

Kent SEND Information Report

Special Educational Needs and Disabilities (SEND) Information Report

Wittersham Church of England Primary School



Inclusion Team

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Approved by: Stella Coulson and Carly Catt **Date:** September 2026

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We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum and experiences that promote courage and a strong moral purpose underpinned by our Christian values, preparing them to become compassionate citizens within our rural community and the wider world.

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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

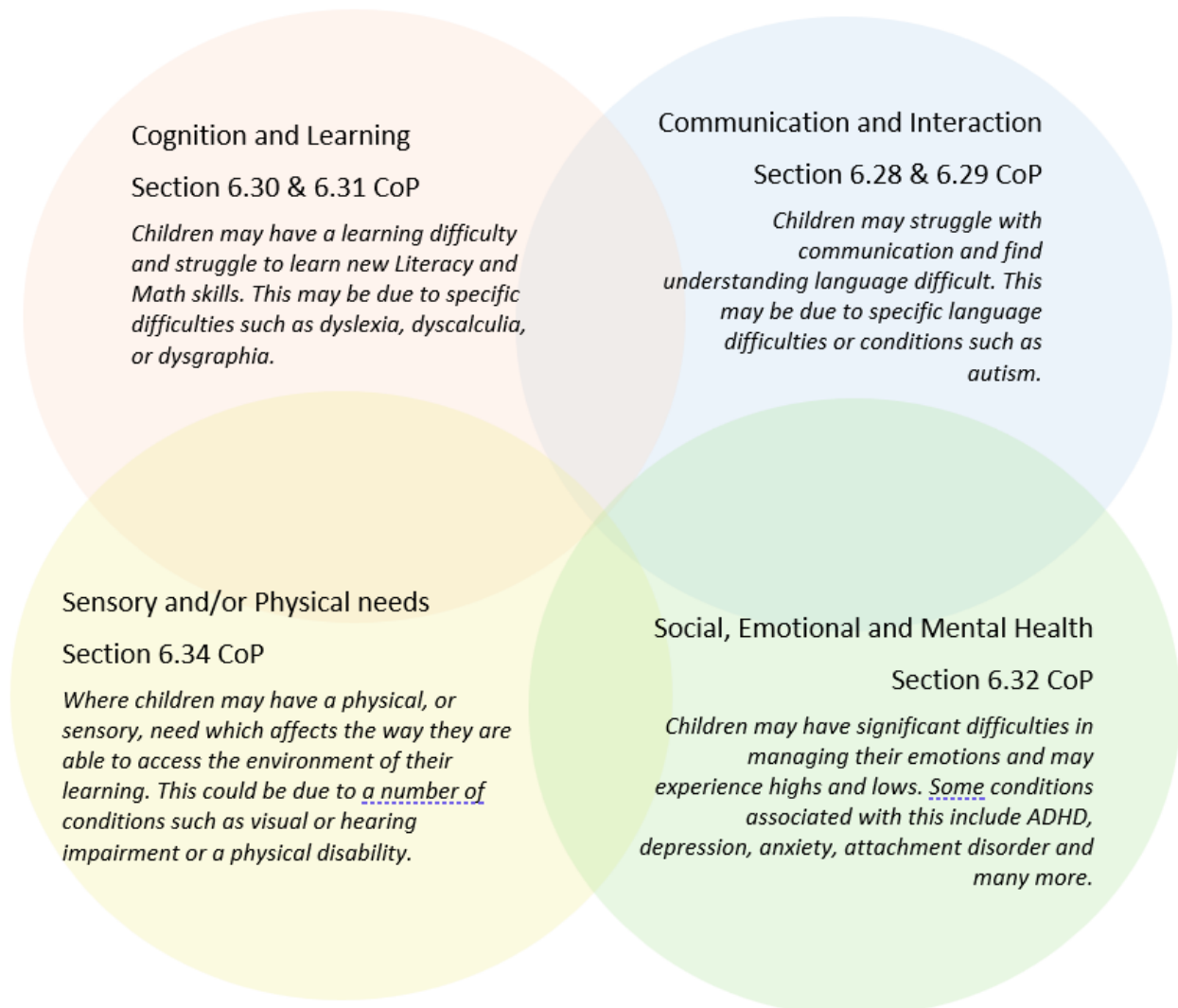
<https://www.wittersham.kent.sch.uk/page/?title=Special+Educational+Needs+and+Disability&pid=19&action=saved>

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.

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

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 holistic understanding 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 \(publishing.service.gov.uk\)](#)

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

Mrs Carly Catt – SENCO (Special Educational Needs Coordinator)

Carly leads and oversees our school's approach to special educational needs, disabilities and inclusive practice, ensuring that every child receives the support, opportunities and encouragement they need to flourish.

Working closely with teachers, support staff, families and external professionals, Carly ensures that provision is carefully planned, effectively implemented and regularly reviewed to meet the individual needs of our pupils. She supports staff in developing inclusive teaching approaches, appropriate adaptations and targeted interventions, ensuring that barriers to learning are identified and addressed.

Carly also oversees the strategic development of our SEND provision, including The Nest, our dedicated inclusion space, ensuring that additional support is purposeful, responsive and focused on helping children develop confidence, independence and the skills needed to succeed.

Through regular monitoring, assessment and collaboration with families and professionals, Carly ensures that pupils' progress, wellbeing and wider development remain at the heart of our inclusive approach.

Mrs Claire Sterriker-Rhodes – Family Liaison Officer (FLO)

Claire plays a vital role in strengthening the partnership between school and home, ensuring that families feel welcomed, listened to and supported throughout their child's journey at Wittersham.

As our Family Liaison Officer, Claire provides a friendly, approachable and confidential point of contact for parents and carers who may need additional guidance, reassurance or practical support. She works closely with families to understand their individual circumstances, helping them navigate

challenges that may affect their child's wellbeing, attendance, emotional development or engagement with school.

Claire offers a range of support, including emotional wellbeing, parenting advice, family circumstances and signposting to specialist services and external agencies. She works collaboratively with school staff and other professionals to ensure that families can access appropriate support when they need it most.

With a compassionate and nurturing approach, Claire helps to build positive, trusting relationships between home and school, recognising that strong partnerships are essential in enabling children to feel safe, secure and ready to learn.

Guided by our Christian vision and values of Courage, Compassion and Cooperation, Claire is committed to ensuring that every family feels valued, included and supported as part of our Wittersham school community.

Mrs Claire Sterriker-Rhodes – Emotional Literacy Support Assistant (ELSA)

Alongside her role as Family Liaison Officer, Claire is also our trained Emotional Literacy Support Assistant (ELSA), providing dedicated emotional and pastoral support to children who may need additional help understanding and managing their feelings.

Through carefully planned, nurturing sessions, Claire supports pupils in developing emotional awareness, self-esteem, confidence, resilience and positive relationships. Her work helps children recognise and express their emotions, develop strategies for managing challenges and build the emotional skills needed to thrive both in and beyond the classroom.

ELSA support can be particularly beneficial for children experiencing anxiety, friendship difficulties, changes in family circumstances, bereavement, low self-confidence or challenges with emotional regulation.

Working closely with teachers, our SENCO and families, Claire ensures that ELSA interventions are tailored to individual needs, with clear outcomes and regular reviews to celebrate progress and identify next steps.

At Wittersham, we recognise that children's emotional wellbeing is fundamental to their happiness, development and ability to learn. Through her compassionate and supportive approach, Claire provides a safe, nurturing space where children feel heard, understood and valued.

Mrs Lucy Cotton – Nurture Learning Support Assistant (LSA)

Lucy plays an important role in supporting the emotional wellbeing, social development and individual needs of our pupils, helping to ensure that every child feels safe, valued and supported throughout their school day.

As our Nurture LSA, Lucy leads our daily Nurture Club sessions, providing a calm, welcoming and supportive environment for children who benefit from additional emotional and social support. Through carefully planned activities, conversations and nurturing experiences, she helps pupils develop confidence, resilience, emotional regulation, positive relationships and a greater understanding of their own feelings.

Lucy also works closely with children accessing The Nest, our dedicated inclusion space, providing personalised support for pupils who require additional help with their learning, emotional wellbeing, social communication or individual developmental needs. Working alongside our SENCO, teachers and wider inclusion team, she helps deliver targeted interventions, adapt activities and develop strategies that enable children to overcome barriers, build independence and experience success.

Through her patient, compassionate and child-centred approach, Lucy builds trusting relationships with pupils, providing a safe space where children feel comfortable sharing their worries, celebrating their achievements and developing the skills they need to flourish.

Mrs Stella Coulson – Headteacher and Qualified SENCO

As Headteacher and a qualified Special Educational Needs Coordinator (SENCO), Stella brings extensive experience and specialist knowledge of SEND, inclusion and pastoral care to the strategic leadership of Wittersham Church of England Primary School.

Having previously worked as the school's SENCO and Inclusion Leader, Stella has a deep understanding of the importance of early identification, high-quality inclusive teaching and personalised provision in ensuring that every child has the opportunity to flourish.

Although the day-to-day coordination of SEND provision is led by Mrs Carly Catt, Stella maintains strategic oversight of inclusion across the school, working closely with the SENCO, staff, governors and external professionals to ensure that SEND remains central to school improvement, curriculum development and decision-making.

Stella is particularly passionate about removing barriers to learning, developing staff expertise and ensuring that children with additional needs receive appropriate support whilst being encouraged to develop independence, confidence and resilience. She is committed to ensuring that provision is ambitious, purposeful and regularly evaluated so that every pupil can achieve meaningful progress.

Through her leadership, Stella promotes a whole-school culture in which inclusion is everyone's responsibility, ensuring that children and families feel listened to, understood and valued.

Our Special Educational Needs Co-ordinator, or SENCO

SENCO – Carly Catt

Our qualified Special Educational Needs Coordinator (SENCO) is Mrs Carly Catt.

Carly is responsible for coordinating SEND provision across the school, supporting teachers and families, liaising with external professionals and ensuring that pupils' individual needs are identified, supported and regularly reviewed.

For further information about Carly's role and responsibilities, please see her profile in the Meet the Team section above.

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 Mrs Claire Sterriker-Rhodes to support emotional well-being.
- Zones of Regulation Training – Helping pupils manage emotions and self-regulation.

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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.

Learning Support Assistants (LSAs)

We are fortunate to have a dedicated team of Learning Support Assistants (LSAs) who play a vital role in supporting children with additional needs. Our LSAs are trained to deliver a wide range of targeted interventions to help children develop key skills in communication, literacy, numeracy, fine and gross motor development, and emotional wellbeing.

These interventions include:

- **Dough Disco, Fizzy, and Clever Hands** – supporting fine and gross motor skills.
- **Makaton** – enhancing communication and language development.
- **Toe by Toe, Wasp, and Stairway to Spelling** – structured literacy support.
- **First Class at Number (1 and 2)** – targeted numeracy intervention.
- **Drawing and Talking** – a therapeutic approach supporting children's emotional regulation, resilience, and self-expression.

Through these programmes, our LSAs ensure that children receive high-quality, personalised support that enables them to make progress both academically and emotionally, while also building confidence in their learning journey.

External agencies

Working with External Agencies

Sometimes we need extra help to ensure our pupils receive the support they need. Whenever necessary, we work closely with external professionals and services to meet the needs of pupils with SEND and to support their families. These partnerships enable us to provide tailored, specialist support beyond what can be offered in school.

The external services we may work with include:

- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Educational Psychologists
- GPs and Paediatricians
- NELFT Practitioners

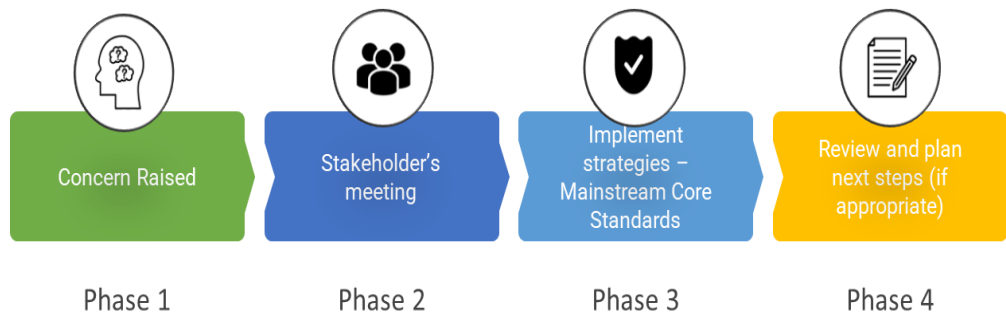
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- Occupational Therapists
- Therapeutic Practitioners
- Safeguarding Services
- School Liaison Officer
- School Nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and Language Therapists
- Voluntary Sector Organisations

We always discuss referrals to external services with parents and carers first, so that decisions are made in partnership and families feel fully involved in the support provided for their child.



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



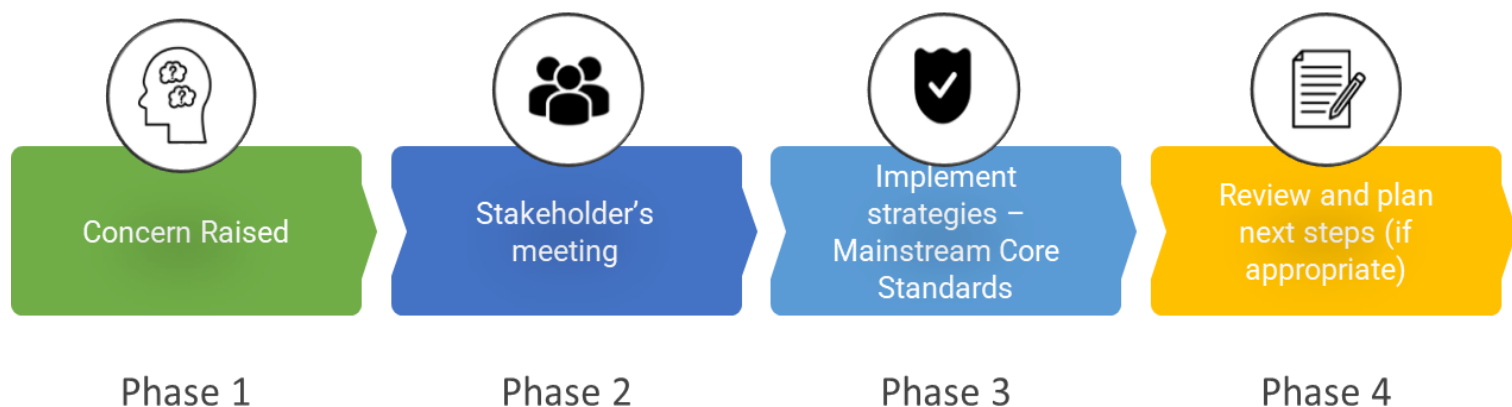
Phase 1	If you think your child may have Special Educational Needs and Disabilities (SEND), the first step is to raise your concern with the school so that our SEND team can provide the right support. Early identification and close partnership with parents are key to achieving the best outcomes for children. How to Get in Touch • Speak to Your Child's Teacher – If you have concerns about your child's progress, behaviour, or well-being, the class teacher is your first point of contact. They see your child every day and can offer initial observations and support. • Contact the SENCO – Our SENCO, Mrs Carly Catt, is available to discuss your child's specific needs, assessments, and any additional support available. • Meet with the SEND Team – Our SEND team, including Carly Catt (SENCO), Claire Sterriker-Rhodes (Family Liaison Officer), and Lucy Cotton (Nurture Lead), are here to support children with learning, emotional, or social challenges. Ways to Contact Us  Call the School Office – You can request a meeting or phone call with your child's teacher or the SENCO.  Email the School – Send an email with your concerns, and a member of the SEND team will get back to you.  Arrange a Meeting – We are happy to meet in person to discuss your child's needs and how we can support them. At Wittersham Church of England Primary School, we are committed to working alongside families so that every child feels valued, understood, and supported to thrive. If you have any concerns, please don't hesitate to reach out – we are here to help.
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Phase 2	When you share a concern with us, we will meet with you to discuss your child's strengths and difficulties and to get a better understanding of their needs. Together, we will agree on the outcomes we are aiming for and decide the next steps. A record of this meeting will be added to your child's file so that support can be carefully monitored.
Phase 3	We will then implement agreed strategies and monitor progress over an agreed period of time. These are likely to begin with universal strategies, as set out in the Mainstream Core Standards (a copy of which can be found here: Mainstream Core Standards Guide for Parents). This process initiates what is known as the Graduated Approach , where support is put in place, carefully reviewed, and adapted as needed.
Phase 4	If we feel that your child requires additional support beyond universal strategies, we will formally notify you and place your child on the school's SEND register. At this point, your child will receive targeted SEND support which will be reviewed regularly using the Assess, Plan, Do, Review cycle.

4. What happens if the school identifies a need?

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



Identifying and Supporting SEND at Wittersham

At Wittersham Church of England Primary School, class teachers are responsible for monitoring all pupils and identifying those with Special Educational Needs and Disabilities (SEND) or those not making expected progress academically, socially, or emotionally.

If a pupil experiences difficulty in areas such as reading, writing, or mathematics, teachers will assess whether there are specific gaps in learning and provide targeted support. For most pupils without SEND, these interventions help them to make rapid progress. However, if difficulties persist despite additional support, the class teacher will consult with the SENCO and contact parents to discuss potential SEND concerns.

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At this point, the school follows the **Graduated Approach**, ensuring personalised support is put in place to help the pupil succeed. This cycle includes:

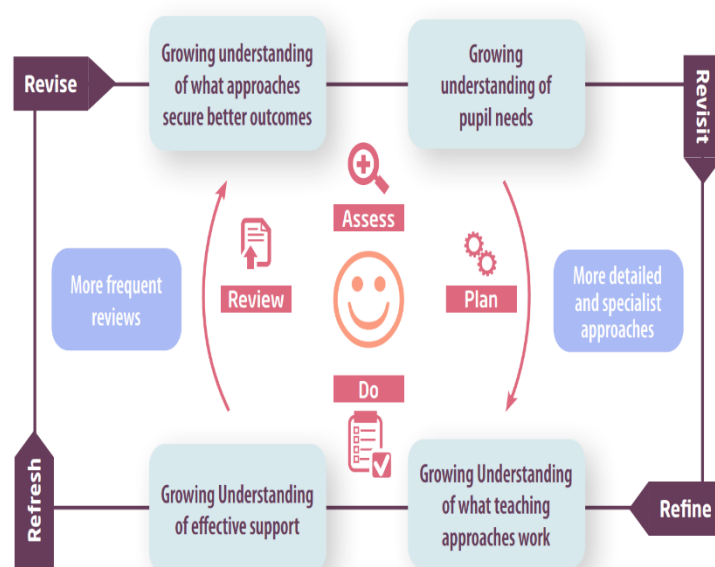
- **Assessing** the pupil's needs
- **Planning** targeted interventions
- **Doing** (implementing support)
- **Reviewing** progress regularly

Parents are encouraged to speak with their child's teacher or a member of the SEND team at any stage if they have 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.

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	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 Carly Catt 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 that every child deserves access to high-quality, inclusive teaching that recognises their individual strengths, needs and aspirations. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), experience a broad, balanced and ambitious curriculum that enables them to achieve their full potential.

High-quality teaching is the foundation of our approach to SEND. Class teachers remain responsible and accountable for the progress, achievement and development of every pupil in their care, including those who receive additional support or targeted interventions.

We recognise that children learn in different ways and that there is no 'one size fits all' approach to teaching and learning. Our teachers use adaptive teaching strategies to respond to individual needs, ensuring that lessons are accessible, engaging and appropriately challenging for all pupils.

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Adaptations are carefully considered and may include scaffolding, visual resources, practical equipment, targeted questioning, additional processing time, pre-teaching of vocabulary and opportunities for guided practice. These approaches help pupils access learning successfully whilst developing increasing confidence and independence.

Our teaching is informed by Kent's Mainstream Core Standards, which provide a framework for identifying and implementing inclusive approaches that meet a wide range of needs within the classroom. Where pupils require additional provision, teachers work closely with our SENCO, support staff, families and external professionals to identify appropriate strategies and ensure that support is purposeful and effective.

We place particular importance on ensuring that adaptations do not unnecessarily limit pupils' opportunities or expectations. Scaffolding and additional support are regularly reviewed and gradually reduced where appropriate, enabling children to develop the skills, confidence and independence needed to succeed.

Where necessary, targeted interventions and personalised provision, including support through The Nest, complement classroom teaching and help pupils overcome specific barriers to learning. Our priority remains ensuring that children are included in their class community and can participate meaningfully in the wider life of the school.

Through ongoing assessment, careful monitoring and our graduated approach of Assess, Plan, Do, Review, we continually evaluate the effectiveness of our teaching and provision, making adjustments to ensure that pupils receive the right support at the right time.

Guided by our Christian vision and values of Courage, Compassion and Cooperation, we are committed to creating an inclusive learning environment where every child feels valued, supported, appropriately challenged and empowered to flourish.



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 recognise that every child is unique and that some pupils may require additional support at different stages of their learning and development.

We offer a range of carefully planned, targeted interventions designed to address individual needs, remove barriers to learning and support pupils in developing the confidence, skills and independence needed to flourish.

Interventions may be delivered individually, in small groups or through specialist support, depending on the needs of each child. All additional provision is carefully considered alongside high-quality, inclusive classroom teaching, ensuring that pupils remain connected to their class and the wider school community.

Academic Interventions

- Precision Teaching – Structured, focused sessions designed to develop fluency, accuracy and confidence in specific areas of reading, spelling and mathematics.
- Little Wandle Phonics Interventions – Targeted support for pupils who require additional teaching and practice to develop secure phonics knowledge, decoding skills and reading fluency.
- Reading Fluency and Comprehension – Small-group or individual sessions to strengthen reading accuracy, expression, understanding and confidence.
- Writing and Handwriting Support – Personalised interventions focusing on sentence construction, spelling, handwriting, fine motor development and written communication.
- Numicon and Targeted Mathematics Support – Practical, multisensory approaches to strengthen number sense, mathematical understanding, calculation skills and problem-solving.

Social, Emotional and Wellbeing Interventions

- Emotional Literacy Support Assistant (ELSA) – Individual and small-group sessions supporting emotional awareness, self-esteem, resilience, friendships and emotional regulation.
- Zones of Regulation – Strategies and resources that help children recognise, understand and manage their emotions, developing greater self-awareness and independence.
- Nurture Club – Daily nurturing opportunities that provide a safe and supportive environment for pupils to develop social skills, emotional confidence, positive relationships and a sense of belonging.

- Sensory and Regulation Support – Personalised strategies, sensory resources and movement breaks to support emotional regulation, sensory processing and readiness to learn.

The Nest – Our Dedicated Inclusion Provision

The Nest is our dedicated inclusion space, providing a nurturing, structured and supportive environment for pupils who require additional provision beyond that ordinarily available within the classroom.

Working under the guidance of our SENCO, The Nest provides personalised support that responds to individual learning, communication, sensory, social and emotional needs.

Provision may include:

- Targeted academic interventions and personalised learning activities.
- Support with emotional regulation, sensory needs and developing self-awareness.
- Opportunities to develop communication, interaction and positive relationships.
- Carefully planned activities that promote independence, confidence and resilience.
- Individualised support to help pupils overcome barriers and successfully access learning within their classrooms.

Access to The Nest is based on identified individual needs, with provision carefully planned, monitored and reviewed to ensure that support remains purposeful and promotes increasing independence.

Our aim is to ensure that The Nest complements classroom learning, rather than replacing it, enabling pupils to develop the skills and confidence needed to participate successfully in the wider school environment.

Speech, Language and Communication Interventions

- Speech and Language Therapy (SALT) Support – Targeted activities and strategies informed by Speech and Language Therapists to develop speech, vocabulary, understanding, expressive language and social communication.
- Colourful Semantics – A structured, visual approach to developing sentence construction, vocabulary, grammatical understanding and communication skills.
- Social Communication Support – Individual and small-group activities designed to develop listening, turn-taking, conversational skills and positive interactions with others.

Physical and Motor Skills Interventions

- Dough Disco and Fine Motor Development – Practical, engaging activities designed to strengthen hand muscles, improve coordination and develop the physical skills needed for handwriting and everyday tasks.
- Gross Motor Skills Support – Targeted activities to develop balance, coordination, body awareness and physical confidence.
- Sensory and Movement Activities – Planned opportunities to support pupils' physical development, sensory processing and ability to regulate their attention and engagement.

Behaviour, Relationships and Emotional Regulation

- Restorative Conversations – Supporting pupils to reflect on their actions, understand the impact of their behaviour, repair relationships and develop positive strategies for future situations.
- Individualised Regulation Strategies – Personalised approaches that help children recognise emotional triggers, communicate their needs and develop strategies to manage challenging situations.
- Positive Relationships and Nurturing Support – Consistent, relationship-based approaches that promote emotional security, trust, self-confidence and a sense of belonging.

How Do We Monitor the Impact of Interventions?

All interventions are planned in response to identified needs and are regularly monitored and evaluated through our graduated approach of Assess, Plan, Do, Review.

Our SENCO works closely with class teachers, support staff, families and external professionals to ensure that interventions have clear intended outcomes and contribute positively to pupils' learning, development and wellbeing.

We regularly review pupils' progress to determine whether support should continue, be adapted or gradually reduced as children develop greater confidence and independence.

At Wittersham, we believe that additional support should empower children rather than create unnecessary dependence. Our ultimate aim is to ensure that every pupil develops the knowledge, skills and confidence to flourish within their classroom, our school community and beyond.

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

At Wittersham Church of England Primary School, we are committed to ensuring that the additional support and provision provided for pupils with special educational needs and disabilities (SEND) is purposeful, effective and makes a meaningful difference to their learning, development and wellbeing.

We recognise that progress looks different for every child. Whilst academic achievement is important, we also celebrate progress in communication, emotional regulation, social interaction, confidence, independence and personal development.

Our approach to evaluating SEND provision is underpinned by the graduated approach of Assess, Plan, Do, Review, ensuring that support is regularly monitored, evaluated and adapted in response to each child's individual needs.

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How We Monitor and Evaluate Progress

We evaluate the effectiveness of SEND provision through a range of approaches, including:

- **Termly Reviews of Individual Outcomes** – We review pupils' progress towards their personalised targets and intended outcomes at least three times a year, considering their academic, social, emotional and developmental achievements.
- **Monitoring the Impact of Interventions** – Targeted interventions are reviewed after an appropriate period, typically six weeks or one term, to evaluate their effectiveness and determine whether support should continue, be adapted or gradually reduced.
- **Teacher Assessment and Ongoing Monitoring** – Class teachers regularly assess pupils' learning, engagement and progress through classroom observations, assessment information, work scrutiny and professional discussions. This helps identify strengths, emerging needs and any barriers to learning.
- **SENCO Monitoring and Evaluation** – Our SENCO, Mrs Carly Catt, oversees the effectiveness of SEND provision through regular discussions with staff, observations, assessment reviews and monitoring of individual pupil progress.
- **Provision Maps and Personalised Support Plans** – We use provision maps and individual support arrangements to record interventions, intended outcomes and the support provided. These are reviewed to evaluate impact and ensure that provision remains appropriate to each child's needs.
- **Pupil Voice** – We actively seek children's views through conversations, questionnaires and individual review discussions. We want pupils to understand their strengths, recognise their achievements and contribute to decisions about the support they receive.
- **Parent and Carer Feedback** – We recognise that families have valuable insight into their child's development. Parents and carers are involved in regular review meetings and encouraged to share observations about progress, wellbeing and the impact of support beyond school.
- **External Professional Advice** – Where appropriate, we work with Specialist Teachers, Educational Psychologists, Speech and Language Therapists and other professionals to evaluate progress and refine support strategies.
- **Annual Reviews of Education, Health and Care Plans (EHCPs)** – For pupils with an EHCP, we contribute to and coordinate the annual review process, working alongside families, pupils, Kent County Council and relevant professionals to assess progress towards the outcomes specified in the plan and consider whether provision continues to meet the child's needs.

