Special Educational Needs and Disabilities (SEND) Information Report

Federation of Chislet Church of England and Hoath Primary Schools

A journey of learning for all, within God's guiding hands

Small school, Big community, Unlimited Potential

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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:



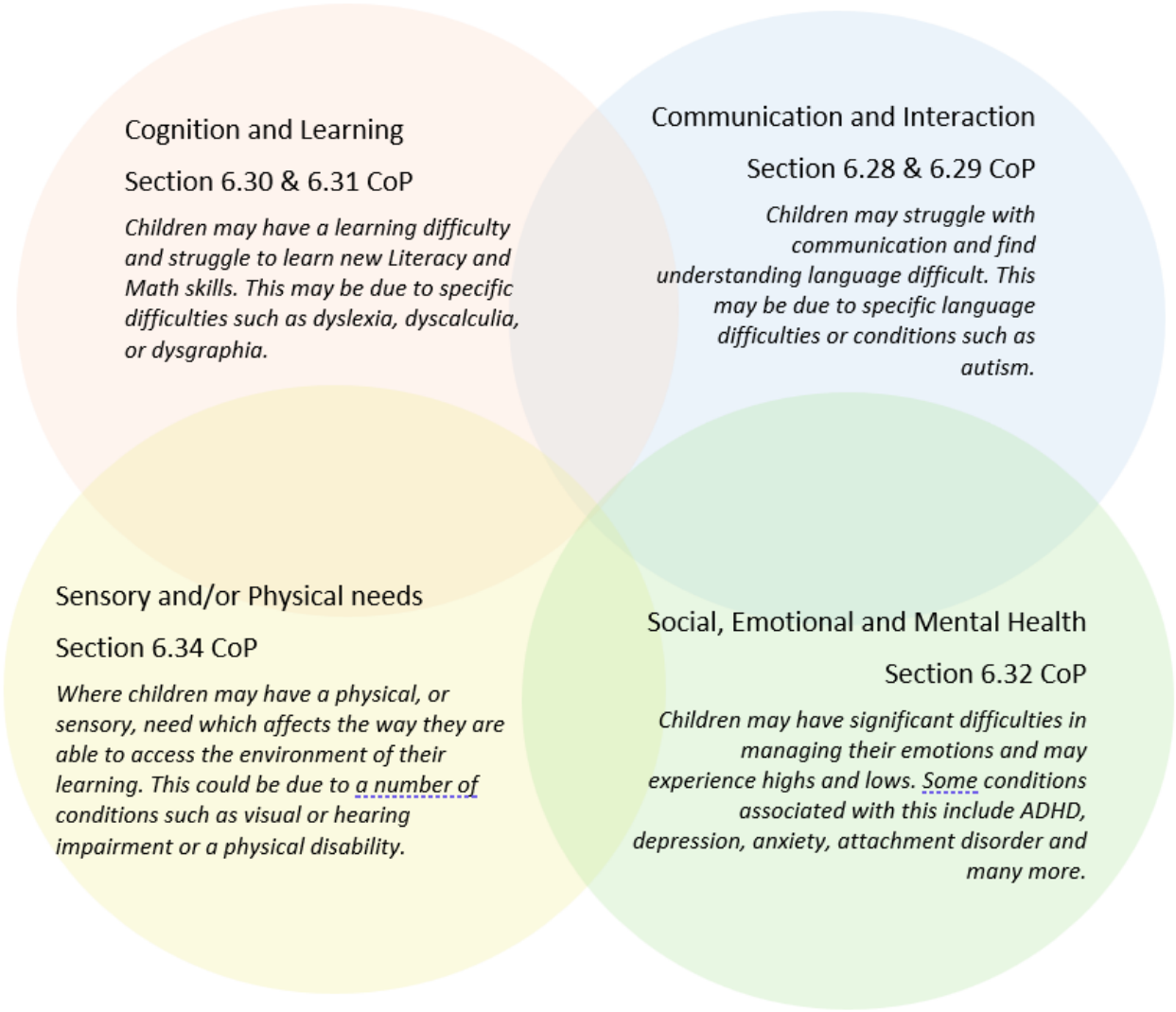
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website Hoath Primary School - Policies or Chislet Church of England Primary School - 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)

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



At The Federation of Chislet Church of England and Hoath Primary Schools 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 Special Educational Needs Co-ordinators, or SENCO

	
Our SENDCO is Nic Mogg	Our SENDCO is Jasmine Lupton
Nic.mogg@hoath.kent.sch.uk	Jasmine.lupton@hoath.kent.sch.uk
Miss Mogg is an experienced Teacher who has a wealth of knowledge teaching children with SEND needs. Miss Mogg currently teaches in EYFS.	Miss Lupton is an experience teacher who has a wealth of knowledge teaching children with SEND needs. Miss Lupton currently teaches KS1.
Should you have any concerns either contact the email above or the main office email below.	Should you have any concerns either contact the email above or the main office email below.
office@chislet.kent.sch.uk	Office@hoath.kent.sch.uk

The Role of the SENDCO includes:

- Provide professional guidance to colleagues and works closely with staff, parents and other agencies.
- Write the SEND Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively

- Liaising with parents of pupils with SEND Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEND up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

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.

