Special Educational Needs and Disabilities (SEND) Information Report

East Stour Primary School

Inclusion Team

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Kent SEND Information Report

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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 SEND policy on our website https://www.east-stour.kent.sch.uk/page/School+Policies/89/

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):

Cognition and Learning

Section 6.30 & 6.31 CoP

Children may have a learning difficulty and struggle to learn new Literacy and Math skills. This may be due to specific difficulties such as dyslexia, dyscalculia, or dysgraphia.

Communication and Interaction

Section 6.28 & 6.29 CoP

Children may struggle with communication and find understanding language difficult. This may be due to specific language difficulties or conditions such as autism.

Sensory and/or Physical needs

Section 6.34 CoP

Where children may have a physical, or sensory, need which affects the way they are able to access the environment of their learning. This could be due to a number of conditions such as visual or hearing impairment or a physical disability.

Social, Emotional and Mental Health

Section 6.32 CoP

Children may have significant difficulties in managing their emotions and may experience highs and lows. Some conditions associated with this include ADHD, depression, anxiety, attachment disorder and many more.

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)

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

At East Stour 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.*

We are very lucky to have a large SEN team at East Stour:

Miss Francis- SENCO

Mrs Crowhurst- SENCO Assistant

Mrs Steele- Speech and Language Lead
Mrs Young- SEN Pastoral Lead
Mrs Chapman- Pastoral Practitioner
Heather Woodcock- Specialist Inclusion Advisor

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Emma Francis.

They have previously worked as a class teacher.

They have achieved the SENCO National Professional Qualification.

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.

SCIP-R, Language through Colour, Autism Education Trust, Zones of Regulation, Mainstream Core Standards, The East Stour Graduated Approach, ACES & Trauma training, Supporting Visually Impaired pupils, supporting mental health.

Teaching assistants (TAs)

We have a team of 23 TAs, including 2 Associate Teachers (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Nurture UK, Fizzy, Zippy's Friends, Clay Wellbeing, Lego Wellbeing, Sensory Circuits, Starving the Anxiety Gremlin, Starving the Anger Gremlin, Language Link and ELSA.

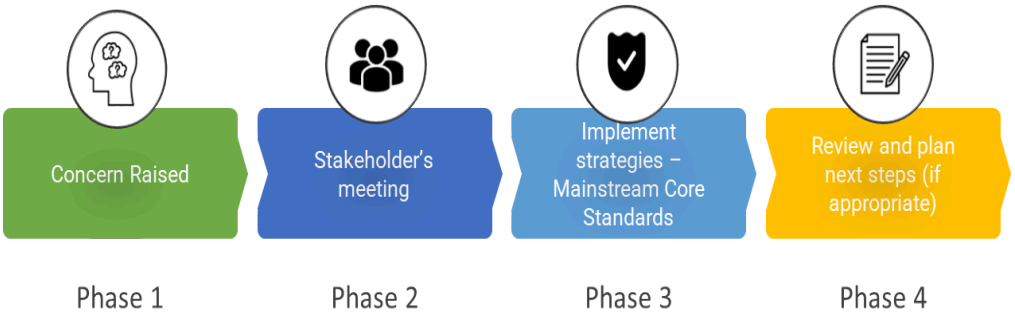
In the last academic year, TAs have been trained in Sensory Circuits, Fizzy and Mainstream Core Standards, supporting EBSA children, supporting behaviour in and outside of the classroom, AET training, Girls and Autism, ACES and Trauma training. The Balanced approach has been introduced and embedded with the SAL TA specialist working closely with the school's allocated SALT.

External agencies

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

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

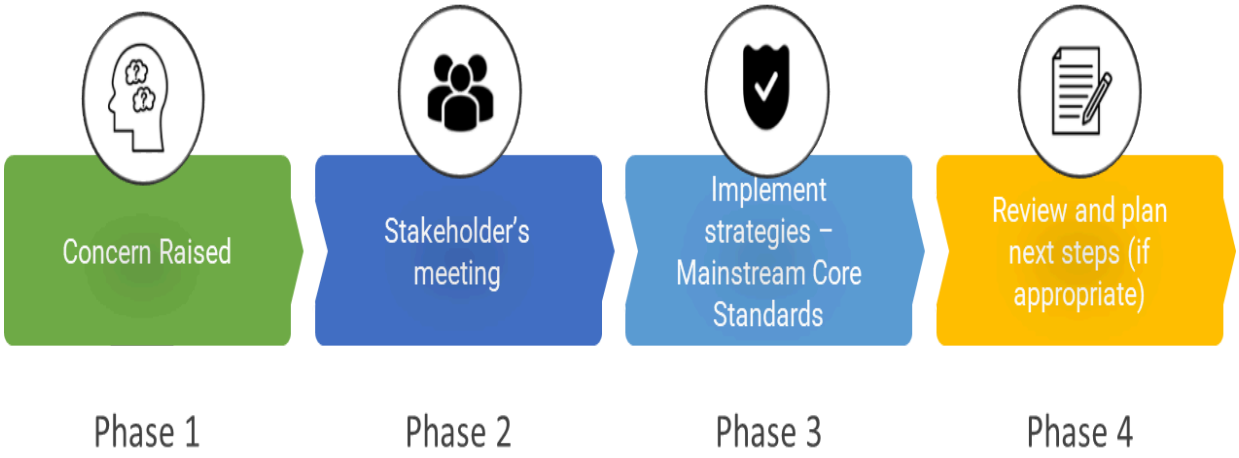
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Parents are able to discuss concerns with their child's class teacher at parents evening. Further to this you can speak to a FLO or ask to speak to Miss Francis SENCO.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will

	receive additional support and this will be reviewed using the assess, plan, do, review model.

