

Special Educational Needs and Disabilities (SEND) Information Report Snodland CEP School



Inclusion Team

Headteacher: Holley Hunt
Chair of Governors: Sarah Harewood
SEND Governor: Charlene Davies
SENCO: Katy Beer
Inclusion Manger: Nicola Rose

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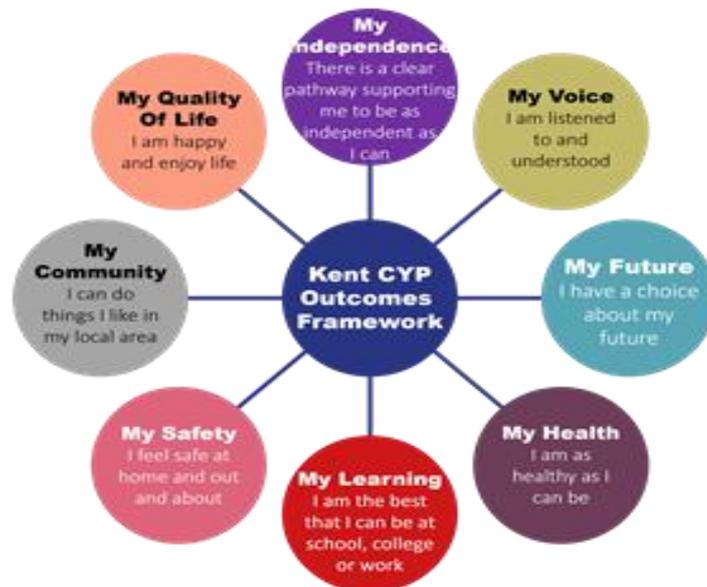
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Kent SEND Information Report

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:



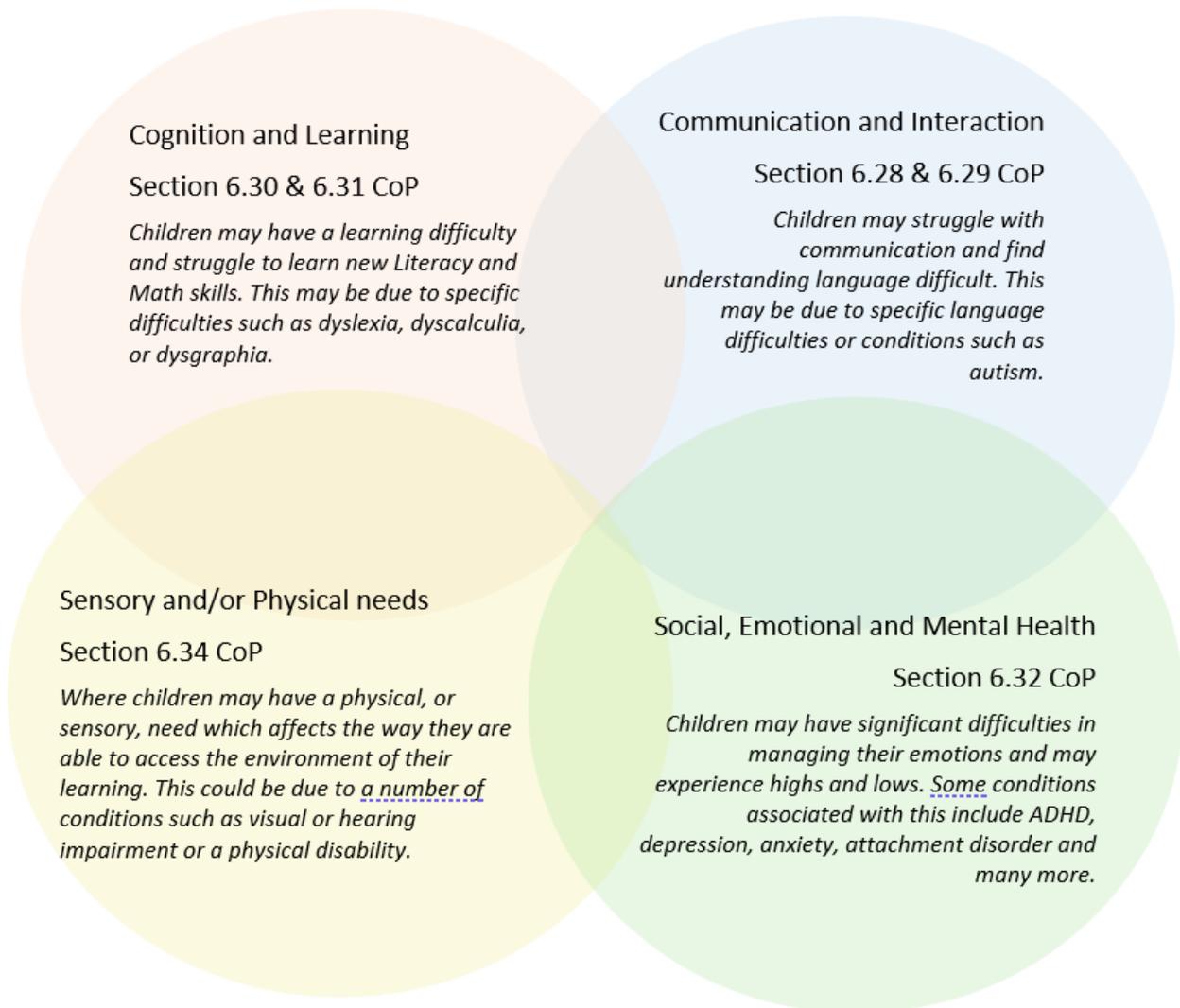
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

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 Snodland CEP 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 Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Katy Beer.

Ms Beer is a qualified teacher, who has worked at Snodland CEP School since 2012. She has previously been a teacher, working in all key stages and has most recently been working in the role of Assistant SENCO.

Ms Beer is working towards achieving the National Award in Special Educational Needs Co-ordination.

Our Inclusion Manager

Our Inclusion Manager is Nicola Rose.

Mrs Rose has worked at Snodland CEP School for nearly 25 years, originally as a Teaching Assistant. She has been the school's Inclusion Manager since 2007. Mrs Rose works closely with lots of our families and is also the Lead DSL (Designated Safeguarding Lead).

Our Speech, Language and Assessment TA

Nikki Bishopp is the Speech, Language and Assessment TA. Mrs Bishopp has been doing this role for several years and has completed various speech and language training during this time. She carries out 1:1 speech programmes with children and also carries out a range of SEN assessments as part of our identification of need process.

Emotional Literacy Support Assistant (ELSA)

Alison Lovell is our qualified ELSA and has been doing this role for 2 years. She has also completed Senior Mental Health Leader training. Mrs Lovell supports children with SEMH needs across the school, working closely with parents and carers.

Headteacher

Holley Hunt has been the Headteacher since September 2013. She has completed both the National Award for SEN Coordination and Senior Mental Health Leader training. Mrs Hunt is also a Deputy DSL.

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.

Teaching assistants (TAs)

We have a team of 23 TAs who work across the school.

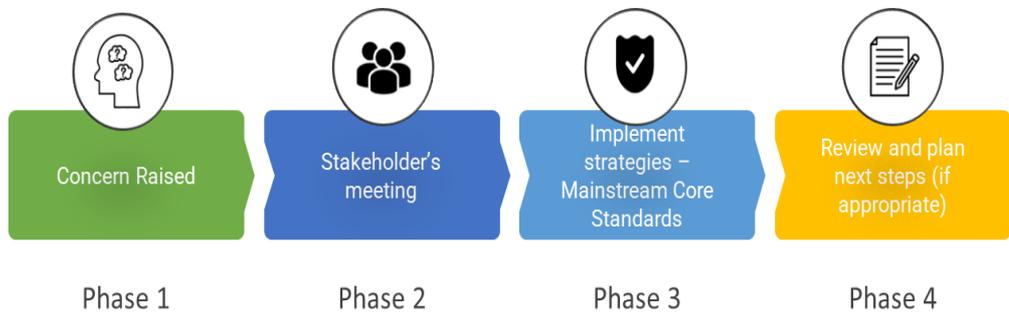
Some TAs have been trained to deliver specific interventions such as Speech Link, Language Link, Little Wandle Phonics and reading interventions etc.

