

Special Educational Needs and Disabilities (SEND) Information Report

Inclusion Team

SEND Governor: Starzia Dior

SENCO: Gabrielle Morgan

SENCO Assistant: Ruby Clark

Contact No. 01227 752202

School contact: Gabrielle Morgan senco@selling-faversham.kent.sch.uk

Approved by:

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Laura King

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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.

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:



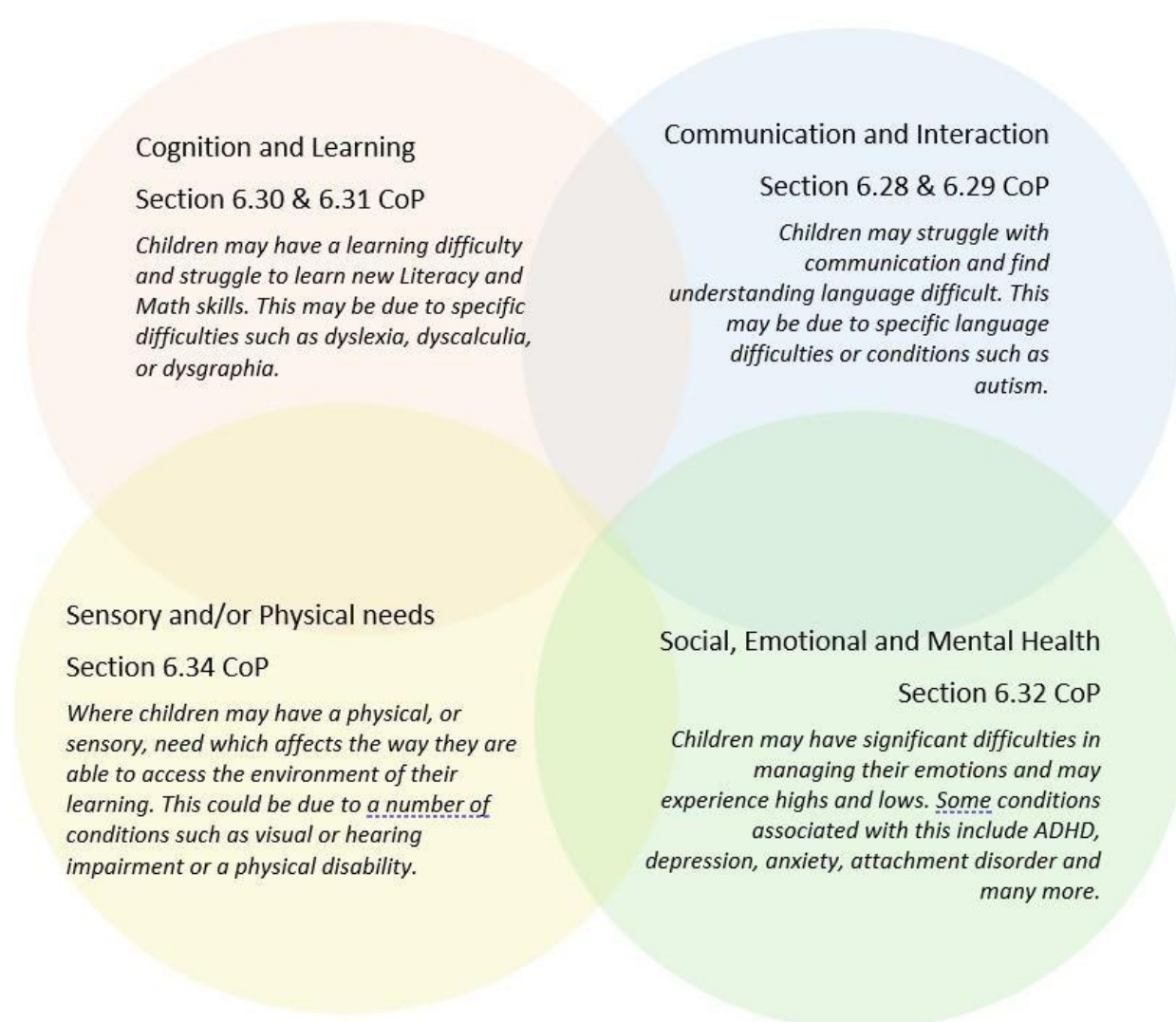
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our Trust SEND policy on our website: <https://www.ocmat.org.uk/Policies/>

