

Special Educational Needs and Disabilities (SEND) Information Report

Sheldwich Primary School and Little Hedgehogs



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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



Our intent at Sheldwich Primary School is to increase SEND Pupil's rights of accessibility to a broad and balanced curriculum. Increasing their skills, knowledge, learning behaviours, physical abilities and well-being to provide them with the essential building blocks to achieve their best outcomes. We do this through developing a personalised programme of support, taking into consideration pupil, parental and professionals' views. This personalised programme of support is regularly reviewed, adapted and extended to cover current wants, needs as well as planning for future events; such as secondary transition. We also believe that building positive, trusting relationships with our parents is a key part of pupil success and so the SENCO will support parents when necessary, for example in SEND administration issues and in attending medical meetings outside of school.

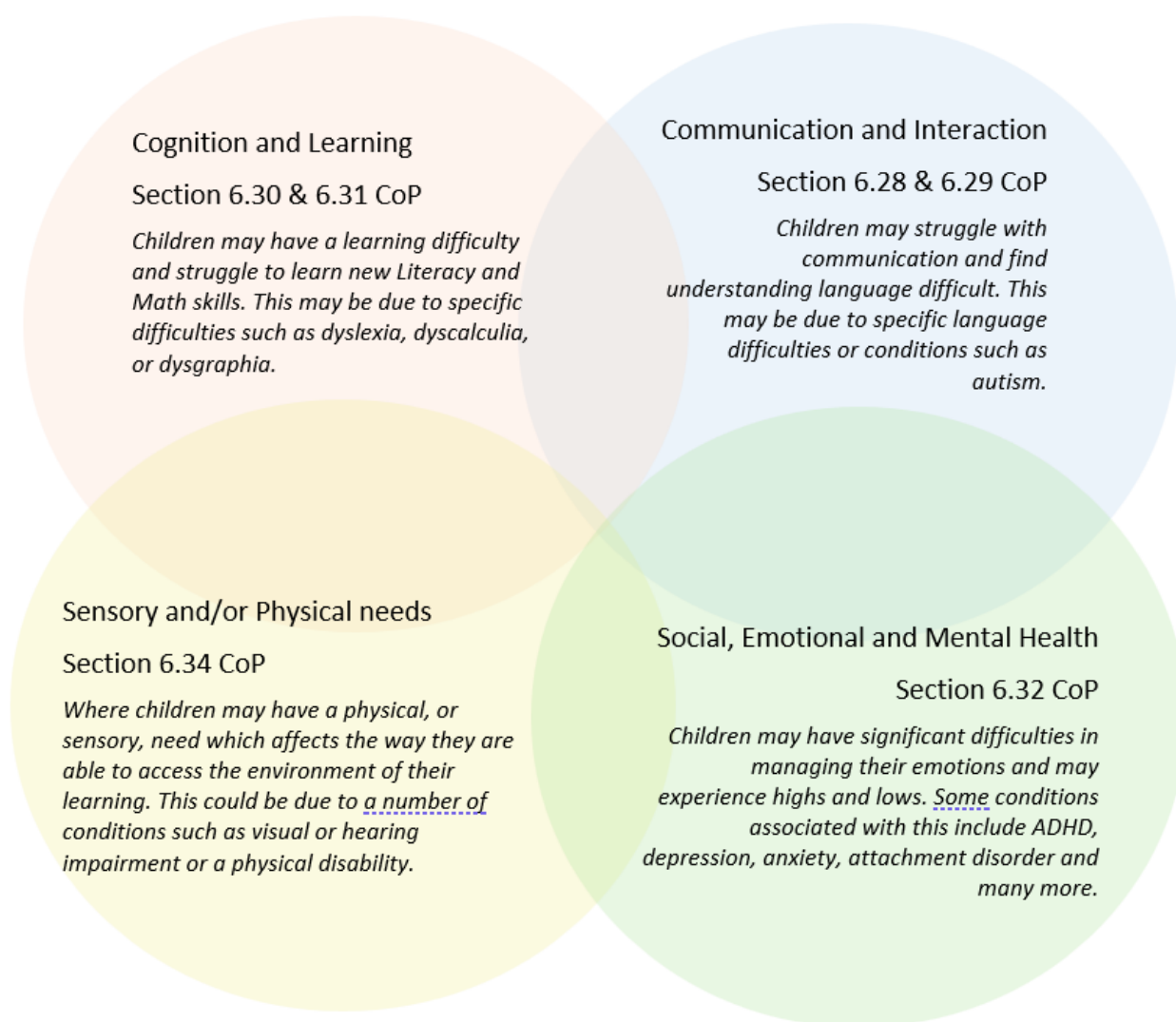
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <http://www.sheldwich.kent.sch.uk>

