Additional Educational Needs & Disability Policy 2026 -2027

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Holywell Primary School, Upchurch
Additional Educational Needs and Disability Policy

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Aims and Objectives

Our aims

- Provide an inclusive education by offering a broad and balanced curriculum that is accessible to all pupils, irrespective of their needs.
- Promote high aspirations and ensure all pupils, especially those with AEND, are supported to fulfil their potential and achieve their best.
- Foster a sense of community and create an environment where all pupils are valued, respected, and feel a sense of belonging.
- Prepare our pupils for future adulthood and equip them with the skills needed for the next phase of their education.

Our objectives

- Identify additional educational needs early through rigorous monitoring.
- Provide appropriate provision to overcome barriers and meet individual needs.
- Ensure equal access so AEND pupils can fully participate in all aspects of school life alongside their peers.
- Support partnership with parents and involve them in decisions about their child's education and support.
- Collaborate with agencies to ensure a coordinated and multi-professional approach to meeting needs.
- Define roles and responsibilities for all staff members to meet the needs of pupils with AEND.

Convention on the Rights of the Child

At Holywell Primary we respect the rights of the children and adults in our school family, community and beyond and aim for each school policy to adhere to articles from the ***UN's Convention on the Rights of the Child***.
In this policy, we are working towards the following articles:

Article 3 **-** The best interests of the child must be a top priority in all things that affect them
Article 6 – Every child has the right to survive and achieve their full potential
Article 8 – Every child has the right to an identity
Article 12 **-** We aim for all members of the school community to treat each other with respect
Article 18 – Parents must ensure they consider what is best for the child and seek help when necessary
Articles 19, 37 and 39 – Children have the right to be protected from being hurt or mistreated
Articles 21 and 36 – Children have the right to be cared for and protected
Article 28 **-** Every child has the right to an education

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, AEND coordinators (SENDCOs) and the AEND information report

This policy also complies with our funding agreement and articles of association.

This policy should be read in conjunction with the following school policies

- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- EKC Child Protection and Safeguarding Policy
- EKC Admissions Policy
- Attendance Policy
- Accessibility plan
- Mental Health and Emotional Wellbeing Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy

This policy was developed through consultation with parents/carers, the governing body and staff employed by the school. The policy will be reviewed annually**.**

Roles and responsibilities

The Inclusion Lead and SENCO

The Inclusion Lead at Holywell Primary School is Mr Tom Ball, who is a qualified teacher and holds the National Professional Qualification for Headteacher and the National Award for SEND Co-ordination from Canterbury Christ Church University. Mrs Laura Reynolds is a qualified teacher and is completing her National Professional Qualification for Special Educational Needs Co-ordinators

The Inclusion Lead will:

- Work with the Headteacher and AEND Governor to determine the strategic development of the AEND policy and provision in the school
- Have day-to-day responsibility for the operation of this AEND policy and the co-ordination of specific provision made to support individual pupils with AEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with AEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing AEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with AEND up to date

The AEND Governor

The AEND Governor, Mrs Lenore Scott, will:

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

The Headteacher

The Headteacher, Mrs Nicky Murrell, will:

- Work with the Inclusion Lead and AEND Governor to determine the strategic development of the AEND policy and provision within the school
- Have overall accountability for the provision and progress of learners with AEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Inclusion Practitioners or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this policy

Definition of AEND

A child or young person has AEND if they have a learning difficulty or disability which calls for additional educational provision to be made for them.

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

• Have a significantly greater difficulty in learning than the majority of others of the same age; or

• Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16

institutions. *SEN Code of Practice (2015, p 15)*

Additional 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.

Definition of Disability

Many children and young people who have AEND may also have a disability under the Equality Act 2010 – that is "…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

Additional Educational Need Provision

At Holywell, we make provision for every kind of frequently occurring additional educational need without the need of an Education Health Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, ADHD, Learning Difficulties and Social, Emotional and Mental Health needs.

There are other kinds of additional educational need which do not occur as frequently and we access training and advice from external advisors so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of additional educational need: Severe ADHD, ASC and Speech and Language Disorders.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of additional educational needs/ Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with additional educational needs.

Our Universal Offer

At Holywell Primary School, our universal offer is high-quality teaching and reasonable adjustments for all of our children, both with and without AEND. It's the foundation of support that includes inclusive practices, a well-organised classroom, and a curriculum that makes learning accessible to everyone. This level of provision is not for specific children, but rather an expectation for how all teaching should be delivered to support the diverse needs of all our learners.

