Every Minute Matters

Palm Bay SEND Policy

January 2026

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To be Reviewed – January 2027

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PALM BAY SEND POLICY

1. Aims and objectives

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

Make sure Palm Bay school fully implements national legislation and guidance regarding pupils with SEND.

It also aims to 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
- Explain the roles and responsibilities of everyone involved in providing for the education of 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

At Palm Bay Primary School, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and have the support so that they can meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils.

3. Legislation and Guidance

The member of staff responsible for this policy is: Mrs Tracy Cripps (Inclusion Lead/SENCO)

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEN Code of Practice 2015
  - 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 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with other relevant policies.

4. Inclusion and equal opportunities

At Palm Bay Primary School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

Special educational needs:

A pupil has SEND 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.

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.

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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
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
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

The SENDCO

The SENDCO at Palm Bay school is Tracy Cripps, the assistant SENDCO is Jane Campbell and the SEND link governor is Samantha Bootes.

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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 provisions made to support individual pupils with SEND, 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- 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 SEND, 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 SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any inclusion practitioners 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 SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents and 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:

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

The pupil

Pupils at Palm Bay Primary School 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 where appropriate
- 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. The SEND report

Palm Bay School publishes a SEND information report on its website, which sets out how this policy is implemented in the school. You can find the SEND report here Palm Bay Primary School Margate | Inclusion and SEND

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND. 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 SEND most frequently encountered. *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice.
https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards
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 adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO 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. At Palm Bay Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various age-related stages. These may include, YR screening, Y1 phonics screening, speech link, language link, spelling age, reading age, reading and maths standardised assessments such as NTS and end-of key stage SATs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Staff will also take particular care in identifying and assessing SEND 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. 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 SEND
- 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 it receives all the relevant information before the pupil starts at school, so support can be put in place as early as possible.

a. The graduated approach to SEN support

At Palm Bay Primary School, we use the Assess, Plan, Do, Review approach to supporting children with SEND.

Once a pupil has been identified as having SEND, 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.

Assess	The class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents 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.
Plan	The teacher and the SENDCO 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 in a Personalised Provision plan. Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.
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 inclusion practitioners or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. All information regarding interventions will be recorded on the class intervention tracker. The SENDCO 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.
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 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 SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

b. Levels of support for pupils with SEND

Stage	Description	What it looks like in practice
1. In Class	**Quality First Teaching (Universal Offer)**	• Inclusive classroom practice for all pupils. • Adapted tasks and scaffolding. • Visuals, prompts, flexible grouping, and sensory breaks • Teacher monitors progress closely and adapts teaching. • Focus on removing barriers through classroom adjustments.
2. Small Support in Class (Resources)	**Early Targeted Support (Low-Level Additional Help)**	• Additional adult support for short periods. • Targeted resources (word mats, writing frames, overlays, fiddle toys).

		• Use of intervention trackers and provision maps. • Focused feedback and short, structured catch-up tasks. • Teacher consults with SENDCO for advice.
3. Specific Input	**SEN Support – Targeted Interventions**	• Pupil placed on SEND Register. • Personalised Provision Plan (PPP) created. • Targeted 1:1 or small-group sessions for specific needs (e.g. Speech Link, Language Link, phonics, Thrive). • Regular reviews with parents and pupil voice. • May involve external agency advice (e.g. SALT, STLS).
4. Intensive Groups	**Higher-Level Support (Specialist & Sustained)**	• Frequent, longer interventions or alternative timetabling. • Access to nurture or communication group • Multi-agency input – CAMHS, OT, EP. • Personalised curriculum elements. • High adult-to-child ratio and close progress tracking.
5. EHCP	**Education, Health and Care Plan (Statutory Support)**	Formal multi-agency plan outlining provision, outcomes, and funding. • Support above and beyond school resources. • May include 1:1 provision, bespoke timetables, specialist equipment. • Annual Review process and ongoing multi-agency input. • Inclusion in mainstream where appropriate.

c. Evaluating the effectiveness of SEN provision

At Palm Bay Primary School, we evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including provision plans and intervention trackers
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO and assistant SENDCO
- Holding annual reviews for pupils with EHC plans
- Holding SENDCO drop ins
- Getting feedback from the pupil and their parents

- Parent workshops

9. Expertise and training of staff

At Palm Bay Primary School, regular training will be provided for teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All staff also access the National College for ongoing CPD.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. External services may come into school to work with children with SEND. Palm Bay Primary School is committed to working with outside agencies to ensure the best outcomes for pupils.

Whenever necessary the school will work with external support services such as:

- 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)
- Green banks pediatric hub
- Education welfare officers
- Social services and Early Help

11. Admission and accessibility arrangements

Admission arrangements

Admissions for pupils with SEND at Palm Bay reflects our commitment to inclusivity and providing a supportive learning environment by all.

When a child with identified needs is allocated a place at Palm Bay Primary School meetings with parents and teachers/SENDCO will be arranged to ensure a thorough understanding of needs. Our admissions process considers individual requirements, and we strive to provide appropriate resources, adaptations and support service to foster an inclusive and enriching educational experience for every pupil.

If your child has an EHCP please contact Kent County council SEN East for support with admissions.

Admissions contacts - KELSI

Accessibility arrangements

According to the Equality Act 2010 a person has a disability if:

a) He or she has a physical or mental impairment, and

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Palm Bay Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life- long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Please see the accessibility plan for further information. You can find it here

Palm Bay School Margate | Policies

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, if this is not resolved the concern should go through to the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the school website. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

13. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

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

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

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

- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by Tracy Cripps annually. 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.

14. Links with other policies and documents

This policy links to the following documents – all these can be found on our website

Palm Bay School Margate | Policies

SEN information report

- The local offer
- Accessibility plan
- Relationships Policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy