Special Educational Needs and Disabilities (SEND) Information Report

Ospringe CE Primary School

Inclusion Team
SEND Governor:
Mrs Sally McCourt
SENCO:
Mrs Helen Langridge
Contact No.01795 532004
SENCO@ospringe.org

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Dear Parents and Carers,

The aim of this **SEND Information Report** is to explain how we implement our **SEND** policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



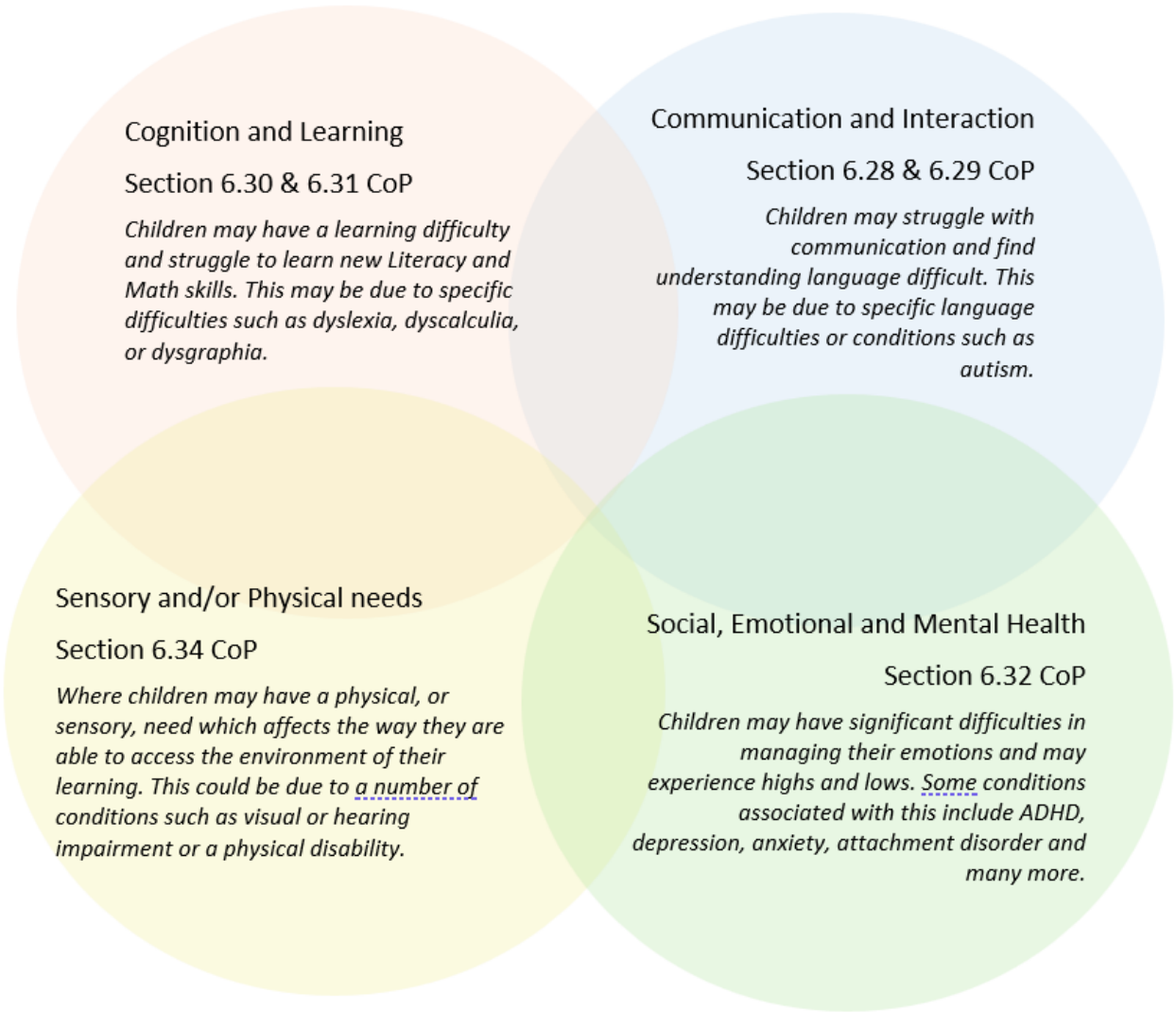
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

Please note: the words in bold can be looked up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following **Areas of need** as outlined in the **SEND Code of Practice** (CoP) 2015:

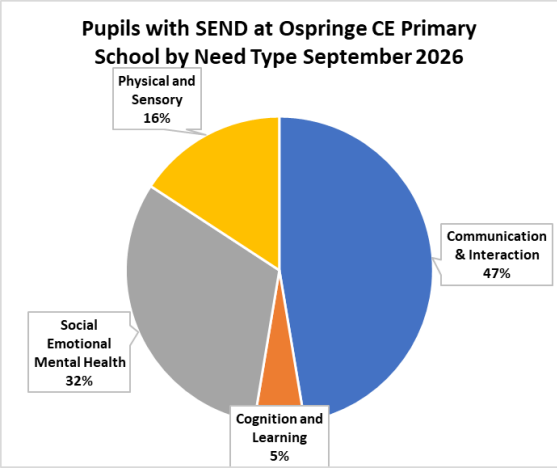


Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

Currently, there are 10 children with a very high level of need in school who have **Education Health Care Plans** (EHCPs) and 28 who have **SEND support**. The primary area of need is recorded below although many will have additional areas of need.



Special Educational Needs and Disabilities currently or recently catered for at Ospringe School:

- Autistic Spectrum Condition (ASC)
- Developmental Verbal Dyspraxia (DVD)
- Developmental Language Disorder (DLD)
- Elective mutism
- Expressive and Receptive Language Impairment
- Speech, Language and Communication Needs (SLCN)
- Dyslexia (SpLD)
- Moderate Learning Delay (MLD)
- Attention Deficit Hyper Activity Disorder (ADHD)
- Anxiety
- Social Emotional Mental Health Needs (SEMH)
- Cerebral Palsy
- Dyspraxia or Developmental Co-ordination Disorder (DCD)
- Fine and gross motor difficulties
- Hearing impairment – from mild to profound
- Hypermobility
- Hypotonia
- Irlen's Syndrome (Visual Stress)
- Physical disability
- Sensory Processing Disorder

- Complex medical conditions impacting on learning

2. Which staff will support my child, and what are their key responsibilities?



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

Our key Inclusion Team staff includes:

Mrs Helen Langridge – **SENCO**, Deputy Designated Safeguarding Lead; Medical Conditions Lead; Designated Allergy Lead; EAL and Designated Teacher for Children in Care

Mrs Amanda Ralph – Head Teacher & Designated Safeguarding Lead

Mrs Angela Woodgate – Deputy Head and Deputy Safeguarding Lead

Mrs Sally McCourt – SEND Governor

Mrs Lisa Carlile – **ELSA** (Emotional Literacy Support Assistant)

Our Special Educational Needs Co-ordinator, or SENCO

Our **SENCO** is Helen Langridge. She has 10 years of experience in this role and has worked as SENCO in 2 different schools. She is a qualified teacher, a Deputy Safeguarding Lead, Medical Conditions and Designated Allergy Lead. She is also the EAL Lead and the Designated Teacher for Children in Care and those who have previously been in care.

Helen achieved the National Award in Special Educational Needs Co-ordination in 2017 and also holds a Postgraduate Certificate in Enabling Learning, Inclusion and Institutional Development (2009). Helen was previously a Reading Recovery teacher and has completed additional training in a number of areas, including: Autism; Supporting Children and Young People with Visual Impairment; Boxall Profile; Nurture UK; Emotional Based School Avoidance and Trauma Informed Practice.

The SENCO is responsible for:
- Developing the school's SEND Policy and Information Report
- Coordinating any intervention or support for your child in liaison with the Class Teacher.
- Ensuring you are involved in supporting the learning of your child with SEND, kept informed about your child's learning and involved in reviewing how your child is doing in liaison with the Class Teacher.
- Liaising with outside agencies and professionals who may be involved in supporting your child.
- Updating the school's SEN register.

- Updating the Whole School Provision Map.
- Discussing children with external professionals to seek further specialist support and advice where required.
- Referring children to outside agencies.

Class Teacher

This is the person who sees your child daily and should always be your first port of call.

They are responsible for:
- Identifying, planning and delivering high quality teaching for your child.
- Monitoring attainment and progress and identifying any barriers to learning that your child may have.
- Liaising with the SENCO if necessary to raise concerns and seek advice.
- Attending in-house SEND training
- Implementing personalised teaching and learning for your child as detailed on the Whole School Provision Map or Provision Plan where appropriate.
- Ensuring the school's SEND Policy is adhered to within their classroom for all pupils, including those with SEND.

All of the teachers at Ospringe CE Primary School have completed The Autism Education Trust training – Making Sense of Autism. They have a good working knowledge of the Kent **Mainstream Core Standards** and have had Boxall Profile training. They have had also had Trauma Informed Practice training.

Teaching Assistants (TAs)

We have a team of 13 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. One of the HLTAs, Lisa Carlile, is an **Emotional Literacy Support Assistant** (ELSA).

The teaching assistants are trained to deliver class-based **interventions** such as:

- Speech and Language Link programmes
- Language for Thinking
- Language for Behaviour and Emotions
- Language Through Colour
- Phonics - Read Write Inc Pinny Time
- Maths same day intervention
- Writing conferencing

- Additional reading
- Precision teaching
- Executive Functioning skills
- Transition to secondary school – Years 5 and 6
- Lego therapy
- Fizzy – fine and gross motor skills

The Emotional Literacy Support Assistant (ELSA) delivers specific interventions:

- ELSA groups and individual sessions
- Drawing and Talking
- Sand Therapy

Some more specific interventions include:

- Intensive Interaction
- Attention Autism Bucket Time
- Speech and Language programmes
- Social skills groups
- Physio programmes
- Sensory Circuits

In recent years, TAs have been trained in:

- Autism – Good Autism Practice by the Autism Education Trust
- Boxall Profile
- Mainstream Core Standards
- Dyslexia
- Precision teaching
- ADHD awareness and support
- Trauma Informed Practice
- OPAL play

There has been specific training for some TAs in Moving and Handling; Physiotherapy; Occupational Therapy; Speech and Language programmes; Personal care.

Headteacher or Deputy Headteacher

Mrs Ralph and Mrs Woodgate are responsible for:

- The day to day management of all aspects of the school including support for children with SEND.

- Liaising with the SENCO and Class Teachers regarding provision for all children including those with SEND.

SEND Governor

Mrs McCourt is responsible for:

- Ensuring the SEND Policy is adhered to by all staff and that it is updated and ratified yearly.
- Meeting regularly with the SENCO to discuss SEND provision in school.

External agencies

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

- Canterbury Christian Schools' Work Trust
- Child and adolescent mental health Services - CAMHS
- Counsellors
- Early Help
- Educational Psychologists
- Emotional Wellbeing Team
- Fresh Visions - supporting children who face disadvantage as a result of poverty, domestic abuse and social exclusion
- GPs or paediatricians
- IMAGO – Young Carers
- NELFT practitioners
- Occupational therapists
- Physiotherapists

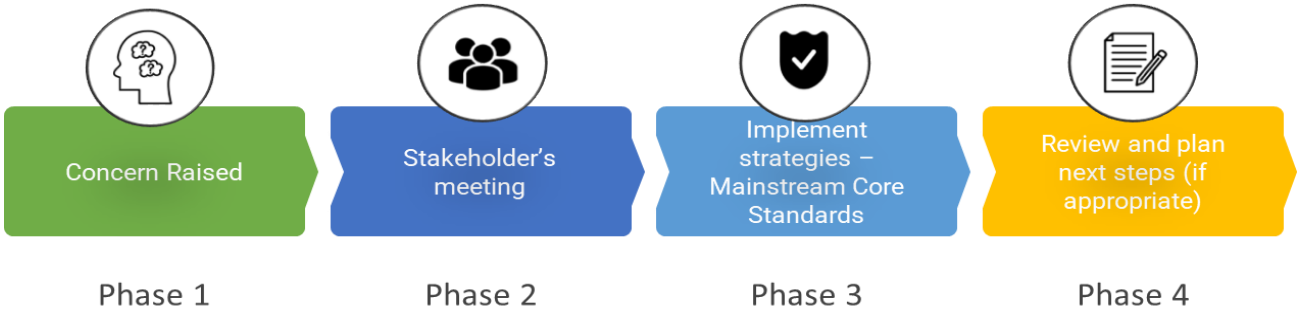


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- SALUS
- SATEDA – Swale Action to End Domestic Abuse
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Social Workers
- Specialist Teaching and Learning Service
- Speech and language therapists
- Virtual Schools – for Children in Care
- Voluntary sector organisations

STLS PD

Information Advice and Support Kent

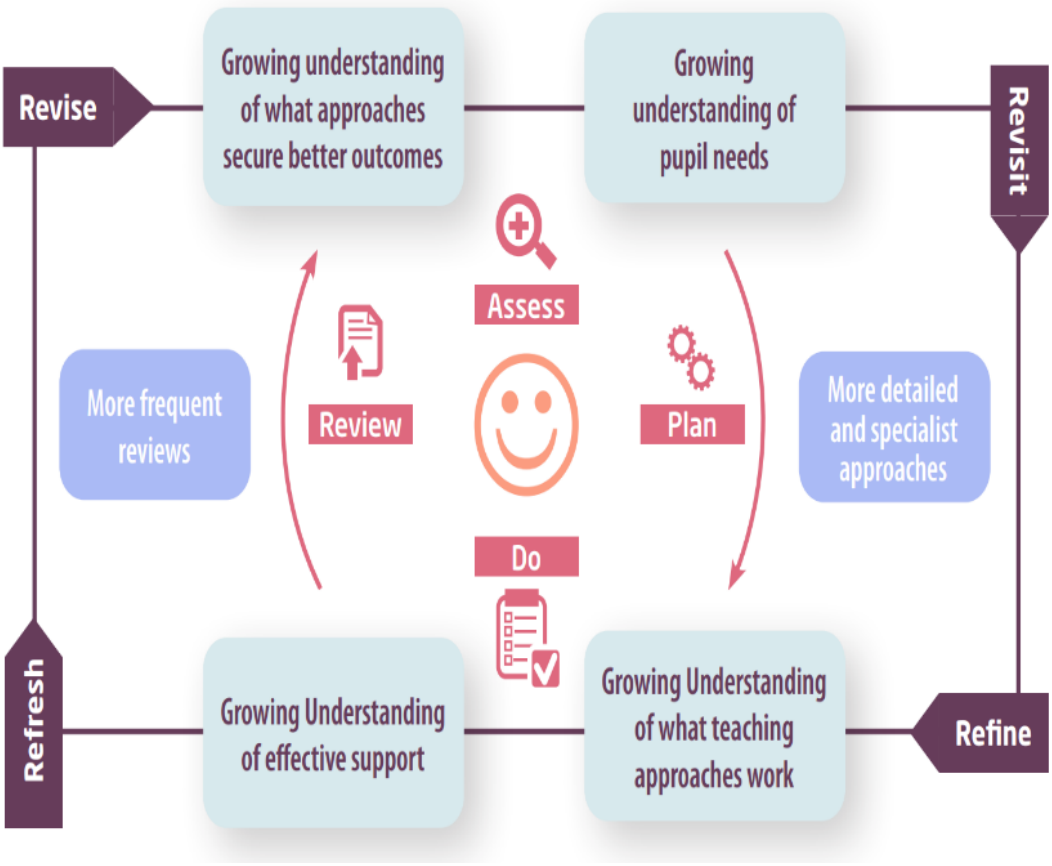
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the Class Teacher and SENCO are aware. Speak to your child's class teacher, Mrs Langridge or email the school office – office@ospringe.org or SENCO@ospringe.org.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps; this may include further assessments of need by the SENCO. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the **Mainstream Core Standards**. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the '**Graduated Approach**' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs significantly more support than their peers, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the 'assess, plan, do, review' model.

The Graduated Approach

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



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

4. What happens if the school identifies a need?

All our class teachers are responsible for the monitoring of all pupils, including those who have already been identified as having **SEND**.

Where a pupil is having difficulties, the teacher will find the gaps in their learning and the school will provide appropriate extra support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The same **Graduated Approach** process is followed if a concern is raised by the school.

If the pupil is still finding it difficult to make progress, despite high-quality teaching and extra provision, the teacher will talk to the SENCO and discuss SEND concerns with Parents. Further assessments and/ or screening tools may be undertaken to determine the cause of the difficulties, these may include;

- Language Link – Infant and Junior
- Speech Link
- Renfrew Action Picture Test
- Renfrew Vocabulary Test
- GL Dyslexia Assessment
- Visual Stress
- Boxall Profile
- Strengths and Difficulties Questionnaire (SDQ)
- Verbal Reasoning
- Non-Verbal Reasoning

Depending on the outcome of these assessments, it may be agreed that the pupil will be added onto the Special Educational Needs Register and a referral to specialist agencies may be made.

There are 2 stages of Special Educational Needs Provision:

• **SEND Support** – This stage is where individualised and specialised interventions occur over and above our Mainstream Core Standards Offer, often involving the advice from outside agencies e.g. Speech and Language Therapists.

• **Education Health Care Plan (EHCP)** – This is the stage where the County have agreed that the pupil's needs are at a significant level and they will require greatly increased levels of support for a sustained period of time. The Plan will outline the support that the County and school must provide in order to ensure the pupil's needs are fully met. Parents or the school can make an application for an **EHC needs assessment**, providing there is the appropriate evidence in support of the claim.

5. How will the school measure my child's progress?

We formally monitor the progress of all pupils three times per year. We use a range of Statutory and Non-Statutory assessments with all pupils at various stages throughout their schooling to measure pupils' attainment and progress. Informal observations and discussions are also important forms of assessment and progress monitoring.

In addition, there are pupil progress meetings three times a year involving the class teacher, Senior Leadership and the SENCO. Through professional discussion we analyse results and look at developments in need both academically and socially. We may decide that a specific intervention is appropriate to support your child. Every intervention has a designated time period and assessments are made at the beginning of the intervention and at the end to monitor the impact on the pupil's progress. This is then evaluated to inform future provision. The SENCO will be available at every Parents' Evening for discussions. Please make an appointment to see her during these sessions or at another time if this is more appropriate.

If your child has an EHCP, there will be 3 review meetings held across the year with the SENCO, staff members and parents to update the provision outlined in the Provision Plans. One of these meetings will be an **Annual Review** of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision, including that provided by outside agencies and a review of the EHCP document itself in case any updates or changes to it need to be made. Pupils with an EHCP are consulted about and involved in the arrangements made for them as part of person-centred planning.

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

All parents of pupils at Ospringe CE Primary School are invited to discuss the progress of their children twice a year at parents' evenings and after receiving the school report in the summer term if they wish. In addition to this we are happy to arrange meetings outside of these times. As stated above, if your child is on SEN Support or has an EHCP then more meetings may be scheduled.

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

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office – office@ospringe.org or speak to Mrs Langridge – SENCO@ospringe.org.

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

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

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

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



8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

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: Special educational needs mainstream core standards

As part of the universal offer, teachers and teaching assistants ensure:

- Strong, clear routines, using visual timetables and supports
- Clear, concise instructions, often using visual supports, time management boards
- High expectations of pupil work and behaviour and opportunities for success
- Understanding, involvement and engagement are checked and monitored
- Pupils are grouped differently according to the lesson or needs
- Peer support and mentoring
- Working walls
- Alternative recording methods, including supportive software and laptops or ipads
- Pre-teaching of vocabulary and focus on key concepts
- Adapted response and processing times
- Scaffolding lesson materials

- Calm spaces/quiet rooms for calming and reflection
- Pastoral support – mentoring, daily check-ins, soft landing
- Attention aids – move 'n' sit cushions, fidget toys, stress balls, movement breaks
- Visual stress resources – coloured overlays, coloured pens, paper or books
- Fine motor resources - sloping desks, pencil grips, specialist pens, pencils, scissors and rulers

Ospringe is a fully accessible site with ramps, lifts, care suites, disabled toilets, handrails, non-slip floor, highlighted step edges and assistive technology. Some pupils may also need to have equipment and facilities to meet their additional needs or disability. These may include:

- Laptop/ipad
- Adaptive scissors
- Alternative pencils or pens
- Pencil grips
- Adaptive rulers
- Coloured overlays
- Coloured books/paper
- Writing slopes and a dychem mat
- Specialist cutlery
- Ear defenders
- Fidget toys
- Availability of different chairs or foot rests

We may also provide additional interventions as listed on pages 7-8.

These interventions are part of our contribution to Kent County Council's **Local Offer**.

Additional support and interventions are recorded on a individual pupil profiles and provision plans which are written, reviewed and evaluated 3 times a year.