The Role of Class teachers include:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support). All this is done whilst working closely with the SENDCO to update records, attainments and any changes which need to be made to support.
- Working with the SENDCO to follow provision maps of including identified children, sharing and reviewing these with parents at parents evening and planning and implementing for the next term.
- Personalised teaching and learning adaptations for your child as identified on the school's provision map to enable your child free and equal access to the curriculum and to support your child's attainment.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching assistants (TAs)

We have a team of very experienced and dedicated Teaching Assistants and Team Around the Child Assistants who provide valuable support to class teachers and SENDCO's in providing the needed support for children across the Federation.

We arrange ongoing training for staff throughout the year.

This year staff have received training on areas including Trauma, ASD, and Inclusion

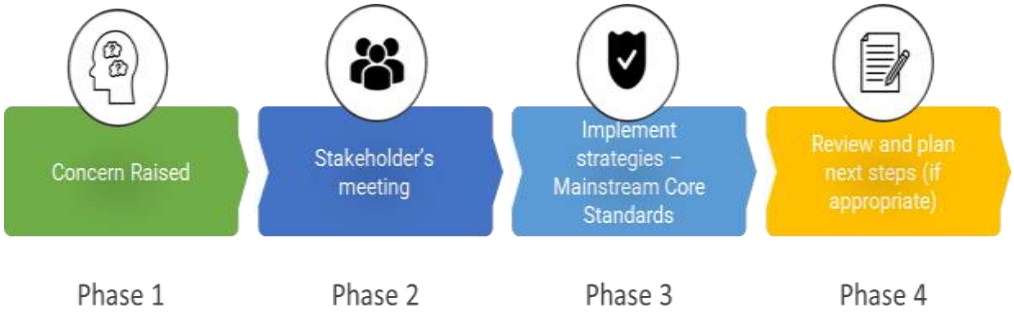
External agencies

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
- Safeguarding services
- School nurses
- Specialist Teacher Service
- Speech and language therapists



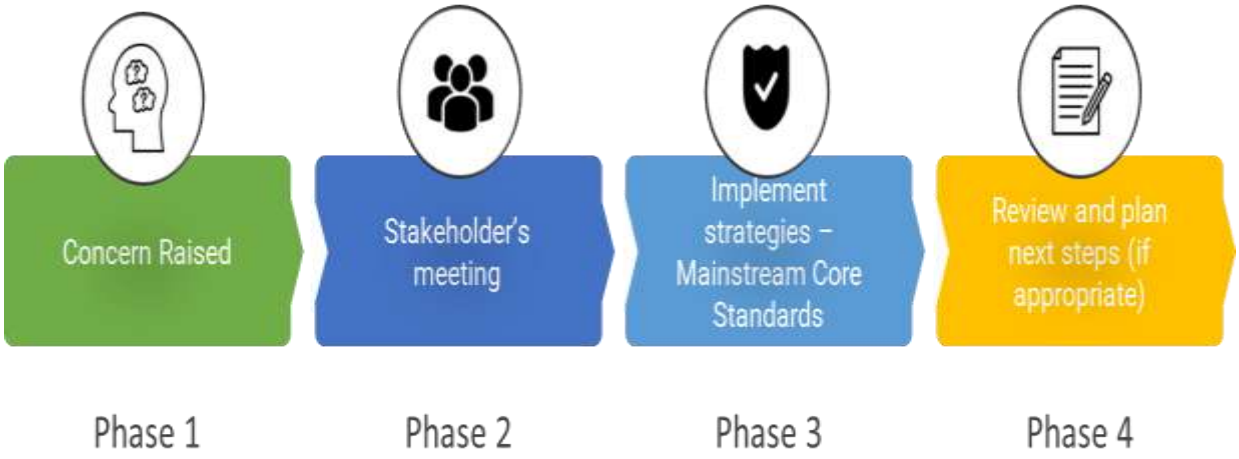
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance this can be done through discussions with your child's class teacher, or you can contact the school main office and ask for a conversation with Our SENDCO.
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?

