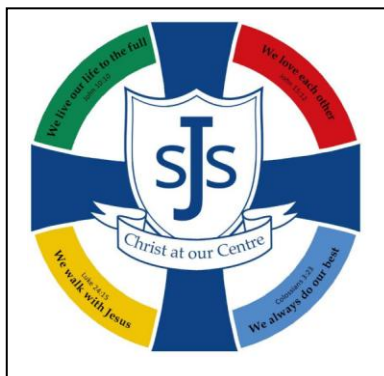




Special educational needs and disabilities (SEND) information report

Model policy template			
Date of last review:	Sep-26	Date of next review:	Sep-27
Author:	HR & Policy Manager	Owner:	Exec Directors of Education
Type of policy:	Trust-wide	Approval:	Education Standards Committee
Local Governance Committee Approval following personalisation			
Date of last review:		Date of next review	

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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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.stjohnsprimary.kent.sch.uk/>

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?

Our school acknowledges pupil cohorts with additional need and might typically support pupils with a primary diagnosis as indicated below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?



Our special educational needs co-ordinator, or SENCO

My Name Is Tamara Ward, I have been a SENCO for 10 years and I have worked as primary School teacher for 16 years. I am a qualified teacher completing my degree at Canterbury Christ University in 2008. I achieved the National Award in Special Educational Needs Co-ordinate in 2014. I am currently completing the NPQSL and over the last 10 years I have gained these qualifications and training in:

- Positive behaviour management
- Safer recruitment
- Autism awareness
- Safe guarding children with disabilities
- Understanding child development
- Designated safe guarding training
- Prevent Training
- Team Teach Training
- Training in Sexual Abuse, emotional abuse, neglect and online grooming.

I am a full tie SENCO, here at St Johns Catholic Primary School, as well as one of the Assistant Head teacher.

The Inclusion Team

Mrs Winbot

Mrs Atkinson

Mrs Perotta

Mrs Zaharieva

Mrs Batters

Mrs Sheehy

Miss Kelly

Mrs Macfarlane

DSL: Miss Dysart

Family Liaison Officer: Mrs Shaw

Attendance Officer: Miss Morgan

Play Therapist: Mrs Webb

Class teachers

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

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- Autism Champion
- EAL or SEN
- Mindfulness
- Selective Mutism
- Makaton
- De-escalation techniques- all Teachers
- AET- all teachers
- Sensory Processing- all teachers
- Precision teaching- all teachers
- Persistent and severe learning difficulties- all teachers
- Colourful Semantics- all teachers

Teaching assistants (TAs)

We have a team of 35 TAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision including:

- Autism Champions
- Foetal Alcohol Spectrum Disorder
- Attachment Disorder
- Speech and Language
- Dyscalculia
- Memory
- Selective Mutism
- Makaton
- Early communication
- Pathological demand avoidance
- De-escalation techniques- all TAs
- AET- all TAs
- TAC PAC training
- Thrive Training- Mrs Sheehy and Miss Kelly

