

# Policy for Inclusion and Special Educational Needs

The Discovery School



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The Discovery School's statement: 'Be the best you can be'.

Our Values are Honesty, Respect, Perseverance, Friendship and Kindness

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**Contents**

- 1.Aims .....
- 2. Legislation and guidance .....
- 3. Definitions.....
- 4. Inclusion and equal opportunities .....
- 5. Role and Responsibilities .....
- 6. SEND Information Report.....
- 7. Admissions and Accessibility .....
- 8. Our school’s approach to SEND.....
- 9. Monitoring and evaluating provision .....
- 10. Complaints about SEND Provision .....
- 11. Links to other policies and documents.....
- 12. Glossary .....



## 1. Aims

The Discovery School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At The Discovery School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, The Discovery School will make reasonable adjustments to support pupils with SEND. The Discovery 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

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's Offer can be found in our [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 school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at The Discovery School works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website:

- SEN Information Report: <https://www.discovery.kent.sch.uk/curriculum/special-educational-needs-and-disabilities/>
- Safeguarding policy: <https://www.discovery.kent.sch.uk/about-us/statutory-info/safeguarding/>
- Behaviour Policy: <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Behaviour-Management-Policy-v4.pdf>
- Equality Policy: <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Equality-Policy-v2.pdf>
- Accessibility Plan: <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Accessibility-Plan-2022-2025.pdf>
- Attendance and punctuality policy: <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Attendance-Policy-2025-2026.pdf>

### 3. Definitions

#### Definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

### **Definition of Disability:**

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

### **Special Educational Needs Register:**

At The Discovery School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

### **Special Educational Needs (SEN) support**

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

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

## **Education, health and care (EHC) plans**

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

The school funds the support for these pupils by utilising our 'notional SEN funding'. Some pupils need very high levels of support and where that support costs the school more than £6000, we can claim top up funding from Kent County Council. Some children's needs are complex and require KCC to make provision for them through an Education, Health and Care Plan, details of this can be found on KCC's SEND Portal.

The school will work with parents and professionals to establish whether an EHCP would be appropriate for the child through the assess-plan-do-review cycles. SEN support is available at The Discovery School regardless of whether the child has a diagnosis or EHC Plan.

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

## **4. Inclusion and Equal Opportunity**

At The Discovery School we are very lucky to have a very modern and accessible school building. This, coupled with our inclusive ethos and high standards of tolerance and behaviour, mean that we can cater for a range of special needs and disabilities. We also consider the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans and can make reasonable adjustments to the environment to accommodate this advice. All clubs, trips and activities offered to pupils at The Discovery School are available to pupils with SEND either with or without Education, Health and Care Plans. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

At The Discovery School, we adopt a cyclical approach to the provision for our pupils with SEND. We call this the 'assess, plan, do, review' cycle. Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.

The SENCo may utilise some further, in-depth assessments to establish the needs of the child. Following these assessments, teachers will meet with parents, alongside the SENCO to discuss the findings and agree a support plan for the child. At this point, the pupil will be monitored closely. Click [here](#) for our SEN Information report

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

The Discovery School work strategically in line with the Special Educational Needs Code of Practice 2015

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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)*

The SENCo and SEND Governors are responsible for reviewing the quality of provision for SEND. The SENCo, alongside the SEND governors, produce an annual report that evaluates the effectiveness of SEND provision. This is published on the SEND pages of the school website. It looks at a range of data and evidence sources to establish whether the school is effectively meeting the needs of its SEND pupils. The SENCO uses this review and evaluation to inform a strategic development plan for SEND to ensure that the school upholds its high standards for SEND and continues to be forward thinking and evidenced based in its approaches.

This strategic plan is developed with consideration to the school's School Improvement Plan, Accessibility Plan and Equality Objective. 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)

## 5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

At The Discovery School our SENCO is Vicenta Fresneda Alcala. Contact details:  
senco@discovery.kent.sch.uk

Other SENCO is our Headteacher Miss Gobell. Contact details:  
tgobell@discovery.kent.sch.uk

Mrs Vicenta Fresneda Alcala, has 7 years' experience in this role and have worked in Primary and Secondary environments. Miss Gobell qualified as a SENCo in 2012.