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



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 through regular reading; marking of independent work in books; carrying out assessments within class etc.

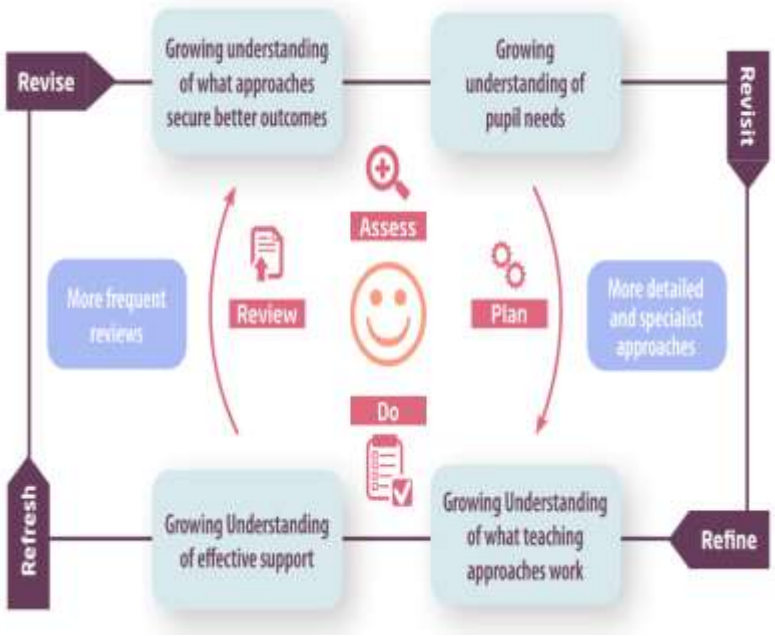
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 next 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. We also hold parent consultations where the class teacher who knows your child well will meet you to discuss how your child is progressing and 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 or may arrange additional meetings that allow a more in depth discussion of the support in place- the impact it has had and any changes to it moving forward.

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 Our SENDCO, Parent Support Officer or contact the main office to ask to arrange a meeting.

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 with parental support at home



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

As a Federation we are all responsible and accountable for the progress and development of all the pupils in their class.

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

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

These adaptations may include:

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



- Adapting our resources and staffing



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



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

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 they have been in place for up to a term.
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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. The funding of SEND has changed and is now based on a Community of Schools approach. Where additional funding is required we will follow the up to date guidelines to apply for funding however is should be noted that this may not always be successful.

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



The expectation is that both 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 trips. Staff will ensure that all adaptations are available, using information from provision plans etc. to ensure, where possible, all necessary changes are made. We would also discuss with you on how we, as a Federation, can make things as easy as possible for your child to attend.

All pupils are encouraged to take part in sports days, special days, workshops etc. We will work with all staff and parents to make any necessary changes to ensure your child is able to enjoy the same activities as all other children.

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?



- When an application is made to our Federation of a child with SEND needs we will aim to make whatever adaptations/changes needed to support that child.
- When notified of a child's SEND requirements we would speak with parents to determine what changes may need to be made and what support needs to be put in place.
- If your child has contact with outside agencies we would liaise with them to get the best advice on how we can ensure a smooth transition to our schools.
- We will visit any pre-school establishments and discuss what support they have in place.
- Should your child already have an EHCP and we are named as the chosen school we will work with parents and outside agencies to plan for a smooth transition.
- Our Admissions policy does not discriminate against any child with a disability or SEND need.

13. How does the school support pupils with disabilities?



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.

Should your child have such a disability we would always recommend you visiting the school, looking at how each school is set up and to discuss how we can make adaptations/changes to enable a smooth and safe transition into our school.

We would talk to any outside agencies including KCC to look to see if any structural changes can be made to either school.

We have successfully obtained funding in the past to make structural changes to our schools to ensure all children are able to attend our school.

As with all of our approaches, this would be done with the full communication with parents, Carers as well as outside agencies.

Here is a link to our Federation's Accessibility Plan 2025

Chislet Church of England Primary School - Policies

Hoath Primary School - Policies

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 an equal part of our Federation family.
- All pupils are encouraged to take part in all of the schools activities, clubs etc.
- Our Parental Support Adviser holds low level counselling sessions with any child who may have anxieties etc. This can be part of a planned support or could be a 'one off' session due to anxieties over a specific event etc. This approach allows pupils to have their voice heard which is an essential part of our Federation.
- We value our small school family ethos at both schools and celebrate the fact everyone is unique and brings something speacil to our schools.