An alternative curriculum may be offered to specific pupils who are finding accessing a mainstream curriculum challenging, including swimming, independence and life skills. There is currently The Den which supports a few pupils who are unable to access a mainstream classroom full time.

All pupils are encouraged to participate fully in school life including trips and in-school experiences. Those with SEND may need to have additional support and adaptations made to ensure this is possible.

Some pupils with SEND have specific exam **access arrangements** which are established and are common practice throughout school, including additional time, scribes, transcribers, movement breaks.

Provision for pupils with English as an Additional Language is given within school and advice can be sought from local providers where it is considered appropriate.

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

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



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 2 terms
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision plans to measure progress
- Discussing all children in pupil progress meetings 3 times a year
- Holding an annual review (if they have an Education, Health and Care Plan - EHCP)

10. How will the school ensure my child has appropriate resources?

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

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

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

11. How will the school make sure my child is participating in the full life of the school?



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

Extra-curricular activities and school visits are available to our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in all school events: worship, performances, sports day, special workshops, visitors etc.

No pupil is excluded from taking part in these activities because of their SEND and we will make whatever **reasonable adjustments** are needed to make sure that they can be included. The school will conduct a general risk assessment for activities or trips as appropriate. In cases of very high need, the school will conduct an individual risk assessment for children with SEND in advance of the activity. This will advise what alternative arrangements may need to be made in order to accommodate the child and give them the same opportunities as other children.

Some pupils find participation in different activities a challenge and they may have social stories beforehand to prepare them for an event. They may then choose to observe before engaging in as much of the session as possible.

12. How does the school make sure the admissions process is fair for pupils with SEND?



Decisions on the admission of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. When the decision has been made for a pupil with SEND to attend our school, the SENCO will arrange a meeting with all the stakeholders involved. This will include parents, school staff and other outside agencies. A transition plan will then be drawn up to ensure the pupil has a happy and smooth entry into their year group; ensuring that they have the same rights of access to the curriculum and environment as other pupils.

Further information about our admissions process can be found in our school prospectus.

13. How does the school support pupils with disabilities?



You are 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.

Ospringe CE Primary School is accessible for wheelchairs. We have 2 care suites, with disabled toilets, changing facilities and hoist and an internal lift over a small flight of stairs. Additional information about accessibility and support for disabled pupils can be found in our Accessibility Plan.

Throughout the school, measures have been taken to support pupils with visual and hearing impairment.

A number of school staff have had specific training in moving and handling to support pupils.

Close liaison is made between the SENCO, parents and external agencies to ensure all pupils with disabilities are appropriately supported in school and their needs are being met.

Pupils with a very high level of need for their disability may have a Personal Emergency Evacuation Plan (PEEP) which details the support they require when leaving the building in an emergency.

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

We understand that an important feature of school is to enable all pupils to develop emotional resilience and positive social skills, both through direct teaching in Personal, Social and Health Education (PSHE) lessons and in Worship but also indirectly with every conversation adults have with them throughout the day. We recognise that good mental health is the foundation of successful learning. Parents and staff can refer any emotional or mental health concerns to the SENCO (Mrs Helen Langridge) or our Headteacher (Mrs Amanda Ralph). Pupils can also speak to their trusted adults in school who will then speak to the appropriate leaders. Our ELSA (Emotional Literacy Support Assistant) and other school leaders are available to support with these concerns.

For some pupils with the most need for help in this area we also can provide the following; access to social skills groups, anger management resources, mentor time with a member of the senior leadership team, 1 to 1 time with our ELSA, Mrs Langridge, external referrals to the Child And Family Mental Health Service, School Health Service or a Paediatrician. The SENCO and school staff will liaise with any outside agencies in order to ensure there is feedback on the interventions that have been recommended. The SENCO also liaises with Health and Social Service organisations, attending meetings in order to support the pupil and family. The SENCO is a trained designated safeguarding lead.