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 provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



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

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

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

At Selling 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.*

Our SENCO TEAM

Gabrielle Morgan – SENCO / Class Teacher (R,1,2)

Ruby Clark – SENCO Assistant / ELSA Lead & Drawing and Talking Practitioner

Ruby Clark - Family Liaison Officer

Laura King – Headteacher

Our Special Educational Needs and disabilities Co-ordinator (SENDCO)

The named SENDCO is Gabrielle Morgan. Gabrielle Morgan is a qualified teacher and has recently taken on the role as SENDCO. She is currently completing her NQPSENCo qualification this academic year.

Class 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. All staff have recently completed their Autism Education Trust training, delivered by our local Educational Psychologist, Louise Malkin.

Teaching assistants (TAs) and Support Staff

We have a team of TAs, including one higher level teaching assistant, who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Sensory Circuits, Fizzy, Clever Fingers, Phonics catch up programmes, Daily Reading, Lego Therapy, Speech link interventions and Language link interventions.

External agencies

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

- Children and Adolescents Mental Health Service (CYPMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language Therapist
- Voluntary sector organisations
- Young Carers



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



4. What happens if the school identifies a need?

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include concerns around progress with reading, writing or number.

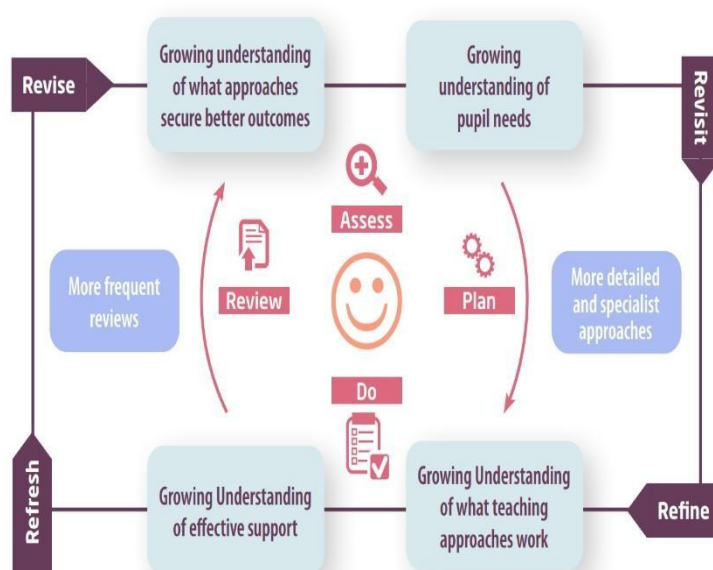
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult 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, and the school will follow the graduated approach (see previous page).

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

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

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



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

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

We will provide reports on your child's progress 2 times per year.

A member of staff who knows your child well will meet you 3 times per 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, 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.

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?

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

In our Trust, we ensure that highly skilled teaching is our first step in responding to your child's needs. We make sure that your child has access to a broad and balanced curriculum in every year they are at our school. The curriculum will be inclusive by design, with opportunities for all children to flourish.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adaptive teaching approaches. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing – This may include small group work, manipulatives in lessons to support learning and specialist teachers to work with identified pupils.

- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need.
- Scaffolding lesson materials and using an adaptive approach in an agile way.

We may also provide the following interventions:

Fizzy

Drawing & Talking

Phonics Catch up Programmes (including SEND, Keep up and Catch up)

BEAM

ELSA

Speech Link

Language Link

Language for Thinking

Language through colour

Clever Fingers

Lego Therapy

Daily Reading

Friend resilience groups

Sensory Circuits

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

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term during Pupil Progress Meetings (PPMS)
- Using pupil questionnaires
- Monitoring by the SENCO and School Leadership
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Teachers using 'Insight Assessment' to monitor and evaluate the impact of interventions.