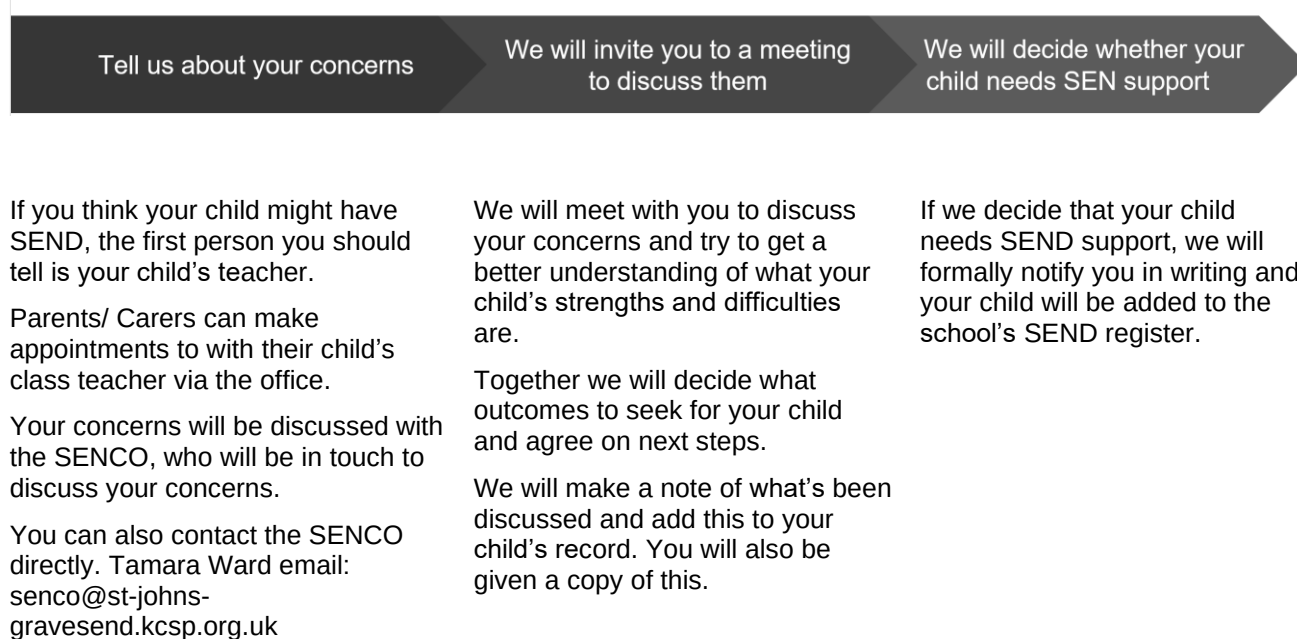
In the last year we have TAs trained in Makaton, Demand avoidance, intensive interaction and de escalation

External agencies and experts

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 include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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



4. How will the school know if my child needs SEND support?

- The class teacher may suggest ways of supporting your child's learning at parents' evening or speak with you after school.
- Mrs Ward, the SENCO may meet with you to discuss how to support your child.
- If outside agencies such as Speech and language therapists or Specialist Teaching and learning Services have been involved suggestions and programmes of study are normally provided that can be used at home.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include this may include with their English, Maths, Phonics or Social skills

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues

with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

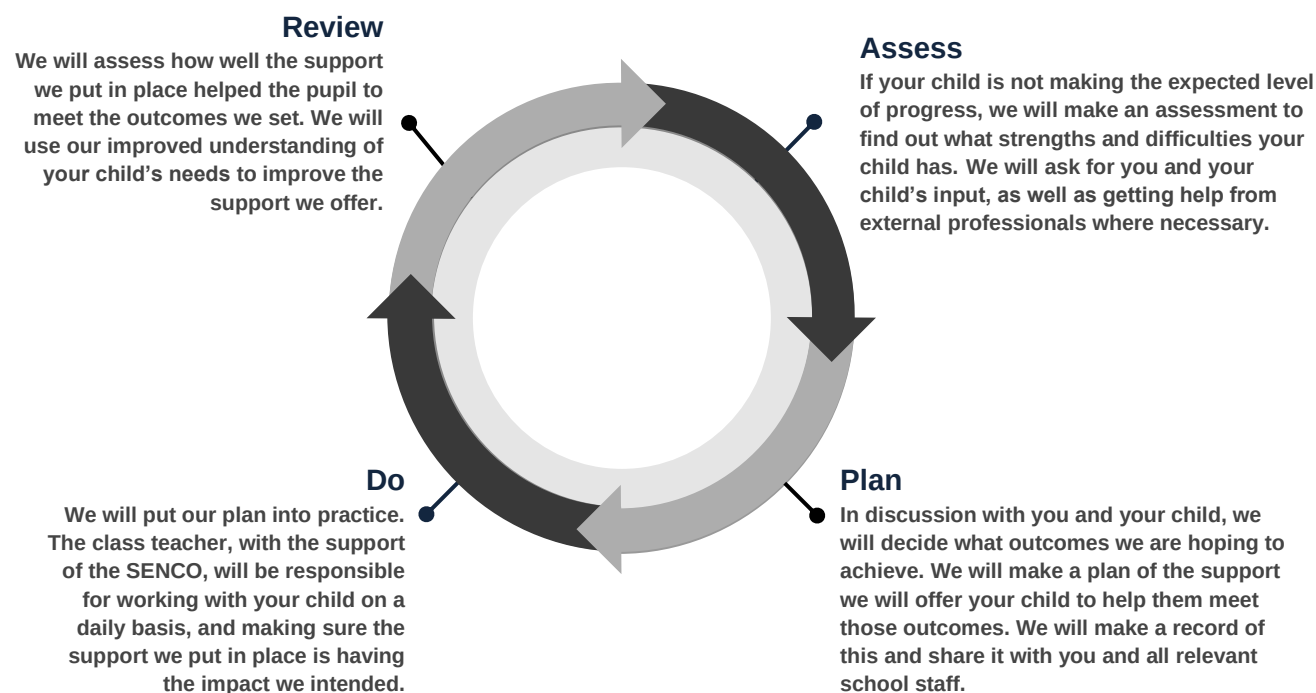
If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