Note: If there are any terms we have used in this information report that you are 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 holistic 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/262312/SEND_Code_of_Practice_January_2015.pdf)

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



At Sheldwich 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.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Charlotte Lay

She has 23 years' experience in this role and is a qualified teacher of 30 years (BA PGCE) and senior leader (NPQSL) whilst also co-ordinating Faversham SENCo forum.

In line with Government regulations, Mrs Lay is currently working towards the National Award in Special Educational Needs Co-ordination.

Class/subject 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.

In order to keep our staff updated on SEND provision a programme of training is devised on an annual basis. Staff training has included general issues as well as more specific courses:

- Dyslexia Training
- ASD awareness training
- ADHD awareness & support
- Language For Learning
- Mainstream Minimum Standards training
- Speech and Language Resource Training
- Stammer awareness training
- Whole school Autism Education Trust training

Teaching assistants (LSAs)

We have a team of 14 LSAs, who are trained to deliver SEN provision and interventions such as:

In the last academic year, LSAs have been trained in:

- Alphabet Arc
- Black Sheep Speech and Language Resources
- Fine and gross motor Fizzy groups (Physical)
- Language For Thinking (Speech & Language)
- Lego Therapy
- Time To Talk (Social & Language skills)
- Personalised OT / Physio programmes (Physical)
- Phonic Booster groups (ELS)
- Socially Speaking (social & language skills)
- Selective Talker
- Toe by Toe (Literacy)
- Social stories (Emotional & Social) • Lego Therapy (social and Language)
- Drawing and Talking (Well-being) behavioural

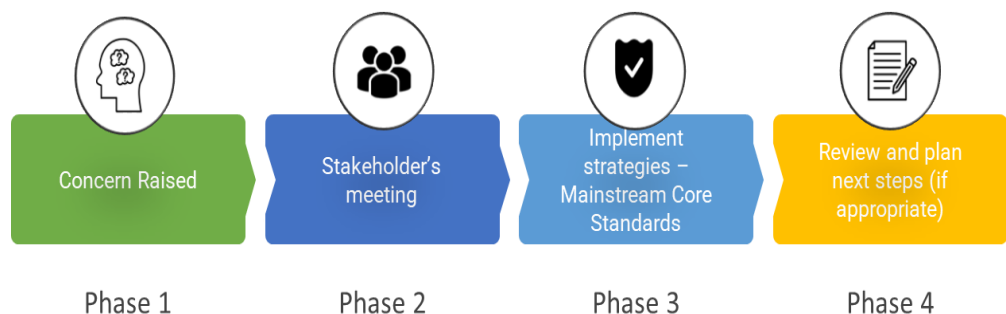
External agencies

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



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.
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 has 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 support that is over and above that which is provided as part of everyday 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?

At Sheldwich Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g.: Y1 phonics screening, speech link, language link, three times a year, formal assessments in reading, writing and maths, termly moderation and end of Key Stage SATS.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group phonic support, Numicon, Toe by Toe, Stareway, comprehension groups, Fizzy and Clever Hands (occupational therapy programme), 1:1 maths support, Handwriting group, social skills group.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Sheldwich Primary School we are experienced in using the following assessment tools: Harcourt Dyslexic Assessment, Neale Reading Analysis, British Picture Vocabulary Scale. We also have access to external advisors through LIFT (Local Interventions Forum Team).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined/revised as required. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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**.

