KINGS HILL SCHOOL
PRIMARY & NURSERY

Kings Hill School
Primary and Nursery

Special educational needs and disabilities (SEND) policy

Date of Policy: January 2026

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our Vision for SEND

At Kings Hill Primary School and Nursery, we believe every child is unique, valued, and capable of making exceptional progress. Our vision is to create an inclusive, nurturing environment where all pupils, including those with Special Educational Needs and Disabilities, can thrive academically, socially, and emotionally. We aim to remove barriers to learning and empower children to develop confidence, independence, and a positive sense of self. In partnership with families, external agencies, and the wider community, we are committed to ensuring that every pupil has access to high-quality teaching, personalised support, and enriched opportunities that celebrate their strengths and aspirations.

Our Values for SEND

Inclusivity
We embrace diversity and ensure every child feels welcomed, respected, and supported. Inclusion is at the heart of all our decision making and everyday practice.

Ambition for All
We maintain high expectations for every pupil, recognising strengths, celebrating achievements, and ensuring that SEND is not a barrier to success.

Collaboration
We work closely with parents, carers, specialists, and the Local Authority to create a shared understanding and consistent approach to meeting each child's needs.

Respect and Compassion
We prioritise wellbeing, kindness, and psychological safety. Pupils are encouraged to develop resilience, friendships, and a strong sense of belonging.

Personalised Support
We identify needs early and respond with high-quality, tailored provision that is flexible, evidence-informed, and aligned with the Kent Local Offer.

Continuous Improvement
We are committed to reflective practice, professional development, and ongoing evaluation to ensure our SEND provision remains responsive, inclusive, and effective.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

Our school is committed to providing an inclusive learning environment where every pupil is valued, respected, and supported to achieve their full potential. We uphold the principle that all children, including those with Special Educational Needs and Disabilities (SEND), are entitled to high-quality teaching, equitable access to the curriculum, and full participation in all aspects of school life.

We recognise our duties under the *Equality Act 2010* and the *SEND Code of Practice 2015*, and we actively promote equality of opportunity for all pupils, regardless of their needs, background, or starting points. This includes removing barriers to learning, anticipating needs, and ensuring that reasonable adjustments are made so that pupils with SEND can learn and play alongside their peers.

Our inclusive approach reflects the belief that diversity enriches our school community. We celebrate differences and encourage pupils to develop empathy, respect, and understanding for others. Staff are committed to identifying needs early, personalising support, and working collaboratively with families and external professionals to ensure that pupils receive timely and effective provision.

We aim to ensure that:

- **All pupils have access to a broad, balanced, and ambitious curriculum**, with adaptations and scaffolds that enable meaningful engagement and progress.
- **High expectations are maintained for every child**, with support and challenge matched to individual strengths and needs.
- **Teaching and learning strategies are flexible**, recognising that children learn in different ways and may require varied approaches to achieve success.
- **Pupils with SEND are supported to participate fully in the wider life of the school**, including clubs, trips, leadership roles, and enrichment activities.
- **Equality, diversity, and inclusion are embedded throughout school culture**, ensuring that discriminatory attitudes or practices are actively challenged.
- **Parents and carers are partners in the process**, with their insights and contributions valued in decision-making and planning for their child's education.

Through our inclusive ethos, we strive to ensure that all pupils grow in confidence, develop a strong sense of belonging, and experience success in a safe, nurturing, and supportive environment.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Ms Winterbottom. Who can be contacted via email- k.winterbottom@kings-hill.kent.sch.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Sue Nicholson

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

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

6.6 Parents or carers

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

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

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

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

6.7 The pupil

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

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

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

7. SEN information report

Our school publishes an annual SEN Information Report that outlines how we identify, assess, and support pupils with Special Educational Needs and Disabilities. It provides clear, accessible information for parents and carers about our approach to inclusive practice, the types of provision available, and how we work with external agencies to meet individual needs. The report also explains how pupils and families are involved in decision-making, and how the school evaluates the effectiveness of its SEND provision.

This document is available on our school website and is updated each year in line with statutory requirements.

Kings Hill School Primary & Nursery - SEND Information

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the

pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.
When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the pupil's individual provision plan and is accessible to staff.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from Community of Schools as part of a group provision.

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

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Regular attendance is essential for all pupils to make strong academic and personal progress, and this includes those with Special Educational Needs and Disabilities (SEND). Our school is committed to supporting pupils with SEND to attend consistently and to removing any barriers that may prevent them from accessing learning on a daily basis.

We recognise that some pupils with SEND may face additional challenges related to medical needs, anxiety, sensory sensitivities, transitions, or emotional regulation. In these circumstances, we work proactively with families, pupils, and relevant professionals to identify the underlying causes of absence and put appropriate support in place. This may include personalised transition plans, reasonable adjustments to the environment, flexible routines, or targeted pastoral support.

Where attendance concerns arise, the school follows the same statutory attendance procedures for all pupils, while ensuring that any SEND-related factors are carefully considered. Our aim is to promote early intervention rather than escalation, with a focus on building confidence, reducing barriers, and ensuring the pupil feels safe and supported in school.

We work in partnership with parents and carers to agree strategies that promote positive attendance. This includes clear communication, shared expectations, and regular review of support plans. When necessary, the school also liaises with external agencies, such as health services or the Local Authority Inclusion and Attendance teams, to ensure a coordinated approach.

Through this supportive framework, we strive to ensure that all pupils with SEND experience consistent access to education and feel a strong sense of belonging within our school community.

Working together to improve school attendance

10. Safeguarding

Our school is fully committed to safeguarding and promoting the welfare of all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that children with SEND may be more vulnerable to safeguarding risks and may require additional pastoral and protective measures. Staff are trained to understand how a child's needs, communication differences, or behaviours may affect their ability to recognise, articulate, or report concerns.

We work closely with the Designated Safeguarding Lead (DSL) to ensure that any safeguarding or welfare concerns relating to pupils with SEND are identified swiftly and responded to appropriately. This includes adapting communication methods, providing trusted adults, and ensuring pupils are listened to and taken seriously. The school collaborates with families, external agencies, and specialist services to promote safety, resilience, and wellbeing for all learners.

Safeguarding runs through every aspect of our SEND provision, ensuring that all pupils feel safe, valued, and supported in school.

See our safeguarding overview for more information. Safeguarding_overview.pdf and our child protection policy Child_protection_policy_2025.pdf

11. Expertise and training of staff

Our school is committed to ensuring that all staff have the knowledge, skills, and confidence required to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). We recognise that high-quality teaching, informed by up-to-date training, is the foundation of effective SEND provision.

The Special Educational Needs Coordinator (SENCO) is a qualified teacher and is working towards, the Special Educational Needs Co-Ordinator's National Professional Qualification SENCO NPQ). The SENCO leads on SEND provision across the school, providing guidance, coaching, and support to staff and ensuring that statutory responsibilities are met.

All teaching and support staff receive regular training on SEND, including:

- Understanding the graduated approach (Assess Plan Do Review)
- Identification of SEND and early intervention strategies
- Supporting pupils with specific needs such as autism, ADHD, dyslexia, speech and language difficulties, and social, emotional, and mental health needs
- Inclusive classroom practice and high-quality teaching strategies
- Behaviour regulation and trauma-informed approaches
- Safeguarding, including the additional vulnerabilities of pupils with SEND
-

Training is delivered through a combination of whole school INSET sessions, external courses, specialist input from outside agencies, and ongoing in house support. Staff also have access to current research, guidance from the DfE and local authority, and professional development opportunities linked to individual and whole-school priorities.

We actively foster a culture of reflective practice, ensuring staff continuously develop their expertise so that all pupils regardless of need are supported to thrive academically, socially, and emotionally.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Community of Schools
- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

At Kings Hill Primary School and Nursery our published admissions number is 60.

We admit pupils in September following their fourth birthday. Places are allocated during the spring term. KCC is our admissions authority. As for most other Community and Voluntary Controlled primary schools covered by KCC, our oversubscription criteria are applied and listed below.

The Application Procedure

1. Kings Hill Primary School and Nursery follows the procedures, timetable and deadlines set by Kent County Council.

2. Parents will have the opportunity to visit the school.

3. An RCAF (Reception Common Application Form) has to be completed at the appropriate time, online, and returned to Kent County Council. Please request to see our admissions policy for further details.

Where a child has an EHCP in place, schools will consult with KCC to agree whether they can meet the need outlined in plan.

13.2 Accessibility arrangements

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The school makes reasonable adjustments to ensure all pupils can access the environment. The school is predominantly set on one level, has wide corridors and doorways and accessible space outside. The library has a chair lift so people with mobility difficulties can access the space. There is a disabled toilet in place for those who need to access it.

Schools may liaise with specialist teachers, physiotherapists and OTs to seek advise on how best to ensure there is appropriate support for people with disabilities.

The site around the school is fully accessible with wide, safe paths into school. There is also a disabled space located within the car park. The school grounds outside are fully accessible with ramped areas and wide pathways where needed.

The school's accessibility plan is available on the school website-

Kings_Hill_School_Accessibility_Plan_December_2024.pdf

14. Complaints about SEND provision

Concerns regarding SEN provision should be raised with the class teacher in the first instance.

Complaints about SEN provision in our school should be made to the SENCO who will work with you to listen to the concern and try to find a mutually agreeable solution where possible. They will then be referred to the school's complaints policy Kings Hill School Primary & Nursery - Policies.

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 has discriminated against your child because of their SEN, 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: https://www.gov.uk/complain-about-school/disability-discrimination

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. Mediation and Resolution - KELSI

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

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

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

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

15.2 Monitoring the policy

This policy will be reviewed by Ms Winterbottom **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents SEN information report

- The local offer
- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

All of which can be found on our website- Kings Hill School Primary & Nursery - Policies