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

- You will be able to discuss your child's progress and parent evenings.
- Your child's teacher will be outside school the school each evening if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office or email senco@st-johns-gravesend.kcsp.org.

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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide with three PLP reports on your child's progress.

Your child's class/form teacher will meet you twice 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Parents or carers are able to make appointments to meet with the class teacher via the school office.

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 level of competence. We recognise that no 2 children 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?

Class teachers will assess your children and adapt their learning according to this

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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping,, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, 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.
- Teaching assistants will support pupils in small groups when required and been identified by the class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE TYPICALLY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now next boards Communication boards Attention Autism bucket Curiosity bucket Visual cue cards Makaton signs I want boards Social skills groups Specialist Teachers
	Speech and language difficulties	Speech and language therapy Communication boards, Makaton signs Visual cue cards Private Speech and Language therapist Speech Link Language link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Nessy programme

		Dynomaths programme Precision teaching Word mats Pre teaching Specialist Teachers Reading pens
	Moderate learning difficulties	Writing slope Nessy programme Dynomaths programme Precision teaching Word mats Pre teaching Specialist Teachers Reading pens
	Severe learning difficulties	Writing slope Nessy programme Dynomaths programme Precision teaching Word mats Pre teaching Specialist Teachers Reading pens Bespoke curriculums
Social, emotional and mental health	ADHD, ADD	Quiet workstation Thrive ELSA Play therapist
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Play Therapist Thrive
Sensory and/or physical	Hearing impairment	Visuals Makaton

	Visual impairment	Larger print Limiting classroom displays, Change colour of white board
	Multi-sensory impairment	Sensory room
	Physical impairment	Ramps Disabled toilet Lift

These interventions are part of our contribution to KCC'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 8 weeks
- 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 resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- Staff members will accompany children to supply the support necessary from individual care plans
- Pre teaching of the school trip.

All of our extra-curricular activities and school visits are accessible to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to PGL in year 5 and 6.

All pupils are encouraged to take part in sports day/school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make the activities accessible.

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

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the [SEN Code of Practice](#). All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

13. How does the school support pupils with disabilities?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of mental health champions to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by our Thrive approach, ELSA's and Inclusion team.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having our mental health champions, promoting anti bullying week and our OPAL approach to lunch times where by children are able to play alongside each other in an exploratory way.

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

As a school we are happy to discuss individual access requirements.

Facilities we have at present:

- Ramps into the school to make the building accessible.
- A toilet adapted for disable users.
- Wide doors in some parts of the building
- We have an up to date Accessibility Plan

15. What support will be available for my child as they transition between

- understands what a stressful time moving schools can be therefore many strategies are in place to enable every pupil's transition to be as smooth as possible. These include:
- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Ward where appropriate attends the infant feeder schools

- A Transition program for pupils in year 6 prior to joining their new secondary school is in place. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Ward meets the SENCO's from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Ward, the secondary school SENCO, the parents/careers and where appropriate the pupil.

Between years

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

The children have the opportunity to spend two days in their next academic class in term 6 to meet their new teacher and understand new routines and timetables.

Meetings between teachers happen in term 6 to pass on class information and any send information.

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.

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

Miss Claire Dysart will work with Mrs Tamara Ward, 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.

Children 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.

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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy.

<https://www.stjohnsprimary.kent.sch.uk/policies/>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

More information about disagreement resolution and mediation services in the Kent Local Authority area can be found [here](#), and for the Medway Local Authority area [here](#).

18. 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 KCC's local offer.

<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:

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

Iask <https://www.iask.org.uk/>

Local Charities supporting families of pupils with SEND

We are Beams <https://wearebeams.org.uk/>

Autism South East <https://www.autismsoutheast.co.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. 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 children 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