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

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 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 twice a year.

At Sheldwich Primary School we have an open door policy and if your child has a Personalised Provision plan the member of staff who knows your child well and SENCO will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or SENCo either in person or by email.

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
- Share their thoughts in writing or in drawings etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



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.

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.

At Sheldwich Primary School the quality of teaching is judged to be Outstanding (Ofsted May 2024). 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 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:

Clever Hands (fine motor skills programme)

Fizzy (gross motor skills programme)

Lego Therapy

Memory games

Stareway to spelling

Speech and Language programmes

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 12 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 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.

As part of our budget we receive 'notional SEN funding'. This funding contributes towards resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015).

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



All clubs, trips and activities offered to pupils at Sheldwich Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

The expectation is that all schools providing 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.

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?



The arrangements for the admission of disabled pupils to the school of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. When the decision has been made for a pupil with disability to attend our school, the SENCo will arrange a meeting with all the stakeholders involved. This will include Parents, School staff and other outside agencies. A transition plan will then be drawn up to ensure the pupil has a happy and smooth entry into their year group; ensuring that they have the same rights of access to the curriculum and environment as other pupils. The school is one ground level and so it is accessible for wheelchairs.

13. How does the school support pupils with disabilities?



Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Please see our Accessibility Plan for more information: <http://www.sheldwich.kent.sch.uk>

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

At Sheldwich Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following - access to a counsellor, mentor time with member of Senior Leadership Team, external referral to CYPMHS (Child and Young Person Mental Health Services), time-out space for pupil to use when upset or agitated, behaviour management plan and Early Help service.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We have a 'zero tolerance' approach to bullying. See behaviour policy on our website.

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

Mrs Charlotte Lay is also our Designated Safeguarding Lead and she will 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. Mrs Sarah Garrett and Mrs Ana Ashmore are our Deputy Safeguarding Leads.

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 an individualised education plan (IEP). We will make sure that the IEP 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?

At Sheldwich Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to our pupils' onward destination by providing information to the next setting. We attend transition meetings with our Early Years setting. Class R teacher also visits families before children start school. There are induction visits in Term 6 for Year R pupils to which their parents are also invited.

Class Teacher and SENCo meet with receiving staff from Secondary schools and support our pupils in engaging in transition activities and additional visits.

Between years

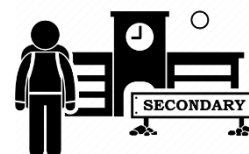
To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher along with yourselves to attend meeting at the end of the year when the pupil's SEND is discussed
- Schedule opportunities for your child to meet the incoming teacher towards the end of the summer term – this may be through story time sessions or lesson swaps.

Between Phrases

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.



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.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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

Advice and Support Kent (IASK), formally known as Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education.

They can be contacted at: Helpline: 03000 41 3000 Office: Shepway Centre, Oxford Road, Maidstone, Kent ME15 8AW Office

Tel: 03000 412 412

Email: iask@kent.gov.uk Website: <https://www.iask.org.uk/>

Parent and Carers Together (PACT) is a forum for families with children who have SEND needs who live within the local authority. Their aim is to work together to influence change within the services offered by the local authority that families can access. They are always looking for more members and families to join their mission.

They can be contacted at: Website: <https://kentpactnew2022.co.uk/>

Email: info@kentpact.org.uk 5.18

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

facefamilyadvice.co.uk.

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

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

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

Complaints about the provision made for special educational needs are dealt with in accordance with the school's Complaints Policy. [Complaints Policy](#) We encourage parents to discuss their concerns with their class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the Board of Trustees.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

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.
- **CYPMHS** – 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.
- **ELS** – Essential Letters and Sounds
- **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
- **NELFT** - provides an extensive range of NHS integrated community and mental health services
- **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