We have a sensory space for pupils to use when upset or agitated. We provide interventions such as Young Carers group and bereavement support for some specific pupils as required.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Helen Langridge, SENCO is the Designated Teacher for looked-after children and previously looked-after children at Ospringe CE Primary School. She makes sure that all teachers understand

how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We work closely with all other educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible for all involved. Initial meetings will be held with parents, current educational providers and the relevant professionals, if required a **Transition Plan** will be drawn up outlining the procedures and resources that will be put into place. All the pupil's paperwork will be transferred on to the new school and the SENCO will liaise with the new school's staff to ensure all information is passed on. Secondary schools usually provide additional moving up days for pupils with SEND to aid a smoother transition. If a pupil has an Education Health care Plan in Year 6 then one of the **outcomes** covers a period of transition into Secondary Schooling.

Transition around school

Pupils need to move around school at different times and some can find this challenging. They are prepared for movements through countdowns, warnings, telling the time. Some pupils will also have visual supports and social stories to support their specific needs.

Transition between Nursery and Ospringe CE E Primary School

The arrangements to help pupils with SEND be prepared for our Reception class include:

➢ The Reception teacher (and if needed SENCO) will visit the Nursery providers and discuss with the nursery staff pupil's needs

➢ The Reception teacher (and if needed SENCO) will make home visits to discuss the pupil's needs with the parent and meet the pupil

➢ The SENCO and class teacher will liaise with Specialist Teachers and outside agencies if required

Transition between years within Ospringe CE Primary School

The arrangements to help pupils with SEND be prepared for a new school year include:

➢ The current teacher and the next year's teacher have a transition meeting to discuss all pupils at the end of the school year including those with SEND

➢ The pupil will meet the incoming teacher and visit their new classroom towards the end of the summer term in a relaxed and quiet manner before the usual moving up morning for all the school

➢ The new teacher will liaise with the SENCO to discuss needs and provision

Transition between other primary schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will talk to the new school to ensure they have all information possible before the move.

Transition between phases: primary to secondary

The SENCO/ Teacher of the secondary school will come into our school for a meeting with the Year 6 teacher and the SENCO. They will discuss the needs of all the pupils who are receiving SEND support and of those with an EHCP. Some pupils will have additional transition sessions in school if they are particularly anxious or vulnerable. Year 6 pupils' preparations for secondary transfer will include:

➢ Practising with a secondary school timetable

➢ Learning how to get organised independently

➢ Plugging any gaps in knowledge



17. What support is available for me and my family?



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

To see what support is available to you locally, have a look at Kent's local offer: Special educational needs and disabilities (SEND) - Kent County Council

Our local special educational needs and disabilities information advice and support services IASK are: Information, Advice and Support Kent (IASK) - Kent County Council

Local charities/ Parent Groups that offer information and support to families of pupils with SEND are:

➢ For us too: Dedicated Charity Supporting Disabled Children and their Families

➢ Parent And Carers Together (PACT): Home - Kent PACT

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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

The first step would be to discuss concerns with the class teacher and the SENCO. If parents still feel that their concerns haven't been addressed then they are encouraged to speak with the Headteacher to resolve the issue before making a formal complaint to the Chair of the Governing Board. If the complaint is still not resolved after it has been considered by the Governing Board, then a disagreement resolution service or mediation service can be contracted. The school's Complaints policy can be found on the website.

To see a full explanation of other avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. SEND_Code_of_Practice_January_2015.pdf

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the **first-tier SEND tribunal**. To find out how to make such a claim, you should visit: Complain about a school: Disability discrimination - GOV.UK

You can make a claim about alleged discrimination regarding:

➢ Admission

➢ Exclusion

➢ Provision of education and associated services

➢ Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Mediation support and appeals - Kent County Council

19. Supporting documents

All of these supporting documents are found on our school website:

- *Equality Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *Teaching, Learning and Assessment policy*
- *Mental Health and Wellbeing policy*

- *SEN & Disabilities Code Of Practice 2015* SEND_Code_of_Practice_January_2015.pdf
- *Mainstream Core Standards* Special educational needs mainstream core standards

20. Glossary

- **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.
- **Best endeavours** – doing everything that could reasonably be expected of a school to support pupils
- **CAMHS** – Child and Adolescent Mental Health Services
- **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.
- **ELSA** – Emotional Literacy Support Assistant who works with pupils in school to support their SEMH 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
- **High Needs Funding** – additional support a school can obtain to support pupils with the highest level of need
- **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 don't 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
- **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** – any movement that a pupil makes within the classroom or school. Also, when a pupil moves between years, phases, schools or institutions or life stages