Monitoring and Assessment

At Holywell School, the progress of all pupils is formally monitored three times per academic year to ensure that each child is making appropriate academic progress.

A range of assessments are used at key stages to track attainment and identify potential barriers to learning, including:

- Baseline Assessments on entry to the Foundation Stage
- Speech and Language Link for all new entrants including Foundation Stage
- Year 1 Phonics Screening
- Key Stage 1 SATs
- Year 4 Multiplication Check
- Key Stage 2 SATs
- Teacher assessments in reading, writing and mathematics across all year groups each term and standardised assessments three times a year in Years 2-6. Termly assessments in Phonics for Years R and 1.

The Senior Leadership Team (SLT) monitors the quality of teaching and learning through lesson observations, drop-ins and book looks. Class teachers are responsible for delivering high-quality, adapted teaching and for ensuring that all pupil needs are effectively met within the classroom.

The Graduated Approach to AEND Support

Holywell Primary School follows the graduated approach as outlined in the SEND Code of Practice (2015), using the four stages of Assess – Plan – Do – Review.

1. Assess
Where a pupil's progress is less than expected, despite high-quality teaching, teachers will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Teacher assessments and observations
- Termly data tracking
- Pupil progress meetings
- Information from parents and carers
- Specialist assessments or advice, where relevant

2. Plan
If additional support is required, the teacher and SENDCO, in consultation with parents, will plan targeted interventions. Examples include:

- Small group or 1:1 intervention
- Precision Teaching

- Better Reading Partners
- Speech and Language support
- Phonics catch-up sessions
- Sensory Circuits
- Social, Emotional and Mental Health interventions

A Learning Plan will be created, detailing specific outcomes, strategies, and any additional or different provision. Parents and pupils will be involved in setting these targets.

3. Do
The class teacher remains responsible for the implementation of the plan and for the pupil's progress. Support staff, where involved, will deliver specific interventions under the guidance of the class teacher and SENDCO.

4. Review
Progress will be reviewed termly, considering the pupil's response to the interventions. Outcomes will be shared with parents and, where necessary, plans will be adjusted to ensure provision remains appropriate and effective.

Identification of Additional Educational Needs (AEND)

A pupil will be identified as having an Additional Educational Need (AEND) when the school provides support that is additional to or different from the standard differentiated curriculum.

If a pupil's progress improves but remains dependent on continued intervention, AEND identification will continue.

If a pupil is able to sustain progress without additional provision, AEND identification will be removed.

Parents and carers will always be informed of any change in identification and will be offered the opportunity to meet with the SENDCO to discuss next steps. This is outlined in our Holywell AEND Identification Flowchart (Appendix 1).

Further Assessment and External Support

Where concerns persist despite implementation of the graduated approach, the SENDCO may arrange further assessments, such as:

- Dyslexia screening
- Speech and Language assessment
- Learning and behaviour assessments
- Observation and assessment by external advisors who can offer recommendations and strategies to support progress

Findings from these assessments are used to refine the Learning Plan and ensure that

provision is appropriately matched to the pupil's needs.

Adaptations to the Curriculum and Learning Environment

In line with the Equality Act (2010), Holywell School has a statutory duty to make reasonable adjustments to ensure that pupils with disabilities or additional needs are not placed at a substantial disadvantage compared to their peers. We are committed to providing an inclusive, accessible learning environment where all pupils can achieve their potential. The school follows the guidance set out in the Kent Mainstream Core Standards (or equivalent Local Authority guidance) to adapt teaching, learning, and the school environment for pupils with Additional Educational Needs (AEND).

Adaptations and approaches are informed by:

- The Mainstream Core Standards
- Recommendations from internal and external assessments
- Strategies outlined in Education, Health and Care Plans (EHCPs)
- The school's Accessibility Plan, which is reviewed annually
- Curriculum and Teaching Adaptations

To ensure equitable access to learning, Holywell School implements a range of evidence-based teaching approaches and targeted interventions, including:

- Precision Teaching and memory training
- Individual timetables and task management boards
- Structured intervention programmes delivered in or alongside the classroom, wherever possible
- Curriculum modifications, including adapted materials or technology
- Support for communication, including the use of visual aids, simplified instructions, or assistive technology
- Adult support within lessons or during transitions

These approaches are delivered by appropriately trained staff and teaching assistants, funded through the school's notional AEND funding allocation.

Learning Environment

The school environment is designed to promote accessibility, safety, and emotional regulation for all pupils. Classrooms and shared spaces incorporate:

- Calm areas for emotional regulation and reflection
- Visual supports and clear routines to aid understanding
- Access to sensory tools and quiet spaces to meet individual needs
- Environmental adjustments, such as changes to seating, lighting, or acoustics
- Timetable flexibility to allow for interventions or medical needs

The school's Accessibility Plan sets out ongoing actions to improve physical access, curriculum access, and access to information. This plan is reviewed annually by the Senior Leadership Team and Governors.

Pupil Engagement in all activities including physical

All clubs, trips and activities offered to pupils at Holywell Primary School are available to AEND pupils either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

Equipment and facilities to support AEND

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using the notional AEND funding, or seek it by loan. For highly specialist communication equipment the school will seek specialist advice.

Staff Training and Professional Development

Holywell School is committed to developing staff expertise to meet a wide range of additional needs. Staff at Holywell Primary School have a variety of awareness training including:

- Sensory Circuits
- Attachment and Trauma
- Emotional Literacy Support Assistant, ELSA
- Emotionally Based School Avoidance, EBSA
- De-escalation and positive handling
- Clever Fingers
- Colourful Semantics
- Better Reading Partnership
- Inclusion for children with dyslexia
- Systematic synthetic phonics scheme, Little Wandle
- Grief and Loss
- 1st Class Number
- Speech and Language Link
- AET training to support Autism
- ADHD awareness
- National College training on AEND and statutory requirements
- EKS Trust training on leading AEND in schools and changes in legislation
- Medical and health training specific to individual pupils (e.g. diabetes management, epilepsy awareness)
- Emergency First Aid training for all teachers and Paediatric First Aid certification for at least ten members of staff

Training needs are reviewed regularly to ensure all staff are confident in adapting their teaching and classroom environments to support the diverse needs of all learners.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. We involve training providers such as Educational Psychologists, Speech and language therapists, occupational therapists and physiotherapists. The cost of training is covered by the notional AEND funding.

Arrangements for consulting parents

Holywell Primary School recognises the vital role of parents in supporting pupil progress.

- All parents are invited to two consultation meetings per year and receive a written annual report. Additional meetings may be arranged as needed.
- Targeted additional teaching is provided as part of normal provision; this does not automatically indicate AEND. All interventions are recorded, tracked, and evaluated on Learning Plans.

Where progress remains insufficient, parents are consulted regarding internal or external assessments. From this point, a pupil may be formally identified as having AEND, with parents actively contributing to assessment, planning, and review.

For pupils with an EHCP, parents are invited to attend an annual review with the SENDCO, class teacher, and relevant professionals. All information is provided in a format accessible to parents.

Arrangements for consulting young people with AEND

When a pupil has been identified to have additional educational needs, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Complaints Procedures

Holywell Primary School follows its standard complaints procedures in relation to provision for pupils with Additional Educational Needs and Disabilities (AEND). This is in line with the EKC Complaints Policy 2025. The school aims to resolve concerns at the earliest stage and encourages parents to engage in open communication.

1. **Initial Concerns**
   Parents are encouraged to raise concerns first with the class teacher**.**
2. **Escalation**
   If concerns remain unresolved, parents should consult the Inclusion Lead. Further discussion may then involve the Assistant Headteacher **or** Headteacher**.**
3. **Formal Complaint**
   If the matter remains unresolved, parents may submit a formal complaint to the Chair of the Governing Body**.**

4. **External Resolution**
   If the complaint is not resolved following consideration by the Governing Body, parents may access:

- The Disagreement Resolution Service
- A Mediation Service

If the matter remains unresolved after these steps, parents have the right to appeal:

- To the First-Tier Tribunal (SEND) for cases relating to disability discrimination
- To the Secretary of State for all other cases

5. **Complaints Regarding EHCPs**
   In certain circumstances, typically involving Education, Health and Care Plans (EHCPs)**,** parents have a statutory right to appeal decisions made by the Local Authority**.** Complaints that fall within this category cannot be investigated by the school**.**

Holywell Primary School is committed to ensuring that all concerns regarding AEND provision are addressed fairly, promptly, and in line with statutory requirements.

Policy monitoring arrangements

This policy and information report will be reviewed by the Inclusion Lead and Headteacher every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

Appendix 1 Holywell AEND Identification Flowchart

