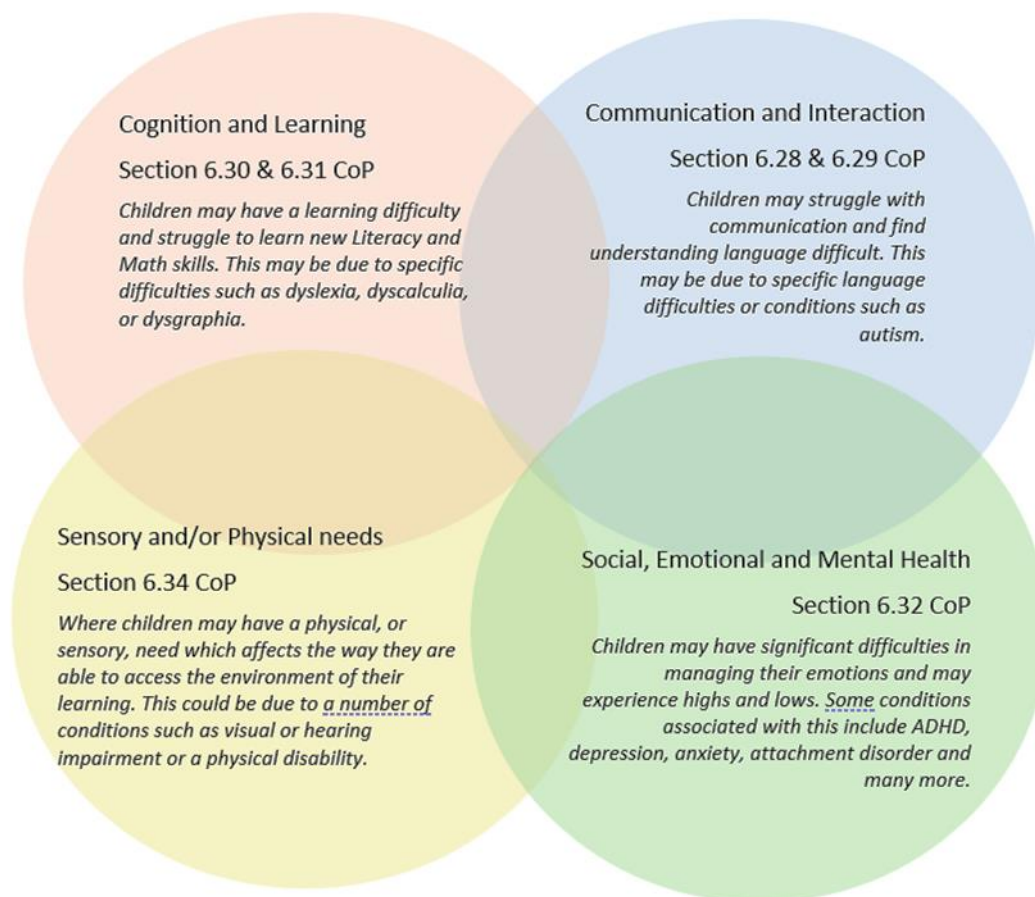
What kinds of special needs are provided for in this school?

At Madginford, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Context and school profile

Currently there are 50 pupils on the SEN register including 8 with an EHCP. This is 10% which is in line with Kent statistics and below national at 18.3%.

The main areas of need are: Communication and Interaction (ASD, Speech and language needs and any other spectrum conditions), Cognition and Learning (learning needs such as dyslexia) and Social, emotional and Mental Health (including ADHD).

In KS2 there are a number of pupils who have a diagnosis of Dyslexia.

How will my child be welcomed into the school?

We believe that every child is an individual, should be valued and have their needs met with equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Educational Needs and/or Disability, whatever these needs may be, so that each pupil can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Since the academic year 2021-2022, Madginford has opened a hub. This allows those children who find it difficult and are anxious about coming in to school, time to relax and do some activities to help to set them up for a positive day at school. This has been very successful.

Please also see our Admissions Policy on the website.

Which staff will support my child and what are their responsibilities?

At Madginford Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

The school Inclusion Team comprises of an Inclusion Manager, Mrs Y Best, the SENCOs; Mrs Gravina-Santer (KS2), Mrs Farrell (KS1) and a team of experienced and highly skilled Learning Assistants who work across both key stage 1 and key stage 2.

The team are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- In conjunction with the class teachers, ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Occupational Health Therapist, Specialist Teaching service etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing advice for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

A Teaching Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and play a very valuable role in your child's education. This is funded through High Needs funding.

The **Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the Inclusion Manager, the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Class Teacher** is responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work or additional support) and informing the SENCO as necessary.
- Writing children's Provision and Learning Maps and keeping them up to date.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help with specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The nominated **SEN Governor** is Ian Hayne who is responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

Where can I find out what is available locally for my child, my family or myself?

Kent County Council has published its own Local Offer which can be accessed via their website at: www.kent.gov.uk

Information can be accessed via: [Special Educational Needs and/or Disabilities \(SEND\) - KELS](#)

What additional support is available for my child?

Additional support can be accessed via the school through the PINS project.

Partnerships for Inclusion of Neurodiversity in Schools (PINS) is a project led by NHS Kent and Medway, Kent County Council (KCC) and Medway Council. The project focuses on strengthening knowledge, skills and improving environments to better meet the needs of neurodiverse children in school.

PINS aims to bring health and education specialists and expert parent carers into mainstream primary settings to:

- Help shape whole school SEND provision
- Provide early interventions at a whole school level
- Upskill school staff
- Support strengthening of partnerships between schools and parent carers.

Participating schools can choose from a menu of support to upskill their staff. Support includes training packages for staff to better understand the needs of neurodivergent children including mental health, speech and language and the physical and sensory environment.

Collaboration with parents and carers is key to the success of the PINS programme. As the Parent Carer Forum for Kent, Kent Parents and Carers Together (PACT) is working to establish individual parent carer forums within schools and strengthen relationships between schools and the parents and carers of neurodivergent children.

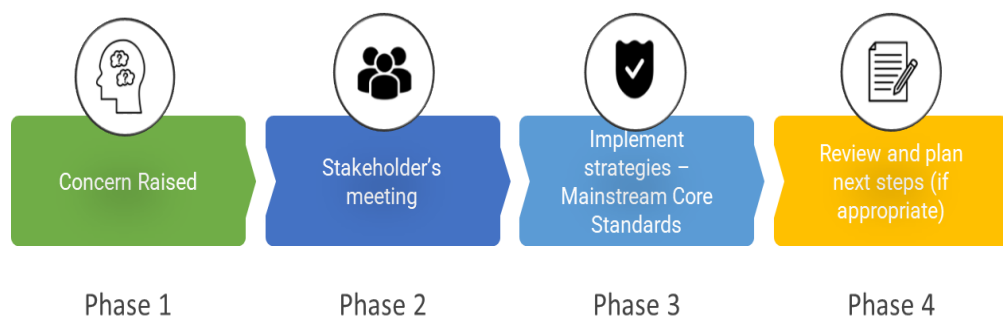
Schools can access Educational Psychologist through Kent Educational Psychology Service (KEPS). We are assigned a link Educational Psychologist (EP), with who we can book in consultations and contact for further advice.

Schools also have access to Speech and Language services in the same way we access KEPS. We are assigned a link therapist with who we can also book consultations. They work through the balanced system.

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Information can be found in the main SEND policy on page 4.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

What happens if the school identifies a need?

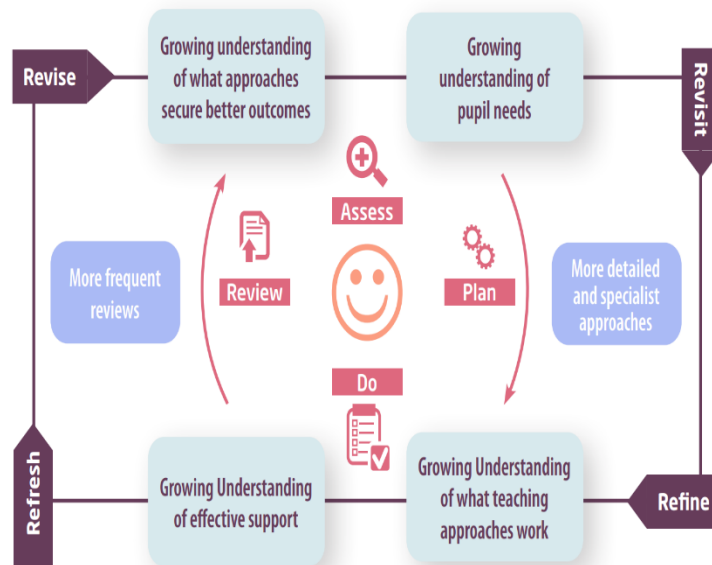
Using Phases 1-4 as stated above.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

How will I be involved in decisions made about my child's education?

We will provide termly provision maps regarding on your child's progress in addition to an annual report.

A member of staff who knows your child well will meet you as and when needed, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your respective SENCO (KS1 or KS2).

Teachers can be reached via Class Dojo. Please contact your child's class teacher for more information on how to access and become part of your child's class Dojo.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

How will the school adapt its teaching for my child?

Your child's teacher/s 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 your child's needs. We will make sure that your child has 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.

These adaptations may include:

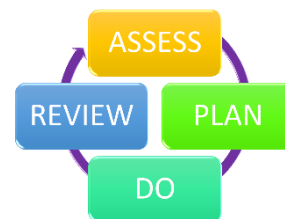
- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after at least 6/7 weeks (termly)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

How will the school make sure that my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips (abroad and in the UK).

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.

How does the school support pupils with disabilities?

Please see the School's Accessibility Policy, which is located on the website.

[Madginford Primary School - School Policies & Documents](#)

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by the Inclusion Team being available to pupils to speak to us, when needed and also to ask for any resources as and when needed.
- We run a nurture provision (The Hub) in the morning and at lunch time for pupils who need extra support with social or emotional development or who feel they cannot cope with unstructured times/the beginning of the day.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school – see the schools Anti Bullying policy.

Madginford Primary School - School Policies & Documents

What support is in place for looked after or previously looked after children with SEND?

Mrs Best will work with Mrs Gravina-Santer and Mrs Farrell (SENCOs), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term (transition within school setting to meet the new teacher/s)
- Parents are invited to 'Meet the teacher' before pupils move to the next class. Pupil's SEND can be discussed with the view that meetings can be arranged to discuss in more detail at later date.
- SENCOs will be available if parents ask, when transitions within school are taking place.

Between Key Stage

KS1 and KS2 SENCOs will meet to handover Pupil's SEND information as well as Class Teacher/s, who will prepare and handover all information as necessary.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

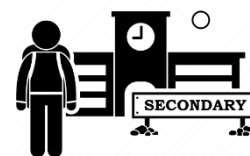
Between phases

The SENCO of the primary school and the Year Leader of Year 6, will meet with secondary schools on a set day where information, with your consent will, will be shared. They will discuss the needs of all the pupils who are receiving SEND support.

The secondary schools will meet with parents of pupil's with SEND, on a separate occasion and a transition meeting will be arranged to share information.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Soft transitions are often made available for pupil's with SEND.



What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally through the KCC local offer and through local charities, visit the websites below:

- [Special educational needs and disabilities \(SEND\) - Kent County Council](#)
- [SEND Information Hub \(Kent County Council's Local Offer\) | IASK](#)
- [Download an easy read guide from IASK explaining the local offer \(PDF, 459.8 KB\)](#)
- [Jargon Buster | IASK](#)
- [We're Mind, the mental health charity | Mind](#)

Other local offers near us:

- [Medway Council](#)
- [Bromley Council](#)
- [Bexley Council](#)
- [East Sussex County Council](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher/s/SENCO/inclusion team/ headteacher They will then be referred to the school's complaints policy.

Madginford Primary School - School Policies & Documents

If 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, 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:

Complain about a school: Disability discrimination - GOV.UK

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Monitoring arrangements

This policy and information report will be reviewed by Mrs Gravina-Santer and Mrs Farrell **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Supporting documents

You can find all of the information you need about all the policies here:

[Madginford Primary School - School Policies & Documents](#)

This policy links to the following documents:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Complaints Policy
- Statutory policies held in school pertaining to the safeguarding of children

(Signature)

(Role)

(Date)

