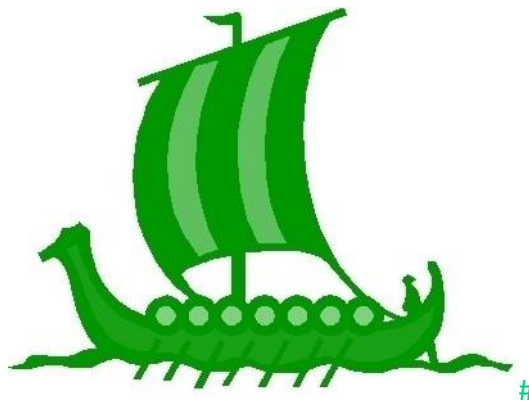


Special Educational Needs and Disabilities (SEND) Information Report

Wittersham Church of England Primary School



Inclusion Team

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Approved by:	Stella Coulson	Date: March 2025
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Next review due by:	September 2025
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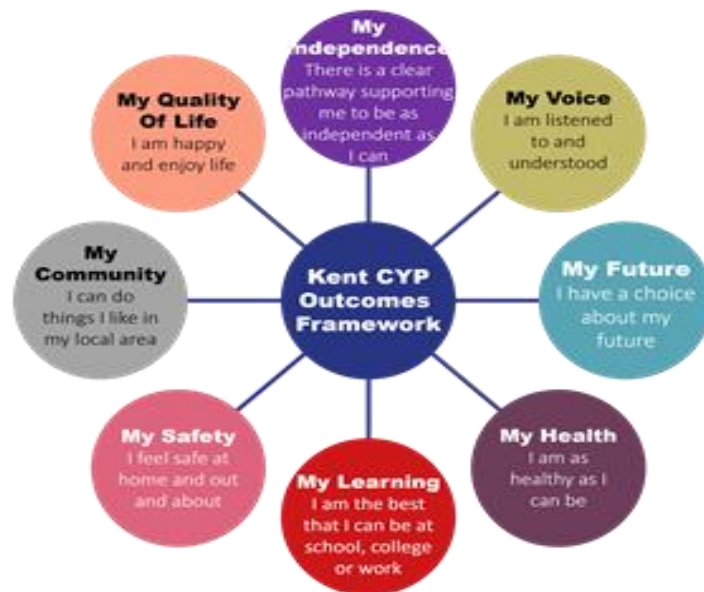
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Kent SEND Information Report