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

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year

- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure 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 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 Governors

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.

## 7.2.2 Children with special educational needs and disabilities (SEND)

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 named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

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

Our SEN Governors are Mrs Annabell Cornall, Mrs Louise Connelly and Mrs Leanne Edwards.

## 5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO 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 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.

The Discovery School adapts teaching for all learners by anticipating and responding to children's individual needs. Adjustments are made to the delivery of the curriculum, where necessary, in order to help all pupils, achieve. High-quality teaching is our first step in responding to your child's needs, as per the SEN Code of Practice (2015, 6.37):

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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.*

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.

We have constant training in line with Adapted Teaching and all our teachers as well as teaching assistants have access to this training.

### **5.5 Parents and carers**

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision. We have various opportunities throughout the year to meet with parents and review their child's provision.

### **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.

Pupils at The Discovery School are able to express their views through pupils' questionnaires e. g Pupil Passports, – identifying how they like to learn, their strengths and their goals.

## **6. SEN Information Report**

Our SEN policy works in conjunction with our [SEN Information report](#) 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**

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

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

Please click on this link for our [Admission and Accessibility Policies](#)

## **8. Our school's approach to SEN provision**

At The Discovery School, we are proud to be an inclusive environment, welcoming and including children with a range of learning, social, emotional, communication and physical needs and disabilities to our school. We teach acceptance, inclusivity and understanding of SEND to all pupils and actively promote diversity across the school. We work hard to get to know every child in our care and identify SEND through a range of effective assessment tools and approaches. We believe in early identification of need and do not need to wait for formal diagnosis to enable children to access the support they need. We work well as a team and seek the views and input of children, parents and other professionals as part of this. All staff have high expectations of children and set challenging targets and outcomes. We have clear plans to support children in achieving these goals and provide parents with details of these. We run a range of specific, targeted and effective interventions but believe that children are best supported by Outstanding classroom practice and Quality First Teaching. We want every child to reach their potential and want to support children and their families in diminishing barriers to achieving this. Teachers and Teaching Assistants at The Discovery School are highly trained to make adjustments to the curriculum and the teaching styles that they use so that pupils with SEND can be included in whole class teaching.

Adaptations made to the curriculum are sometimes called 'differentiation' and teachers will use these techniques alongside the targeted approaches in line with the Mainstream Core Standards, detailed in the child's provision plan to ensure that the child's SEND needs can be met.

Teachers use a range of class-based techniques to assess pupils progress and identify any potential SEND. These include: continuous assessment throughout lessons, assessing pupil knowledge retention through retrieval practice, teacher assessment against the National Curriculum expectations, phonics assessments and screenings, termly formative assessments, standardised tests such as reading age tests or NFER assessments, end of year summative assessments and continuous teacher/TA observation. They also draw on their training and expertise of child development to assess pupils progress against the wider curriculum as well as considering pupils' physical and social-emotional development. Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.

The SENCo may utilise some further, in-depth assessments to establish the needs of the child. These may include tools like: Test of Auditory Processing Skills (TAPS), Dyslexia Screening, Dyslexia Portfolio, Phonological Processing assessments (PHaB), Test of Visual Processing Skills (TVPS), Sensory Profile, Fine motor skills assessments (Clever Fingers), Gross Motor Skills assessments (BEAM), Speech Link Assessment, Language Link Assessment, Language for Learning observation, Renfrew Action Picture Test, Leuven Scales, Boxall Profile, Strengths and Difficulties Questionnaire (SDQ). These formal assessments may be supported by in class observations of the child. Our in-school assessments are designed to identify needs and are not diagnostic assessments.

Following these assessments, teachers will meet with parents, alongside the SENCo to discuss the findings and agree a support plan for the child. As per the SEND Code of Practice, 6.17:

*Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*

- *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.*

The Discovery School Teachers also meet three times per year with members of the senior leadership team & the SENCo to track the progress of all the pupils in their class to ensure that each child is making expected progress Following these assessments, teachers will meet with parents, alongside the SENCo to discuss the findings and agree a support plan for the child. Each review of the SEND Provision Plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress towards targets We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school/academy's graduated approach, and the views and the wishes of the pupil and their parents. The school/academy will use this to determine the support that is needed and whether the school/academy can provide it by adapting the universal offer, or whether something different or additional is needed.