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 reading, writing and mathematics.

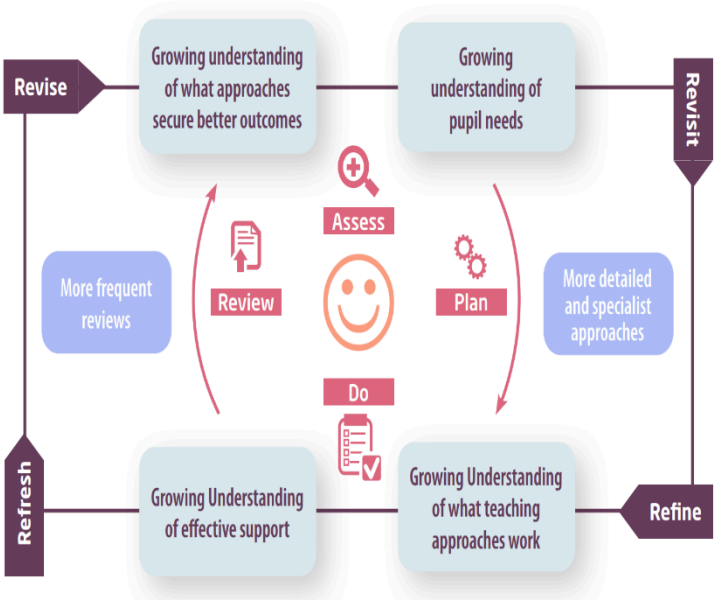
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 3 times a year .

A member of staff who knows your child well will meet you 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 Miss Francis, Mrs Crowhust, Mrs Walker or Mrs Dryland.

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?

AccessibilityPlan-

Accessibility Plan 2026 - 2027.docx

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing manipulatives, providing scaffolds
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

We may also provide the following interventions:

Nurture UK, Fizzy, Zippy's Friends, Clay Wellbeing, Lego Wellbeing, Sensory Circuits, Starving the Anxiety Gremlin, Starving the Anger Gremlin, Language Link, ELSA and therapy dogs.

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 personalised plan targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by the SENCO and SEN team
- Using personalised plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Holding termly pupil progress meetings

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 all schools 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, including our residential trip to Kingswood.

All pupils are encouraged to take part in sports day/nativities/class assemblies.

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?

If any academy receives more applications than there are available places then children with the academy named on an Education, Health Care Plan (EHCP) will be automatically admitted to the academy. As a result of this, the published admissions number will be reduced accordingly. If there are still places available, priority for admission will be given to those children who meet the oversubscription criteria set out below:

1. Looked after children and all previously looked after children, including those who appear to have been in state care outside of England and or ceased to be in state care as a result of being adopted (or subject to child arrangements orders or special guardianship orders).

2. Having brothers or sisters (siblings) who are already at the academy when your child is due to start.

3. Child of staff employed at the Academy where a) the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Distance. The Academy will give priority to those living nearest to the Academy as per the definition on page 3.

13. How does the school support pupils with disabilities?

Add information here about how you support pupils with disabilities. Include information about:

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

See Accessibility Plan 2026 - 2027.docx for more information

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.

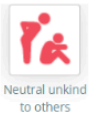
14. How will the school support my child's mental health and emotional and social development?

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 extra-curricular clubs to promote teamwork/building friendships

- We provide extra pastoral support for listening to the views of pupils with SEND by our SEN team these include check ins
- We run a hub club, end of day hub and a lunch club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

Unkind behaviour towards other children

Step 1	Step 2	Step 3	Step 4	Step 5
If I am unkind to another child my class teacher will be told.	My teacher will speak to both me and the other child and record my behaviour on class charts. My parents/carer will be told.	Mrs Blackmore will check Class Charts every 2 weeks to make sure that I haven't been unkind again.  Neutral unkind to others	If my name appears too often then I will be spoken to by SLT and they will speak to my parents/carer. I will be given support to change my behaviour.	If my behaviour doesn't change and my name continues to show on class charts then my parents will be called in for a meeting and I will be given a consequence.

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

Our designated teachers will work with Miss Francis, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan

(PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Between years

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

- Have transition week at the end of term 6 where the child spends time with their new staff team in their new classroom
- Have transition passports where they identify what will be the same and what will be different
- Class teachers meet to discuss each child's needs and any strategies

Between schools

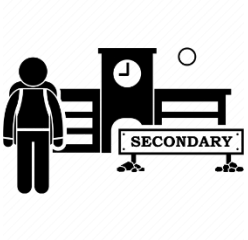
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

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

Pupils will be prepared for the transition by:

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



The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

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 above 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 local offer.

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

Link off to all local SEND IASS organisations in your catchment area.

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

Link off to any local charities supporting families of pupils with SEND, including contact details.

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?

EKC Complaints Policy

Complaints about SEND provision in our school should be made to the SENCO in the first instance, if no satisfactory solution has been found, parents will be asked if they wish their concern to be considered further. Parents requesting further consideration of their concern can do so in writing to the Head using the Trust Complaints Form and following the complaints procedure.

If you are not satisfied with the Trust's response after following the complaints procedure you can refer the matter to ESFA.

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

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