How Do We Know That Support Is Making a Difference?

We consider whether the provision in place is helping pupils to:

- Make meaningful progress towards their individual learning and developmental outcomes.
- Access an ambitious, broad and balanced curriculum.
- Develop confidence, resilience and increasing independence.
- Improve their communication, emotional regulation and social interaction.
- Participate successfully in classroom learning and the wider life of the school.
- Develop positive relationships and a strong sense of belonging.

Where interventions are not having the intended impact, we work collaboratively with pupils, families, staff and external professionals to understand why and identify alternative approaches.

Our Commitment to Continuous Improvement

Our SENCO and Headteacher work closely with staff and governors to evaluate the quality and effectiveness of SEND provision across the school. This includes identifying patterns in pupil progress, reviewing the impact of interventions and ensuring that staff have the appropriate knowledge, resources and training to meet pupils' needs.

We place particular importance on ensuring that additional support promotes independence rather than creating unnecessary reliance on adults. As pupils develop confidence and skills, we carefully consider when scaffolding or additional provision can be reduced, adapted or replaced with alternative strategies.

At Wittersham, our aim is not simply to measure the support provided, but to understand the difference it makes to each child's experiences, achievements and opportunities.

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

Funding and Resource Allocation

At Wittersham Church of England Primary School, we are committed to ensuring that funding and resources are used effectively, strategically and equitably to meet the individual needs of pupils with special educational needs and disabilities (SEND).

We recognise that every child is unique and that some pupils require additional resources, specialist support or personalised provision to access the curriculum, overcome barriers to learning and participate fully in school life.

We use a combination of the school's core budget, notional SEND funding, Pupil Premium funding where eligible, and additional funding provided through Kent County Council and relevant government initiatives.

Our approach to funding and resource allocation includes:

- Core School Funding and Notional SEND Budget – We use our existing school resources to provide high-quality inclusive teaching, reasonable adjustments, targeted interventions, specialist resources and additional support for pupils with SEND. This ensures that inclusive practice remains central to our everyday teaching and learning.
- Education, Health and Care Plans (EHCPs) – Where pupils have an EHCP, we work closely with Kent County Council to ensure that the special educational provision specified in their plan is delivered. Additional funding may be allocated according to individual needs and the local authority's funding arrangements.
- Mainstream Inclusion Fund (MIF) – We recognise the importance of additional funding to strengthen inclusive practice and provide early, targeted support for pupils with SEND. Where available and applicable, we use mainstream inclusion funding alongside our existing resources to enhance adaptive teaching, develop staff expertise, provide targeted interventions and remove barriers to learning. This supports our commitment to ensuring

that pupils receive timely and effective support within mainstream education, including through personalised provision such as The Nest where appropriate.

- Additional SEND Funding and Communities of Schools Funding – Where a pupil's needs require provision beyond that ordinarily available, we work closely with Kent County Council and our local Community of Schools to explore appropriate additional funding and support. Through Kent's Communities of Schools approach, schools work collaboratively to identify needs, share expertise and consider how available resources can be allocated to provide targeted, personalised support for pupils with SEND. This enables us to respond flexibly to individual needs, strengthen inclusive practice and ensure that additional provision is carefully planned, monitored and reviewed to support positive outcomes for pupils.
- Pupil Premium Funding – Where pupils with SEND are also eligible for Pupil Premium, we consider how this funding can be used alongside other resources to address barriers to learning, improve educational outcomes and support wider personal development.
- Specialist Resources and Personalised Provision – Funding may be used to provide specialist equipment, assistive technology, communication aids, sensory resources, targeted interventions and personalised learning opportunities. This includes provision within The Nest, our dedicated inclusion space, where appropriate to individual needs.
- Staff Training and Professional Development – We invest in developing staff knowledge, skills and confidence to ensure that pupils benefit from high-quality adaptive teaching, effective interventions and inclusive classroom environments. Professional development is informed by identified pupil needs, school improvement priorities and specialist advice.

Monitoring the Impact of Funding and Provision

Our SENCO, working closely with the Headteacher, class teachers, support staff and Governing Body, monitors the effectiveness of SEND provision and the use of available resources.

Decisions about additional support are informed by pupils' identified needs, professional assessments, progress information, pupil voice and discussions with families and relevant external agencies.

We regularly review the impact of provision through our graduated approach of Assess, Plan, Do, Review, ensuring that interventions and resources remain purposeful, proportionate and responsive to individual needs.

We place particular emphasis on evaluating whether additional provision is improving pupils' access to learning, supporting their academic and personal development, and enabling them to become increasingly confident and independent.

Where support is no longer required or needs to be adapted, we review arrangements carefully to ensure that resources continue to be used effectively and pupils receive the right support at the right time.

Our Commitment to Inclusive Education

At Wittersham, we believe that effective SEND funding should make a meaningful and sustainable difference to children's experiences, progress and outcomes.

Our aim is not simply to provide additional support, but to strengthen inclusive teaching and learning across the whole school, ensuring that every pupil can access an ambitious curriculum, participate fully in school life and develop the knowledge, skills and confidence needed to flourish.

Guided by our Christian vision and values of Courage, Compassion and Cooperation, we remain committed to creating a nurturing, inclusive and ambitious school community where every child is valued, barriers to learning are addressed and all pupils are supported to achieve their full potential.

How We Support Pupils with SEND

At Wittersham Church of England Primary School, we are committed to ensuring that every child receives the appropriate support, resources and opportunities to access learning, develop independence and achieve their full potential.

We recognise that pupils with SEND have individual strengths and needs, and therefore our provision is carefully tailored to ensure that support is meaningful, inclusive and responsive to each child's development.

Depending on individual needs, we may provide:

- **Additional Learning Resources and Specialist Equipment** – A range of resources to support accessibility and independence, including visual timetables, communication aids, coloured overlays, practical manipulatives, sensory resources, assistive technology and appropriately adapted learning materials. These resources are selected to remove barriers and enable pupils to engage confidently with their learning.
- **Adaptive Teaching and Classroom Support** – Teachers use a range of inclusive strategies, including scaffolding, flexible grouping, targeted questioning, pre-teaching of vocabulary, additional processing time and practical learning opportunities. Where appropriate, pupils may also receive additional adult support, with an emphasis on developing independence rather than reliance on adults.
- **Targeted Interventions and Personalised Provision** – Carefully planned individual or small-group interventions may be provided to address specific learning, communication, social or emotional needs. Pupils requiring more personalised support may access The Nest, our dedicated inclusion space, where provision is structured around identified needs and regularly reviewed.
- **Social, Emotional and Pastoral Support** – Pupils may benefit from additional nurturing opportunities, including ELSA sessions, Nurture Club, emotional regulation strategies and individualised pastoral support. These approaches help children develop confidence, resilience, positive relationships and the emotional skills needed to engage successfully in school life.
- **Sensory and Physical Support** – Where appropriate, pupils may access sensory resources, movement breaks, fine and gross motor interventions, adapted environments and individual regulation strategies to support their physical development, sensory processing and readiness to learn.
- **Ongoing Staff Training and Professional Development** – Our staff receive regular training to strengthen their understanding of SEND and inclusive practice. This includes professional development relating to autism, ADHD, dyslexia, speech and language

development, sensory needs, emotional regulation and adaptive teaching. We are committed to ensuring that all staff have the knowledge, confidence and skills to meet the diverse needs of our pupils.

- **Access to External Specialist Expertise** – Where additional advice or assessment is required, we work closely with external professionals, including Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, paediatric services and Children and Young People's Mental Health Services (CYPMHS/CAMHS). Recommendations from these professionals help inform our teaching approaches, interventions and individual support arrangements.
- **Partnership with Families and Pupil Voice** – We recognise that parents and carers know their children best. We work collaboratively with families and actively seek pupils' views to ensure that provision reflects their individual needs, strengths and aspirations. Regular communication and review meetings help us evaluate progress and agree appropriate next steps.

Reviewing the Effectiveness of Support

All additional provision is monitored through our graduated approach of Assess, Plan, Do, Review. Our SENCO works alongside teachers, support staff, families and external professionals to evaluate the impact of interventions and ensure that resources are used effectively.

Support is regularly adapted in response to pupils' progress, with a particular focus on developing independence, confidence and successful participation within the classroom.

Our aim is not simply to provide additional support, but to ensure that every child has the opportunity to develop the skills, knowledge and confidence needed to flourish academically, socially and emotionally.

Through our Christian vision and values of Courage, Compassion and Cooperation, we strive to create a school community where difference is celebrated, barriers are removed and every child is supported to succeed.

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 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.

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 buddy 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?

At Wittersham Church of England Primary School, we recognise that looked-after and previously looked-after children may have experienced circumstances that can affect their emotional wellbeing, development and learning. We are committed to ensuring that these pupils receive sensitive, personalised and consistent support that enables them to feel safe, valued and included within our school community.

Kent SEND Information Report

Our SENCO, Mrs Carly Catt, works closely with the school's Designated Teacher for looked-after and previously looked-after children, class teachers, families, carers and relevant external professionals to ensure that pupils' individual needs are fully understood and appropriately supported.

We recognise that a child's care experiences and special educational needs may interact and influence their learning, behaviour, emotional development and relationships. Staff are supported to understand these factors and adapt their teaching and approaches accordingly.

Our provision includes:

- Personalised support and appropriate adaptations to teaching and learning, ensuring that pupils can access the curriculum and make progress.
- Close collaboration between the SENCO, Designated Teacher, class teachers, carers and external agencies to provide a coordinated approach to support.
- Individual Healthcare Plans, SEND support plans and Education, Health and Care Plans (EHCPs), where appropriate, to identify needs, provision and intended outcomes.
- Access to additional pastoral and emotional support, including our ELSA provision, Nurture Club and The Nest, where this is appropriate to individual needs.
- Regular monitoring and review of academic progress, emotional wellbeing and wider development to ensure that support remains effective.
- Sensitive approaches that recognise the importance of positive relationships, consistency, emotional security and a sense of belonging.

All looked-after children will have a Personal Education Plan (PEP), which is developed and reviewed in partnership with the relevant professionals and carers. Where a child also has SEND, we ensure that their PEP, SEND support plan and any EHCP are closely aligned, with complementary targets and provision that support their overall development.

Previously looked-after children will receive appropriate support through our inclusive provision, with their individual needs considered carefully and in partnership with their parents or carers.

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

At Wittersham Church of England Primary School, we recognise that transitions can be both exciting and challenging, particularly for children with special educational needs and disabilities (SEND). We are committed to ensuring that every pupil feels supported, confident and prepared as they move between classes, year groups and educational settings.

We understand that successful transitions require careful planning, effective communication and strong partnerships between children, families, staff and external professionals.

Our approach is personalised to reflect each child's individual strengths, needs and circumstances, with additional arrangements put in place where appropriate.

Transition Between Year Groups and Classes

Moving into a new class or working with a different teacher can present challenges for some pupils, particularly those who benefit from familiar routines, established relationships and predictable environments.

To support pupils with SEND as they prepare for a new school year, we may:

- Arrange transition meetings between current and receiving teachers to share information about individual needs, strengths, successful strategies and existing support arrangements.
- Involve both teachers in final SEND review meetings where appropriate, ensuring continuity of provision and agreed outcomes.
- Provide opportunities for pupils to spend time with their new teacher and become familiar with their classroom before the end of the summer term.
- Arrange additional transition visits for pupils who require greater preparation or reassurance.
- Use visual timetables, photographs, social stories and personalised transition booklets to introduce new environments, adults and routines.
- Work closely with parents and carers to identify potential concerns and agree strategies that will support a positive transition.
- Ensure that relevant support plans, provision maps and professional recommendations are shared with receiving staff.
- Identify pupils who may benefit from additional emotional or pastoral support during the transition period.

As a small school with mixed-age classes, we recognise the importance of maintaining familiar relationships and ensuring that transitions are carefully managed to promote security, belonging and continuity.

Transition Between Educational Settings

Where a child joins Wittersham from another school or moves to a different educational setting, we work closely with families and relevant professionals to ensure that appropriate information is shared and support arrangements are maintained.

This may include:

- Liaising with the child's previous or receiving school to share relevant information about their learning, development and individual needs.
- Arranging meetings between SENCOs, teachers and other professionals to discuss existing provision and effective support strategies.
- Involving parents and carers in transition planning and seeking the child's views wherever possible.
- Organising additional visits or familiarisation opportunities to help pupils become comfortable in their new environment.
- Ensuring that relevant SEND records, support plans, assessments and Education, Health and Care Plans (EHCPs), where applicable, are transferred securely and appropriately.

- Working collaboratively with external agencies where specialist advice or additional transition arrangements are required.

Our priority is to minimise disruption, maintain continuity of support and ensure that pupils feel welcomed, understood and prepared for their next stage of education.

Transition from Primary to Secondary School

We recognise that moving to secondary school represents a significant milestone for all pupils and that children with SEND may require additional preparation and reassurance.

Our SENCO works closely with secondary school SENCOs and transition teams to ensure that pupils' individual needs are understood and that appropriate arrangements can be established before they begin Year 7.

Support may include:

- Transition meetings between our SENCO and receiving secondary school staff to discuss individual needs, strengths, support strategies and existing provision.
- Additional visits to secondary schools for pupils who would benefit from becoming familiar with the environment, routines and key adults.
- Opportunities to meet secondary school staff and ask questions about the transition.
- Personalised transition booklets, photographs, maps and visual resources to help pupils understand what to expect.
- Practising the use of secondary school timetables, including moving between lessons and understanding different subjects and routines.
- Developing organisational skills, such as managing equipment, preparing school bags, following instructions and completing independent tasks.
- Supporting pupils to develop confidence in communicating their needs, asking for help and managing unfamiliar situations.
- Identifying and addressing gaps in learning or key skills that may affect a pupil's confidence or readiness for secondary education.
- Providing additional emotional and pastoral support where pupils experience anxiety or uncertainty about moving to a new setting.

Where a pupil has an EHCP, transition planning is incorporated into the statutory review process, with discussions about future educational placements and provision taking place within the appropriate timescales.

Preparing Pupils for Greater Independence and Adulthood

Although our pupils are at the primary stage of education, we recognise that preparation for adulthood begins long before children leave school.

We aim to develop the foundations for successful transitions and future independence by encouraging pupils to:

- Develop confidence in making choices, expressing their views and contributing to decisions about their learning.
- Recognise their strengths, interests and areas where they may need additional support.
- Build communication, problem-solving and self-advocacy skills.
- Develop independence in managing personal belongings, routines and everyday responsibilities.
- Form positive relationships and develop appropriate social and emotional skills.
- Understand how to seek help and use strategies to manage challenges.
- Participate in meaningful leadership opportunities and wider school experiences.

Through our commitment to pupil autonomy, we encourage children to take increasing ownership of their learning and development, ensuring that support promotes confidence and independence rather than unnecessary reliance on adults.

Working in Partnership with Families

Parents and carers play an essential role in ensuring that transitions are successful. We encourage families to share any concerns, questions or information that may help us understand how best to support their child.

Our SENCO, class teachers and wider inclusion team work collaboratively with families to plan appropriate arrangements, review their effectiveness and respond to any emerging needs.

Where necessary, we involve external professionals to provide additional advice and ensure that transitions are carefully coordinated.

Our Commitment to Successful Transitions

At Wittersham, we believe that successful transitions are about more than moving between classrooms or schools. They are about ensuring that every child feels secure, included, confident and prepared for the opportunities and challenges ahead.

Guided by our Christian vision and values of Courage, Compassion and Cooperation, we strive to ensure that every pupil experiences a positive and supportive journey through their education, developing the skills, resilience and independence needed to flourish both within and beyond our school community.

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
- **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