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)
- School nurses
- Counsellors
- SEND Inclusion Advisor
- Education welfare officers
- Social services
- Educational psychologists
- Specialist Teacher Service
- GPs or paediatricians
- Speech and language therapists
- NELFT practitioners
- Voluntary sector organisations
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Play Therapists
- Safeguarding services
- School Liaison Officer

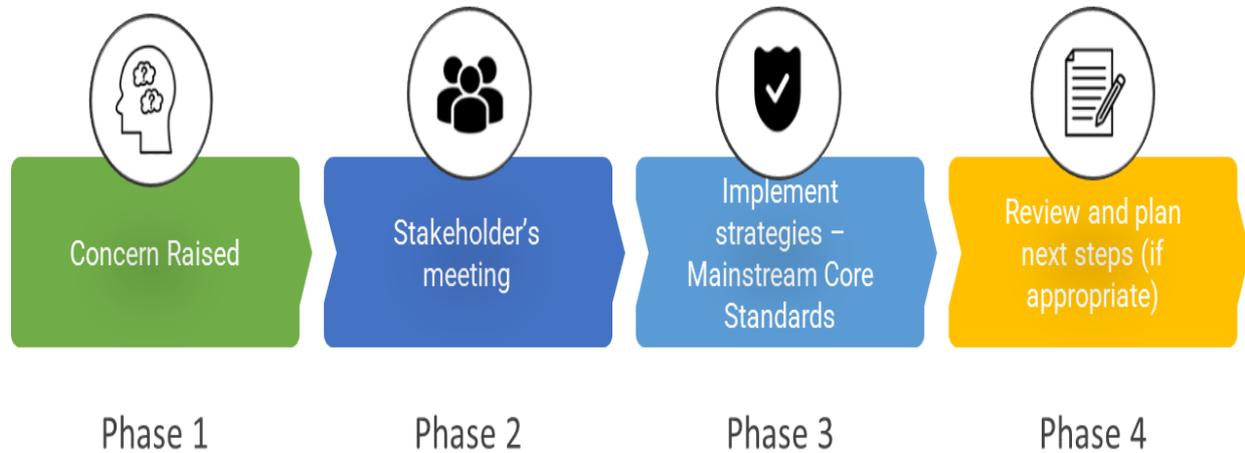
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO/Inclusion Manager is aware. You can speak to the class teacher in person or via email. You can also email Mrs Rose/Ms Beer/Mrs Hunt directly.</p>
<p>Phase 2</p>	<p>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.</p>
<p>Phase 3</p>	<p>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.</p>
<p>Phase 4</p>	<p>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.</p>

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.

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 complete a 'early identification form' or talk to the SENCO/Inclusion Manager. The EIF allows the teacher to reflect on the concerns that they have and the strategies that have already been put in place. The SEN Team (SENCO, SENCO Assistant and Inclusion Manager) will discuss the EIF and decide if any further action is needed e.g. an assessment of some kind, such as a dyslexia screening, or observations of/conversations with the child or further discussions with the class teacher, which will provide the SEN team with more information. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. If the team feel that the information gathered indicates that your child has special educational needs then

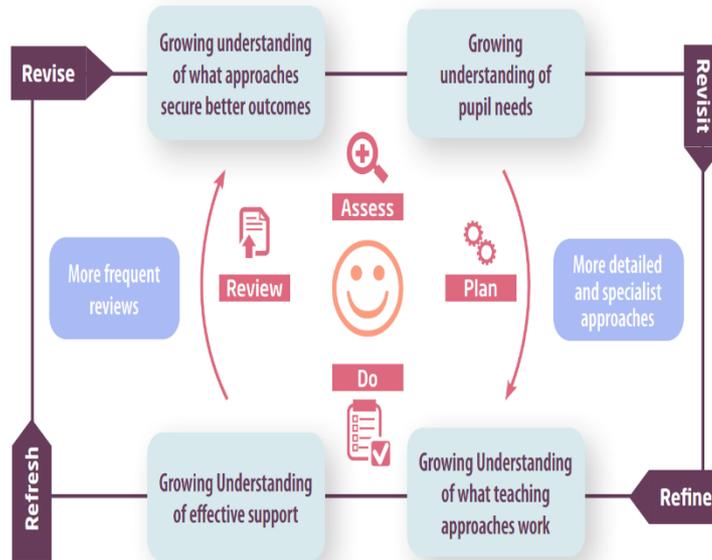
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the Inclusion Manager/Assistant SENCO will contact you to discuss this with your further. If your child does need SEN support, their name will be added to the school's SEN register. Some children may need to have additional resources and strategies in place to support them in school but might not need to be added to the SEN register.

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?

If your child has a Provision Plan in place (not all children on the SEN register require a Provision Plan – this will be decided depending on need) the Inclusion Manager/SENCO Assistant/Class teacher will meet with you at least 3 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 contact the Inclusion Manager/SENCO Assistant directly.

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
- 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.

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:

- Differentiating our curriculum/resources to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding lesson materials
- 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

We may also provide the following resources (this is just an example list and there may well be many other provisions in place for individual children):

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Now and Next boards Communication boards Social stories Ear defenders/loops Widgit resources Lunch Club Sensory tool box Task management boards

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	Speech and language difficulties	Speech and language therapy Task management boards Laptop/iPad Language Link resources/interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Laptop/iPad Writing slope Use of a scribe
	Moderate learning difficulties	Differentiated learning Visual prompts
	Severe learning difficulties	Learning highly differentiated Adult support 1:1 or in small groups
Social, emotional and mental health	ADHD, ADD	Fidget tools Quiet working area in the class Exit cards Clocks/timers
	Adverse childhood experiences and/or mental health issues	ELSA time Nurture groups
Sensory and/or physical	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

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 every 6-12 weeks (depending on the intervention)
- Using pupil questionnaires
- Monitoring by the SEND Team
- 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.

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 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.

All pupils are encouraged to go on our school trips, including our residential trips that take place in Year 5 and Year 6.

All pupils are encouraged to take part in Sports Day, school plays, special workshops etc.

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 following arrangements are in place for the admission of prospective pupils with SEN or a disability:

- All children are able to apply for a place at our school regardless of whether they have a special education need or disability. This is done fairly through our admissions criteria.
- If a child joining our school has a special education need or disability, the class teacher/Inclusion Manger will meet with parent/carers prior to the child starting at our school to ensure adequate provision and resources are in place to meet the needs of the child

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.

- All children are treated equally and fairly
- The school has an accessibility plan which can be found here:

<https://www.snodland.kent.sch.uk/TWSDownloadManager/38/564/accessibility-plan->

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:

- We use Zones of Regulation as a whole school approach to understanding emotions and self-regulating
- We use the Jigsaw PSHE scheme of work from Reception to Year 6. This is taught weekly in every year group and has a strong focus on social and emotional needs
- Our ELSA is available to children who have SEMH needs at the beginning of every day and during lunch time. She also supports children 1:1 or in small groups through various different sessions
- We have a Young Carers youth club that runs once a week after school We have a 'zero tolerance' approach to bullying.
- Pupils with SEND are encouraged to be part of the school council
- We have a 'zero tolerance' approach to bullying.

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

Nicola Rose, our Inclusion Manager, will work with 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 ensure that the following happens:

- Children meet their new teachers in the summer term and will spend at least a whole day with them.
- All children take home a poster over the summer which tells them about their new class/year group and has photos of teacher/TA and their new classroom.
- Children who struggle with transitions will have the opportunity to come into school at the end of the summer holidays to see their new classroom.
- Current teachers will liaise with new teachers prior to the new academic year to ensure provision continues into the next year group.

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.

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

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 publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://www.iask.org.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 SEND provision in our school should be made to the Headteacher in the first instance. They 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.

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.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

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