Dear Parents and Carers,

The aim of this 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

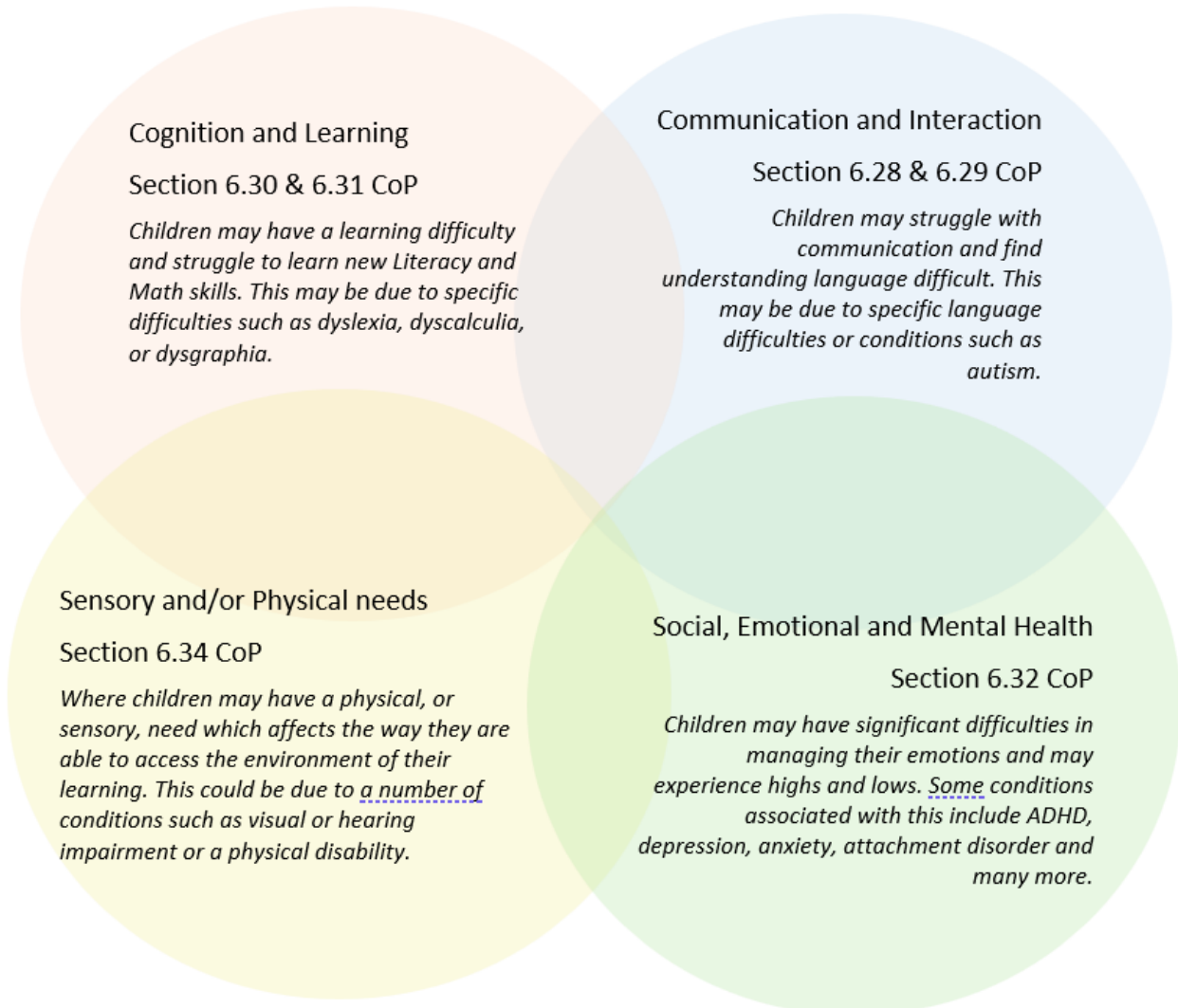
<https://www.wittersham.kent.sch.uk/page/?title=Special+Educational+Needs+and+Disability&pid=19&action=saved>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

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Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 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 wholistic 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

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



At Wittersham Church of England 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.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Meet the Team

Stella Coulson – SENCO (Special Educational Needs Coordinator)

As the SENCO, Stella leads the strategic development of SEND provision within the school. She ensures that children with additional needs receive appropriate support, liaises with external agencies, and works closely with teachers to adapt learning for every child.

Claire Sterriker-Rhodes – Family Liaison Officer (FLO)

Claire provides essential support to families, helping to strengthen home-school relationships. She works closely with parents to offer guidance, signpost resources, and provide emotional and practical support to ensure children feel safe, secure, and happy at school.

Kate Robertson – Emotional Literacy Support Assistant (ELSA)

Kate works with children who need additional support with emotional well-being. Through individual and group sessions, she helps children develop self-esteem, resilience, and coping strategies for managing emotions and relationships.

Jessica Lingfield – Nurture Lead

Jessica oversees our daily Nurture Club supporting children who require additional emotional and social development. She ensures a structured yet nurturing environment where children can build confidence, develop friendships, and share any worries they might have.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Stella Coulson.

Our SENCO is Stella Coulson.