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

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

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

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

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



The expectation is that, at Selling Church of England Primary School we provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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

All pupils are encouraged to go on our school trips, our residential trip to Windmill Hill (PGL)

All pupils take part in at least one aspect of Sports Day, some children have adaptations to ensure they can access all aspects of our Sports Day. All pupils are involved in our Nativity (KS1), Christmas Carols (choir) and KS2 productions each year. When a workshop or an educational school trip is offered, all pupils are involved to ensure equity for all.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



At Selling Church of England Primary School, we encourage prospective parents to visit the school when seeking a place for their child with SEND. A meeting will be organised with the SENDCO, who will be able to take them on a tour of the school to show them the environment and talk through how SEND pupils are supported at Selling Church of England Primary School. There will be a chance

for parents and SENDCO to discuss any paperwork that may already be in place as well as understanding any referrals in place or required. Where a pupil has an EHCP, the school will look at the needs outlined in the statutory document and give realistic feedback on the school's ability to meet the needs of the pupil.

13. How does the school support pupils with disabilities?



Please see our accessibility plan – found on the school website.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

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 our soft landing club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND, this is demonstrated through opportunities such as school council, well-being ambassadors and prefects.
- We provide a safe space for any pupil requiring additional support for social, emotional and mental health during lunchtime.
- We have a 'zero tolerance' approach to bullying. See Behaviour Policy

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



Ruby Clark is our designated teacher (DT) for looked-after children and previously looked-after children. Our DT makes sure that all teachers understand how a looked-after or previously looked after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

At Selling Church of England Primary School, we have a robust transition procedure in place for all of our pupils, further adaptations are made for our SEND pupils as appropriate. Please see below our transition procedures:

Between years

To help pupils with SEND be prepared for a new school year we ensure new class teachers work in the existing classroom with the pupils. This ensures there is no additional pressure of the new environment. In addition to this, our pupils then work with their existing teacher in the new classroom to support environmental change. This is completed throughout Term 6. Additional opportunities, such as sharing a book are also created for our most complex pupils. Joint forest school opportunities are also used to support pupils to form new relationships with peers coming into their class (joint year groups only.)

Between schools

When your child is moving on from our school, we will share information with the new school about your child. Personalised plans and any referral paperwork will be shared with the new school, usually in a face to face meeting between the SENCOs.

Between phases

Class work around transition and moving to a new school, in addition to this our Pastoral lead works with individuals to create a booklet around transition and their concerns. Once pupils have allocated places at their secondary schools, the SENCO meets with all SENCOs of the new schools to complete a handover of need. At this stage, some secondary schools are able to offer an additional visit to the school, where our SENCO and parents attend. An EPPLAC is completed for any LAC or post adoption pupils, new school, parents and SENCO attend. Detailed information of summer camps and additional tours of the new school are shared with parents and carers

The SENCO/HOY of the secondary school will come into our school to meet the pupils. They will discuss the needs of all the pupils

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



Entry into the School in EYFS

The SENCO of the primary school meets with the nursery SENCO to discuss the needs of the incoming pupils in Term 5/6. The SENCO/SENCO Assistant will also visit your child in their nursery environment.

Once your child is settled in Term 1, the SENCO and/or Class teacher will visit you and your child in the family home to discuss any concerns that you may have, at this meeting, we are usually able to share our speech and language link screening results with you and discuss next steps where appropriate.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year 6 to help them get settled in and make friends.

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

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

To see what support is available to you locally, have a look at Kent's Local Offer. [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

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

[Kent \(councilfordisabledchildren.org.uk\)](http://Kent.councilfordisabledchildren.org.uk)

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

www.iask.org.uk

[Autism Apprentice | The Autism Apprentice CIC](#)

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 SENCo in the first instance. This can then be escalated to the School Leader, who 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.

The Trust complaints policy can be found here: <https://www.ocmat.org.uk/Policies/>

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.

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