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

At The Discovery School 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.

The school have devised whole school provision maps that set out the support we are able to provide for all areas of SEND. They can be found on the Whole School Provision Map page of the school website <https://www.discovery.kent.sch.uk/curriculum/special-educational-needs-and-disabilities/whole-school-provision-map/>.

These approaches take account of Kent County Council's Mainstream Core Standards—these are the expectations of mainstream schools in meeting the needs of SEND pupils. Links to the Mainstream Core Standards and a handy parents guide can be found on our school website.

At The Discovery School we are very lucky to have a very modern and accessible school building. This, coupled with our inclusive ethos and high standards of tolerance and behaviour, mean that we can cater for a range of special needs and disabilities.

We also consider the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans and can make reasonable adjustments to the environment to accommodate this advice. All clubs, trips and activities offered to pupils at The Discovery School are available to pupils with SEND either with or without Education, Health and Care Plans. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

At The Discovery School 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.

## **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 The Discovery School are identified as either having no SEN, having SEN with support /K/, or having a SEN with an Educational Health and Care Plan /EHCP/.

At The Discovery School, progress is closely monitored throughout the year to review pupils’ academic progress. The provision in place for each pupil with SEND is reviewed regularly in school—the frequency of which may vary depending on the needs of the child however, parents should expect **at least three reviews per year**—one at each parents’ evening and one at the end of the academic year that incorporates the child’s new teaching team. However, pupils with SEN 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 school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments using the FFT platforms, Language and Speech Link which assess language and speech or Maths Whizz to assess Numeracy skills. 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.

Following these assessments, teachers will meet with parents, alongside the SENCO to discuss the findings and agree a support plan for the child.

Teachers at The Discovery School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 8. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to 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/academy 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/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 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 set up meetings with individual classes, providing monitoring and support to teachers through the academic year, via staff meetings.

### **8.3 Consulting with Parents**

At The Discovery School, we are proud of the relationships we have with parents and the way that we work together to shape provision for their children. Parents are always welcome to make contact with their child's class teacher or Mrs. Vicenta Fresneda Alcala, our SENCo, if they need any advice or support around their child's SEND.

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

Teachers use a range of class-based techniques to assess pupils progress and identify any potential SEND. These include: continuous assessment throughout lessons, assessing pupil knowledge retention through retrieval practice, teacher assessment against the National Curriculum expectations, phonics assessments and screenings, termly formative assessments, standardised tests such as reading age tests or NFER assessments, end of year summative assessments and continuous teacher/TA observation. They also draw on their training and expertise of child development to assess pupils progress against the wider curriculum as well as considering pupils' physical and social-emotional development. Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo. The SENCo may utilise some further, in-depth assessments to establish the needs of the child. These formal assessments may be supported by in class observations of the child. *The majority of our in-school assessments are designed to identify needs and are not diagnostic assessments.*

Where school-based assessment has identified a more complex need, the school can seek further assessment from other professional bodies. The Specialist Teaching Service via surgeries, SEN Inclusion Advisor surgeries, The NHS—paediatrics, Occupational Therapy, Speech and Language Therapy, School Nursing Service.

The school's best endeavours through, for example:

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

This policy and SEN Information Report will be reviewed by Mrs. Vicenta Fresneda Alcala (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 The Discovery School are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the child's class teacher and SENCo in the first instance. If the parental concerns have not been resolved by the class teacher, parents can contact the SENCo, who will meet with the parents to hear their concerns and, where appropriate, will investigate further. Once parents have exhausted the informal complaints procedure, they can make a formal complaint in line with the School's Complaint Policy and

Procedure. <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Complaint-Policy-2025-2026.pdf>

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

As per the SEND Code of Practice Chapter 11 Pages 244 – 273

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](#)

## 10. 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 moves between years, phases, schools or institutions or life stages