She has been teaching since 2008 and has extensive experience in supporting children with a range of additional needs. Stella has been a SENCO since 2017 and earned the National Award in Special Educational Needs Co-ordination in 2019. In addition to her role as SENCO, she has been the Inclusion Leader since 2023. She has also completed further training in inclusive education strategies, autism awareness, and social-emotional learning interventions.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Here is a summary of the external training completed by staff at Wittersham Church of England Primary School, focusing on SEND, inclusion, and pastoral support:

Special Educational Needs and Disabilities (SEND) Training

- STLS (Specialist Teaching and Learning Service) Training – Targeted support strategies for children with SEND, ADHD and PDA.
- Dyslexia Awareness and Intervention Strategies – Supporting children with dyslexia in the classroom.
- Autism Awareness Training – Understanding and implementing best practices for autistic pupils.
- ADHD and Executive Function Training – Strategies to support attention and impulse control difficulties.
- Speech and Language Support Training – Delivered by speech and language therapists to improve communication strategies.

Wellbeing, Behaviour, and Inclusion Training

- Restorative Approaches in Schools – Conflict resolution and behaviour management strategies.
- Attachment and Trauma Awareness Training – Supporting children who have experienced trauma.
- Mental Health First Aid – Training to support the well-being of pupils and staff.
- ELSA (Emotional Literacy Support Assistant) Training – Completed by Kate Robertson to support emotional well-being.
- Zones of Regulation Training – Helping pupils manage emotions and self-regulation.
- Play Therapy Approaches – Understanding therapeutic play for emotional and social development.

Safeguarding and Child Protection Training

- Designated Safeguarding Lead (DSL) Training – Completed by senior leaders to ensure safeguarding best practices.
- General Safeguarding and Child Protection Training – Regular updates for all staff to ensure compliance with latest guidance.
- Prevent Duty Training – Identifying and responding to potential radicalisation risks.

This ongoing professional development ensures that our staff are equipped with the latest knowledge and strategies to support all pupils effectively.

Teaching assistants (TAs)

We have a team of TAs, including who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Dough Disco, Fizzy and Clever Hands, Makaton, Toe by Toe, Wasp, Stairway to Spelling, First Class at Number (1 and 2).

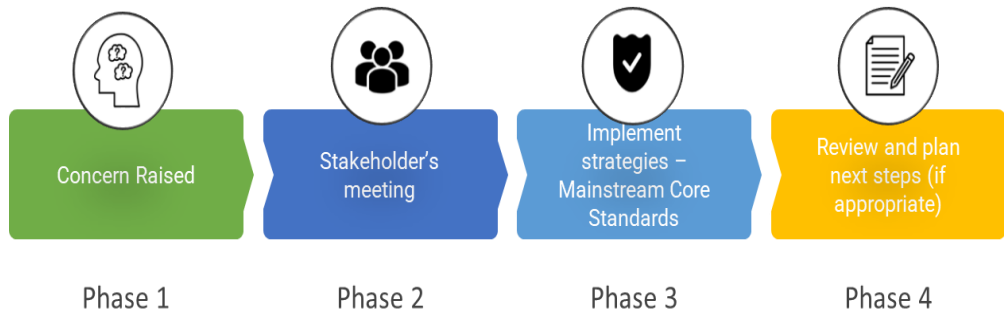
External agencies

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:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation






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



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>If you think your child might have Special Educational Needs and Disabilities (SEND), the first step is to raise your concern with the school so that our SEND team can provide support.</p> <p><u>How to Get in Touch</u></p> <ul style="list-style-type: none"> • Speak to Your Child's Teacher – If you have concerns about your child's progress, behaviour, or well-being, the class teacher is the first point of contact. They work closely with pupils every day and can offer initial observations and support. • Contact the SENCO – You can reach out to Stella Coulson (SENCO) to discuss your child's specific needs, assessments, and any additional support available. • Meet with the SEND Team – Our SEND team, including the Family Liaison Officer (FLO), Emotional Literacy Support Assistant (ELSA), and Nurture Lead, are available to support children with learning, emotional, or social challenges.
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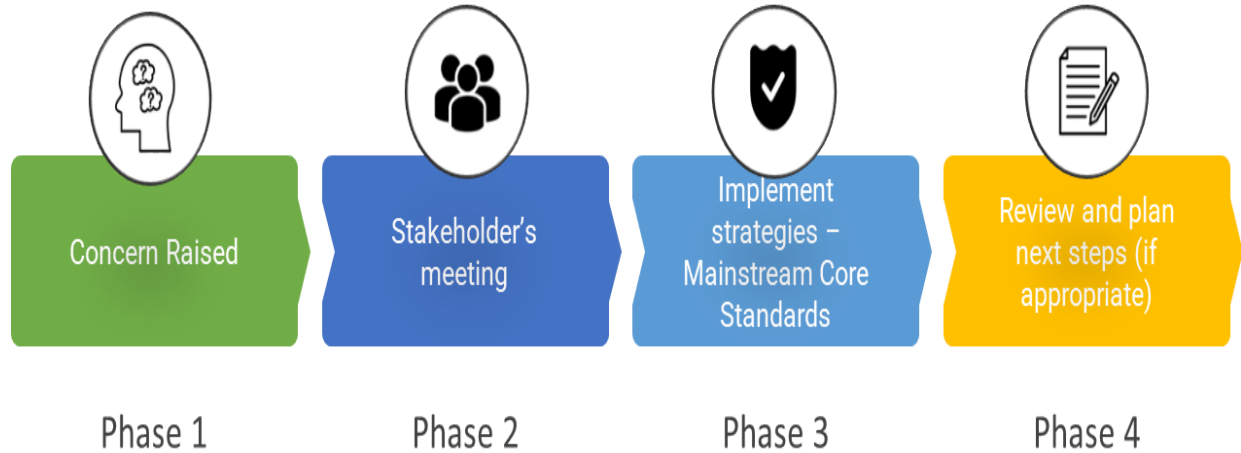
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	<p><u>Ways to Contact Us</u></p> <p> Call the School Office – Request a meeting or phone call with your child’s teacher or the SENCO.</p> <p> Email the School – Send an email with your concerns, and a member of the SEND team will get back to you.</p> <p> Arrange a Meeting – We are happy to meet in person to discuss your child’s needs and how we can support them.</p> <p>We believe that early identification and partnership with parents are key to ensuring the best outcomes for children with SEND. If you have any concerns, please don’t hesitate to reach out – we are here to help!</p>
<p>Phase 2</p>	<p>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. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>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.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive</p>

	additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



At Wittersham Church of England Primary School, class teachers are responsible for monitoring all pupils, identifying those with SEND and those who are not making expected progress academically or socially.

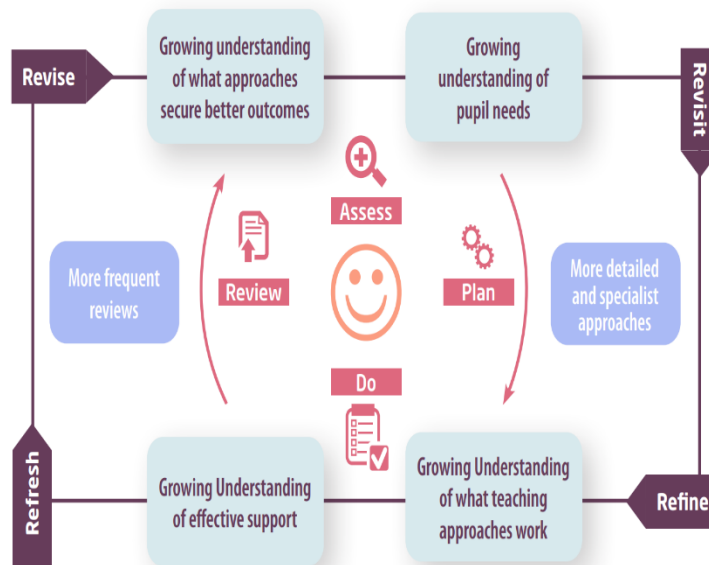
If a pupil struggles in areas such as reading, writing, or number work, teachers assess whether there are specific gaps in their learning and provide targeted support. Most pupils without SEND make progress quickly once these gaps are addressed. However, if difficulties persist despite interventions, the teacher will consult the SENCO and contact parents to discuss potential SEND concerns.