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



Our named designated teacher for looked after children is Anthony Sanders our Head of Schools. He will work with our SENCO team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- As our Federation is made up of two small rural schools all children will have had the opportunity to meet all members of staff and would have already established a good relationship with them.

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.
- We liaise with Secondary Schools to try and make the transition as smooth as possible. This includes arranging additional visits if needed to allow your child to become more familiar with the school and to make contact with staff who they will be able to go to when they begin.

- The SENCO/Pastoral teacher 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.
- Teachers from the secondary school visit the children here and discuss what to expect and to answer any questions they may have.

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 KCC's local offer. KCC will often publish information about the local offer on their website:

Local Offer | Local Kent Directory

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

Information, Advice and Support provider

Information, Advice, and Support Kent (IASK)

Description of service

Provides legally based information, advice and support on educational matters relating to special educational needs and disabilities, including health and social care.

Opening hours

9am to 5pm

Address

Information, Advice, and Support Kent (IASK)
Shepway Centre
Oxford Road
Maidstone
Kent
ME15 8AW

Telephone

03000 41 3000

Email

iask@kent.gov.uk
Website

https://www.iask.org.uk
Facebook

www.facebook.com/IASK.0to25

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Useful links

Dyslexia

- British Dyslexia Association - www.bdadyslexia.org.uk/about
- Dyslexia East Kent Support - www.dyslexia-east-kent.org.uk
- My Dyslexic Mind - www.bbc.co.uk/newsround/20783005
- See Dyslexia Differently - www.youtube.com/watch?y=11r7CFIK2sc
- Canterbury Dyslexia Centre - www.canterburydyslexiacentre.co.uk

Autism/Autism Spectrum Condition (ASC)

- NELFT (North East London NHS Foundation Trust) - https://www.nelft.nhs.uk/
- National Autistic Society – www.autism.org.uk
- Kent Autistic Trust - www.kentautistic.com
- The National Autistic Society Amazing Things Happen – https://www.youtube.com/watch?v=RbwRrVw-CRo

Speech & Language Services

- The Pod - https://www.kentcht.nhs.uk/childrens-therapies-the-pod
- NHS Therapies – https://www.kentcht.nhs.uk/service/childrens-therapies-2/
- Ican - www.ican.org.uk
- Speech link - https://speechandlanguage.info/parents

Social, Emotional and Mental Health Difficulties

- Kent Resilience Hub has been created as a resource to help young people, parents and carers and practitioners understand emotional wellbeing and resilience. https://kentresiliencehub.org.uk/
- Kent Children's and Young People's Mental Health Service. https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health
- Kent and Medway Mental Wellbeing Information Hub. https://www.kentandmedwayccg.nhs.uk/mental-wellbeing-information-hub
- Childline Calm Zone- https://www.childline.org.uk/toolbox/calm-zone/
- MindEd for Families. https://www.mindedforfamilies.org.uk/young-people
- Kooth - Family Links Centre for Emotional Health. https://www.familylinks.org

ADHD

- NELFT (North East London NHS Foundation Trust). https://www.nelft.nhs.uk/adhd
- ADHD Foundation - ttps://adhdfoundation.org.uk/
- ADHD Parents Guide - https://www.adhdfoundation.org.uk/wp-content/uploads/2019/01/Parents-Guide_FINAL.pdf

General Parent SEN/D Resources

- Place to Be Parenting Smart: Place2Be Parenting Smart offers mini bites of information on a variety of difficulties all parents might face from sleeping and eating difficulties to developing gender identity - https://parentingsmart.place2be.org.uk/
- General Parent Support - Information, Advice & Support (IASK) - www.kent.gov.uk/iask
- SNAAP - Special Needs Advisory and Activities Project - http://www.snaap.org.uk
- SEND Information Hub (Previously Kent Local Offer) This is a really useful site which acts as a directory for different services available in Kent. - https://www.kent.gov.uk/education-and-children/special-educational-needs
- Department for Education Parents Guide to SEN/D - https://1ba393f1-48d9-410b-85f9-9f5620f0d05d.filesusr.com/ugd/417ffd_2b22e4c064f04257aadbea4b95d5c85b.pdf
- Department for Education & Mencap's Easy Read Guide to SEN/D for Parents - Agenda Campaign and Policy Departmental Meeting (mencap.org.uk)

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 in the first instance. Any concerns/complaints will always try to be resolved in the classroom first. If you are still concerned you can contact our SENDCO's who will try to resolve the issue. If things do not improve and you wish to lodge a formal complaint then you will be referred to the school's complaints policy.

Complaints procedure

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.

Mediation support and appeals - Kent County Council

19. Supporting documents

- *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