The school then follows the Graduated Approach, ensuring personalised support is in place to help the pupil succeed. This process includes assessing the pupil's needs, planning targeted interventions, implementing support, and regularly reviewing progress. Parents are encouraged to speak with their child's teacher or the SEND team if they have any concerns about their child's learning or development.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

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



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 on a daily basis, 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.

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

We will provide reports on your child's progress formally, three times per year.

A member of staff who knows your child well will meet you at a minimum, 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

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 or SENCO, Mrs Stella Coulson via the school office or the email above.

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



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

At Wittersham Church of England Primary School, we believe in inclusive, high-quality teaching that meets the needs of all learners. Teachers adapt their teaching through scaffolding, ensuring that lessons are accessible and appropriately challenging for each pupil.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. 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.

These adaptations may include:






➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

-  **> Personalised Support** – Pupils who need additional help may receive targeted interventions, small group work, or 1:1 support.
-  **> Scaffolding lesson materials**
-  **> Flexible Grouping** – Pupils may work in different groups depending on their ability or learning needs to maximise progress.
-  **> Modified Tasks and Expectations** – Work may be adjusted in content, pace, or presentation to ensure accessibility.
-  **> Sensory and Movement Breaks** – Some pupils benefit from opportunities to self-regulate throughout the school day.

We may also provide the following interventions:

At Wittersham Church of England Primary School, we provide a range of interventions to support pupils who need additional help in academic learning, social-emotional development, and communication skills. These interventions are tailored to meet individual needs and are delivered through small group work, one-to-one support, or specialist-led sessions.

Academic Interventions

- Precision Teaching – A structured approach to build fluency in reading, spelling, or maths.
- Phonics Support (Little Wandle interventions) – Targeted sessions to develop early reading and phonics skills.
- Reading Fluency and Comprehension Groups – Small-group interventions to improve reading accuracy, expression, and understanding.
- Writing Support (Sentence structure, spelling, and handwriting focus) – Tailored sessions to help children with fine motor skills, sentence construction, and spelling strategies.
- Numicon and Maths Mastery Interventions – Hands-on maths support to develop number sense, problem-solving, and confidence in calculations.

Social, Emotional, and Well-being Interventions

- ELSA (Emotional Literacy Support Assistant) Sessions – 1:1 and small-group support for emotional regulation, resilience, and confidence-building.
- Zones of Regulation – A structured program to help pupils understand and manage their emotions.
- Nurture Group (The Orchard) – A dedicated space for pupils needing additional emotional and social support in a structured environment.

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- Sensory Breaks & Regulation Strategies – Activities designed to support pupils with sensory processing needs.

Speech, Language, and Communication Interventions

- Speech and Language Therapy (SALT) Support – Implementing strategies from Speech and Language Therapists to develop vocabulary, articulation, and social communication.
- Colourful Semantics – A structured approach to improving sentence-building and language comprehension.

Physical and Motor Skill Interventions

- Dough Disco & Fine Motor Skills Programs – Strengthening hand muscles for handwriting development.
- Gross Motor Skills Groups – Activities to support coordination, balance, and movement.

Behaviour and Well-being Support

- Restorative Conversations – Helping pupils reflect on their behaviour and understand the impact of their actions.
- Play Therapy (where appropriate) – Providing therapeutic play sessions to support emotional development.

All interventions are monitored and reviewed regularly, ensuring that pupils receive the right level of support at the right time. If you have any questions about interventions for your child, please speak with their class teacher or the SEND team.

These interventions are part of our contribution to Kent County Council's local offer.

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 6 weeks or one term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

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At Wittersham Church of England Primary School, we are committed to ensuring that every child has access to the resources they need to thrive in their learning and development. Our approach is centred on equity, meaning that we provide additional support where needed to help all pupils reach their full potential.

Funding and Resource Allocation

We use a combination of school funding, Pupil Premium, and SEND-specific funding to provide additional resources for pupils with identified needs. Pupils with Education, Health and Care Plans (EHCPs) may receive additional, targeted funding from the local authority to ensure their specific needs are met.

High Needs Funding (HNF) may also be accessed for pupils with significant needs requiring additional support beyond what is ordinarily available. However, this funding model will cease in August 2025, and a new localised funding allocation model will be introduced. We are actively working with the local authority to ensure a smooth transition and continued support for eligible pupils.

How We Support Pupils with SEND

Depending on your child's needs, we may provide:

- ✓ Additional Learning Resources – This may include visual supports, overlays, manipulatives, sensory tools, assistive technology, or adapted worksheets.
- ✓ Adaptations to In-Class Support – This could involve additional adult support, flexible grouping, adapted tasks, or structured movement breaks to enhance engagement.
- ✓ Further Staff Training – Staff receive ongoing professional development to improve their knowledge and ability to support pupils with a range of SEND needs, including training on autism, dyslexia, speech and language support, and emotional well-being.
- ✓ Access to External Specialist Expertise – Where necessary, we work with professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS to seek advice and ensure we provide the most effective support.

Working in Partnership

We believe in a collaborative approach and will consult with parents, external agencies, and the pupil (where appropriate) to ensure the right support is in place. We use our best endeavours to provide the resources your child needs to fully access their learning and succeed in school.

If you have any questions about how we support your child, please speak to their class teacher or the SEND team.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



At Wittersham Church of England Primary School, we are committed to inclusive education, ensuring that all pupils—regardless of their needs—have full access to the broad and balanced curriculum and extra-curricular opportunities alongside their peers.

Our Inclusive Approach

- ✓ All school trips and residential visits are accessible to pupils with SEND. Adjustments are made where necessary, including additional adult support, adapted activities, or risk assessments to ensure full participation.

- ✓ All extra-curricular activities, including before and after-school clubs, are open to all pupils, with additional support provided where needed.

- ✓ Sports and physical activities, including PE lessons, sports day, and team events, are adapted where necessary to enable full participation.

- ✓ School productions, assemblies, and special workshops are inclusive of all pupils, with adaptations made where needed to ensure confidence and engagement.

- ✓ Special events, including pantomimes and workshops, are designed to be accessible, with sensory-friendly adjustments available where required.

Removing Barriers and Making Adjustments

We take a personalised approach to supporting pupils with SEND in accessing activities by:

- Conducting individual risk assessments for trips and physical activities.
- Providing additional adult support where needed.
- Adapting activities and providing alternative formats if required.
- Ensuring that staff are trained in inclusive practices to support all pupils effectively.

At Wittersham, no child is ever excluded from an activity due to their SEND or disability. We make reasonable adjustments and use our best endeavours to ensure every child is included, valued, and able to participate fully in school life.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



At Wittersham Church of England Primary School, we are fully committed to inclusive education and ensuring that our admissions process is fair, transparent, and accessible to all prospective pupils, including those with Special Educational Needs (SEN) or a disability.

Admissions Arrangements for Pupils with SEN or a Disability

Our admissions process follows the Kent County Council (KCC) admissions policy and complies with the Equality Act 2010, ensuring that pupils with SEND or disabilities are not discriminated against. We welcome applications from all families and encourage parents of children with additional needs to contact the school to discuss how we can best support their child.

Priority Admission for Pupils with an EHCP

If a child has an Education, Health and Care Plan (EHCP) that names Wittersham Church of England Primary School as the most suitable provision, they will be allocated a place before any other places are assigned. We work closely with the local authority, parents, and professionals to ensure that children with EHCPs have a smooth transition into our school.

Fair Oversubscription Criteria

In cases where there are more applicants than available places, our oversubscription criteria are applied fairly and do not disadvantage pupils with SEND or disabilities. We make reasonable adjustments to ensure that all children can access our school, including:

- Ensuring that pupils with physical disabilities can access the school environment.
- Making arrangements for pupils requiring additional support during transition and settling-in periods.
- Liaising with families and external professionals to ensure appropriate support plans are in place before a pupil starts school.

We believe that every child has the right to a high-quality education in a welcoming and inclusive environment. If you have any questions about admissions for a child with SEND, please contact the school office or the SEND team for further guidance.

13. How does the school support pupils with disabilities?



At Wittersham Church of England Primary School, we are committed to ensuring that all pupils, including those with disabilities, have equal access to education, opportunities, and support. We strive to create an inclusive environment where every child can thrive academically, socially, and emotionally.

Preventing Less Favourable Treatment

We take the following steps to prevent disabled pupils from being treated less favourably than others:

- **Inclusive Curriculum and Teaching:** Lessons are adapted to meet the diverse needs of all pupils, with appropriate scaffolding, resources, and differentiation to ensure full participation.
- **Physical Accessibility:** Our school site is regularly reviewed to identify and remove physical barriers, ensuring that all areas are accessible. This includes ramps, accessible toilets, and adapted furniture where needed.
- **Support Plans and Interventions:** Individual support plans, including EHCPs (Education, Health, and Care Plans) and personalised interventions, are implemented to address specific needs.
- **Staff Training:** Our staff receive ongoing training in SEND (Special Educational Needs and Disabilities), ensuring they have the knowledge and skills to provide high-quality support.
- **Emotional and Wellbeing Support:** Pupils have access to pastoral care, including our Nurture provision, play therapy, and small group interventions to support emotional and social development.
- **Partnership with Families and External Agencies:** We work closely with parents, carers, and external professionals, such as speech and language therapists, occupational therapists, and specialist teachers, to ensure pupils receive the best possible support.
- **Anti-Discrimination and Awareness:** We foster a culture of respect and understanding through assemblies, PSHE lessons, and whole-school initiatives that promote inclusion and challenge discrimination.

For further details on how we ensure accessibility for all pupils, please refer to our Accessibility Plan: <https://www.wittersham.kent.sch.uk/page/?title=Equality&pid=23>

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily activities. We are committed to meeting our responsibilities under this legislation and ensuring that all pupils feel valued and supported in our school community.

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

At Wittersham Church of England Primary School, we are committed to supporting the emotional and social development of all pupils, particularly those with Special Educational Needs and Disabilities (SEND). Our inclusive approach ensures that every child feels valued, heard, and supported in their journey through school.

Encouraging Pupil Voice and Participation

- Pupils with SEND are actively encouraged to be part of the School Council, ensuring their voices are heard in decisions that impact the whole school.
- We provide opportunities for pupils with SEND to take on leadership roles, including participation in team-based activities and clubs, fostering teamwork and friendship-building.

Extra Pastoral Support for Pupils with SEND

- We offer dedicated listening sessions with key staff, including the SENCO, Family Liaison Officer (FLO), and pastoral support team, allowing pupils with SEND to share their thoughts, worries, or feedback in a safe space.
- Our Nurture Club provides structured support for pupils who need extra guidance in developing social and emotional skills.
- The school operates a restorative approach to conflict resolution, supporting pupils in understanding emotions and relationships in a positive and structured way.
- Our Nurture provision, based in The Orchard, is a well-resourced space that provides personalised support, sensory regulation, and social development activities.

Preventing Bullying and Promoting Inclusion

- We have a 'zero tolerance' approach to bullying, ensuring that all incidents are taken seriously and addressed swiftly through our Anti-Bullying Policy.
- Staff are trained to recognise and intervene early in any signs of bullying, ensuring that all pupils feel safe and supported.
- We promote an inclusive and respectful school culture through PSHE lessons, assemblies, and whole-school initiatives focused on kindness, empathy, and acceptance.
- Our peer mentoring system allows older pupils to support and guide younger children, fostering a sense of belonging and security.

As a National Nurturing Schools Program accredited School, awarded in July 2024 after a two-year focused project, we remain committed to embedding nurture principles across our provision, ensuring that every child, regardless of need, is supported in their emotional and social development.

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



Mrs Stella Coulson, our SENCO, to make 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?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

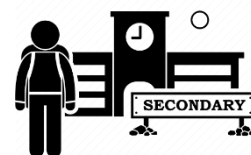
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- 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 The Kent Local Offer. Kent publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.kids.org.uk/sendias-home/>

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

<http://home-start-ashford.co.uk/>

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?

Complaints about SEND provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

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 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: <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.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

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- **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
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages