

Special Educational Needs and Disabilities (SEND) Information Report

St John's C of E Primary School



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Gather, Grow, Go

The Parable of the Mustard Seed (Matthew 13:31-32)

Approved by:

Date:

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Our vision for all in our school is that we enable children to **gather** (together as a community), **grow** (together and individually) and **go** (into our wider community), having a positive impact on those around them as they move on.

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:



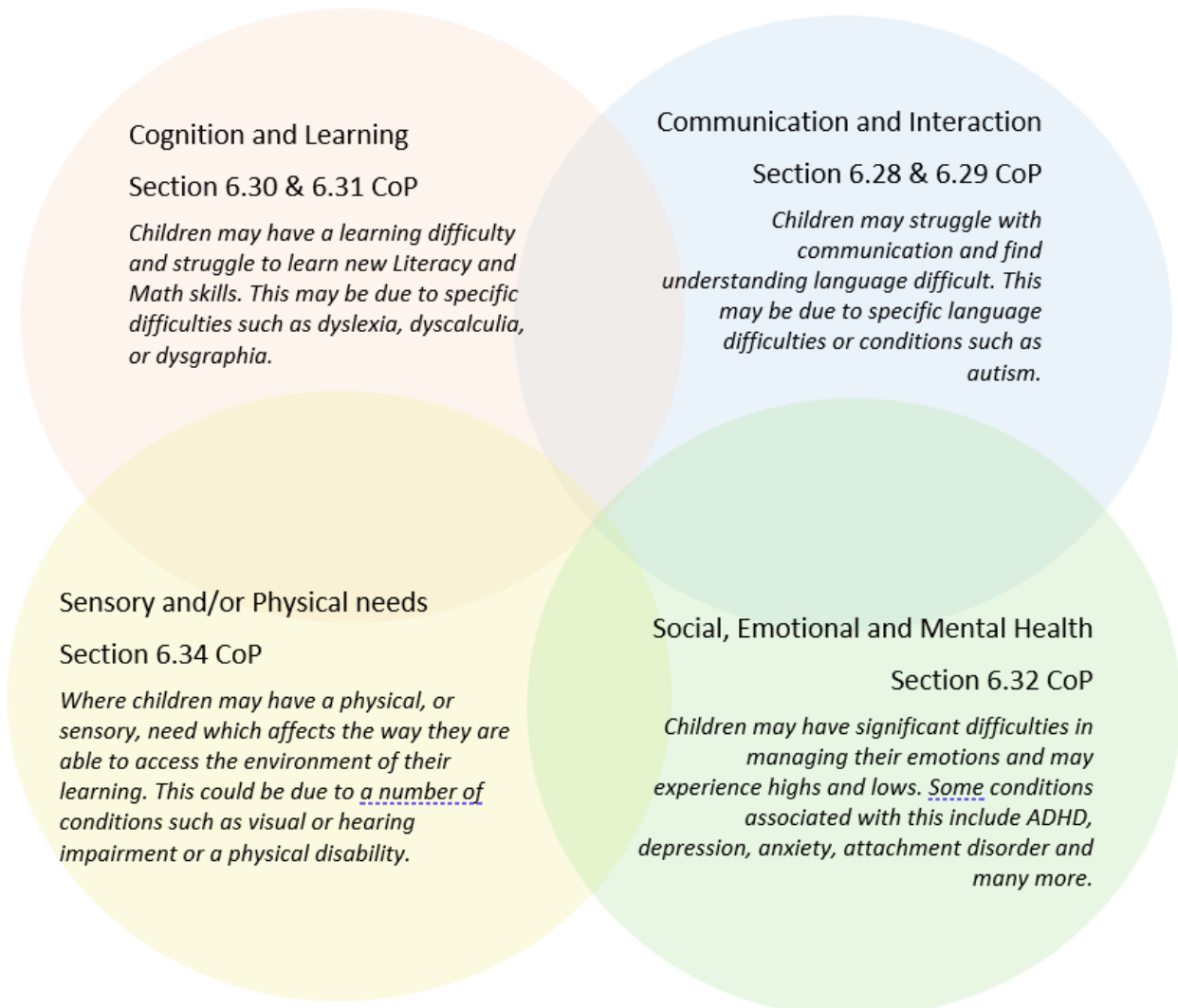
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: [St John's Church of England Primary School - Home](#)

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 St John's C of E Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCOs are Becky Cole (EYFS and KS1) and Louisa Tierney (KS2).

Our Assistant Headteacher for SEMH and behaviour is Jo Chevalier. She is an experienced teacher and has worked across all Key stages. She is a trained Thrive practitioner and has a Diploma as a Trauma Informed Practitioner. Her specialities are working with children with complex trauma needs and supporting behaviour.

Becky Cole is an experienced SEN teacher, who has worked in both mainstream and specialist provisions. She is enthusiastic about inclusion and early intervention. Her specialties are communication and interaction and supporting pupil's sensory needs. Becky is currently working towards her SENDCO qualification.

Louisa Tierney is an experienced teacher who has worked across both mainstream and specialist provision. She has held a Senior Leadership Team role in an inclusive school and has many years of experience supporting children with varied and complex needs including children with ADHD and autism. Louisa is currently working towards her SENCO qualification. She champions inclusivity by identifying learning barriers and implementing effective support and strategies..

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.

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Throughout the last academic year teachers and teaching assistants have had training in safeguarding children and supporting inclusive teaching across the curriculum. Staff have also received training on understanding roles and responsibilities around interventions and the plan, do review cycle. Staff have also had training on our universal offer, and the introduction of Teams Around the Family (TAF).

All staff have had THRIVE training, and staff within our nurture team have undergone further training to become THRIVE practitioners. We currently have 5 Thrive practitioners that work across the school 1:1 with children. THRIVE is designed to support children's emotional and social development, enabling them to engage effectively with learning. It focuses on early identification of emotional needs, building resilience and reducing the risk of mental illness. It helps children to regulate their feelings, ensuring they feel safe and supported. Each class has weekly Thrive time which works on right time development targets.

Staff have also received in house training on sensory diets, sensory circuits and the use of sensory profiles to support pupils.

Staff have received block based therapy training, and SEND T.As in EYFS and KS1 have received in house training on intensive interaction, Bucket time, and the use of visuals and object of reference to support children.

All staff have also undergone external training on the use of Outdoor Learning and to support pupils with SEMH needs, as well as how this can be integrated into the curriculum to support all learners.

Staff continue to engage in TGMC (The Good Morning Club).

Teaching assistants (TAs)

We have a team of 23 T.As (including some who work part time), 3 unqualified teachers including a specialist EAL teacher and 1 therapeutic practitioner.

Of our 23 T.As 5 work in our SEMH provisions and 2 of our T.As focus on supporting pupils with SEND, with 1 T.A running our EYFS SEN provision.

All teaching assistants are trained to deliver interventions as appropriate to their year group need, these might include sensory circuits, block therapy, bucket time and speech and language interventions. We also have 4 T.As who have completed their Thrive practitioner training.

In the last academic year, T.As have received the same training as our teaching staff (please see above). T.As also attend EYFS, KS1 and KS2 meetings run by the appropriate SENDCo, which focus on specific training to their role such as how to support the children during lesson input, as well as carrying out and tracking an intervention.

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)
- Voluntary sector organisation



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- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists

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



Phase 1	Phase 2	Phase 3	Phase 4
Raise a concern	Discussion between home and school about the concern	Plan support using the Mainstream Core Standards	Review impact and plan next steps

Phase 1 	<p>If you think your child might have SEND, first raise your concerns with your child’s class teacher who will make the appropriate SEND Co aware.</p> <p>Then come and speak to Mrs. Cole, Mrs Tierney or Mrs Chevalier if you need further support.</p>
Phase 2 	<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>
Phase 3 	<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>
Phase 4 	<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.



Phase 1	Phase 2	Phase 3	Phase 4
Raise a concern	Discussions between professionals and recommendations advised	Implement strategies and advice provided	Review impact and plan next steps – this may lead to your child receiving SEND support.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND who are in their class. They also review pupils in their class who are not making the expected level of progress in their schoolwork or socially. This might include those who need additional support with Speech and Language, support with math, reading, writing, emotional regulation or social skills.

If the teacher notices that a pupil is having difficulties, they will discuss this with the appropriate SEND CO and/or leadership team. This can be done during pupil progress meetings, through a formal conversation with the SENDCO or leadership team, or informally. They will then 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 SENDCO again, 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**.



<p>Assess</p>  <p>Assess</p>	<p>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.</p>
<p>Plan</p>  <p>Plan</p>	<p>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. The plan will either be on our In year review document, or on a personalised provision plan.</p>
<p>Do</p>  <p>Do</p>	<p>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.</p>
<p>Review</p>  <p>Review</p>	<p>We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will share this information with you during our SEND parents meeting (which happen three times a year), or in a face-to-face meeting with the appropriate SEND CO. 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.</p>

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



We will provide termly reports on your child's progress.

A member of staff who knows your child well will meet you 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

The SENDCO 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 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 Mrs Cole if your child is in EYFS or KS1, or Mrs Tierney if your child is in KS2. Alternatively, you can email the school office for a message to be passed on to your child's class teacher/the appropriate SENDCO.

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 like/dislike activity using objects, pictures, symbols or words
- 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.

Teachers make adaptations by:

- Carefully planning and preparing lessons to provide all children with the same opportunities regardless of their need. Teachers adapt their teaching by following the Rosenshine's principles as well as the implementation of the mainstream core standards.
 - Staff adapt their approaches, for example, by giving longer processing time, pre-teaching key vocabulary or math skills, reading instructions aloud, giving word mats or dual coding word banks etc.
 - Adapting resources
 - Offering sensory supports to help children's sensory needs e.g. ear defenders, chewellery, fidget resources, resistance bands, wobble cushions etc.
 - Using recommended aids such as laptops/iPads (clicker), coloured overlays, visual timetables, dyslexic friendly font and larger font etc.
 - Utilising third teachers (KS2) and teaching assistants/support staff to support pupils appropriately depending on their presentation of need, e.g. KS1 and KS2 both have the next provision which supports pupils SEMH needs and has an SEMH T.A available to support pupils.

Our SEND Offer:

At our school, we are committed to ensuring that **all** children, particularly those with Special Educational Needs and Disabilities (SEND), receive the support they require to thrive in an inclusive learning environment. Our SEND offer focuses on the primary need of each child, recognising that some may experience challenges across the four key domains: Communication and Interaction, Social, Emotional and Mental Health (SEMH), Physical and Sensory, and Cognition and Learning.

To cater to the diverse needs of our students, we provide tailored support at three distinct levels: universal, targeted, and specialist.



Universal:

Universal support is available to all pupils and includes quality teaching strategies that benefit every child in the classroom. This may involve differentiated instruction, adjustments to classroom layout, or the use of assistive technologies designed to enhance learning experiences.



Targeted:

Targeted support is designed for individuals or small groups of children requiring additional assistance. This may include interventions or specific programmes aimed at addressing particular needs, often developed in collaboration with our teaching staff and parents.



Specialist:

Specialist support is provided for children with more complex SEND, ensuring they have access to expert interventions and resources. This may involve partnerships with external agencies and specialist services, ensuring a comprehensive and effective approach to meet the unique needs of each child.

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others.

Communication and Interaction also includes children with Autism and characteristics of Autism.

What this looks like at St. John's



One page profile (all about me and the way I learn), dyslexic font, total communication approach (visuals, signing and speech), visual timetable, EY and KS1 Language Link screener, communication boards, vocab sheets, dual coding word banks (words and pictures together), Language Through Colour



Speech Link screener, Now and Next boards, speech and language interventions with a T.A, Lego Therapy, soft starts, social skills group, individual work stations, quiet space to work, a quieter lunch provision, Bucket time (EYFS and KS1)



Speech and Language Therapist, Referral for Autism, Personalised communication approaches (Communication books, CAT Team involvement)

Cognition and Learning

For Children who are making less than expected progress and the attainment gap between themselves and their peers is widening, including those who are academically significantly below the Age-Related Expectation. This could also include children with a diagnosis of a Specific Learning Disability.

What this looks like at St. John's



Visuals, adaptive teaching (Modelling, scaffolding, small stepped approach), third teacher (reduced class sizes for Maths and English), dyslexic friendly classrooms, Language Through Colour, dyslexic font, use of manipulatives and visuals to support understanding.



Precision teaching, pre-teaching, dyslexia screening, specialist T.A led interventions, 1:1 readers, Language Link screener



EYFS have access to the Puffin room, KS2 have the Aviary room, Cognition and Learning groups across KS1 and KS2, Alternative Curriculum/timetables, Engagement Model

Social Emotional and Mental Health

Includes conditions like ADHD, anxiety, or other emotional/behavioural challenges.

What this looks like at St. John's



Whole school Culture – relational focus and understanding the 'why?', All staff trained in Thrive and TIS (Trauma Informed schools), Nest and Mini Nest KS 1 and KS 2 (Regulation space), Whole school Behaviour blueprint – Ready, Respectful and safe, Thrive –whole class, Zones of regulation, Whole class calm time after key transitions, restorative conversations and reflections



The Den Provision- transitions/start/end , Quiet lunch provision – KS1, 1:1 Thrive, MHST – Class and Parent workshops, Lego Therapy, Zones of regulation Group interventions, Brain buddies



The Burrow – different curriculum , Play Therapist, Inclusion Practitioner, adapted timetable, educational psychologist referral, OT referral

Physical and Sensory

Children with a physical disability, including sensory processing difficulties. This may also include a medical condition that significantly impacts learning.

What this looks like at St. John's



EY dough disco, Squiggle Whilst you Wiggle, calm and neutral classroom environments, universal visual expectation, access to sensory supports and resources, whole class movement breaks



Sensory circuits, sensory checklist and profiles, fine and gross motor interventions, quiet space for lunch



Individual health care/medical plans, PEEPS (evacuation plan), OT and physio support,

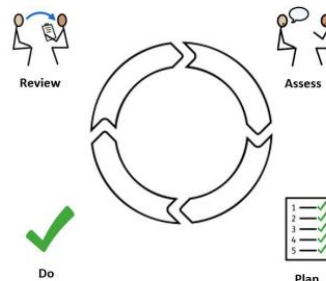
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We may also provide the following interventions:

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

Intensive interaction	Sensory circuit	3 rd teacher English	Precision teaching	Shared/Joint Attention	1:1 reading	Maths intervention	Language Link	SEN Lunch provision
Bucket time	Sensory diet	3 rd teacher maths	The Den (SEMH provision)		Spelling intervention	English intervention	Speech Link	Soft Start
Curiosity programme	Volcano in my tummy	Pre-teaching	The Nest (SEMH provision)	EAL group	Phonics intervention	Lego therapy	Speech, language and communication intervention	Thrive
Physio plan	OT plan	Fine motor intervention	Gross motor intervention	Clicker	SEMH support	Zones of Regulation		

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 at the end of each term
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCO
- Using provision maps and intervention tracking sheets 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.

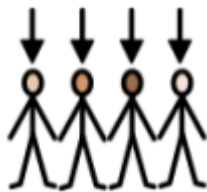
At St. John's C of E Primary School all of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where it is necessary and obtainable, the school will use the resources available to it to provide additional adult support enabling the safe participation of the activity.

All pupils are encouraged to go on our school trips, including our residential trip which takes place when pupils are in Year 6.

All pupils are encouraged to take part in sports day, school plays and special workshops.

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?



St John's is committed to meeting its obligations under the Equality Act 2010 and fully complies with non discrimination requirements in its admissions processes. Our **Accessibility and Disability Equality Policy** is available on our website under the **Policies** section.

All children are treated fairly during admissions, and decisions are never based on additional needs.

Children with an Education, Health and Care Plan (EHCP) do not apply for a school place through the main admissions round. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs (SEN) Services. In line with Schedule 27 of the Education Act 1996, the Local Authority must name the maintained school preferred by parents, provided that:

- the school is suitable for the child's age, ability, aptitude, and special educational needs
- the child's attendance is not incompatible with the efficient education of other pupils at the school
- the placement is an efficient use of the Local Authority's resources

Where a pupil resides in another Local Authority, the home Authority must also comply with Schedule 27 of the Education Act 1996, which requires:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities seeking Kent school places for pupils with an EHCP must contact Kent County Council's SEN team as well as the relevant school.

13. How does the school support pupils with disabilities?



The school is committed to supporting pupils with disabilities through a range of measures, including:

- Providing disabled access to all areas of the school, with a lift available for access to KS2.
- Ensuring accessible toilets are located in both the school office and the EYFS building.
- Maintaining a secure site with fencing, locked gates, and fobbed access to each building. (EYFS does not have fobbed access but is securely gated.)
- Implementing robust systems to ensure off-site activities are safe and inclusive, with advice sought from the Outdoor Advisory Service where appropriate.
- Designing learning environments to reduce cognitive load and minimise clutter, supporting pupils' ability to focus.
- Offering designated calm spaces across the school for pupils who need them.
- Completing sensory checklists at home and school for pupils who require them, alongside a sensory profile prepared by the SENDCo. This outlines each pupil's sensory needs, their sensory diet, and areas of focus for sensory circuits.
- Providing resources such as fiddle toys, ear defenders, and chewellery to support pupils' sensory needs.
- Creating intimate care plans for children with toileting needs.
- Developing individual Personal Emergency Evacuation Plans (PEEPs), agreed with families, for children who require additional support during an evacuation (e.g., in the event of a fire).

Our **Accessibility and Disability Equality Policy** is available on our website under the **Policies** section.

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:

- The use of our relationships and behaviour policy. At St John's, our approach to behaviour management is based on the work of Paul Dix, in his book, "When the Adults Change, Everything Changes". We are a Thrive school, with staff trained in a trauma-informed whole school approach to supporting the mental health and wellbeing of children and young people. We aim for "connection before correction" and prioritise relationships in which the children learn to talk about and reflect on their feelings, behaviour and choices.
 - Pupils with SEND are encouraged to be active parts of the school by being part of the worship team, Young leaders, play pals.
- All staff have had trauma-informed practice training with Trauma Informed Schools.

A trauma informed culture:

1. Recognises Behaviour as communication and stays curious about unmet need that sits beneath the surface of external behaviour.
2. Relies on maintaining strong, attached relationships and therefore seeks to make Connection before correction.
3. Requires consistent and predictable responses from dependable adults.
4. Trains neural pathways and utilizes logical consequence for future success.

A trauma informed culture can be summed up in the mantra: **Regulate, Relate, Restore**

- All staff have had thrive training.
- Pupils with SEND in KS1 and KS2 may take part in different interventions such as social skills interventions, block therapy, Zones of Regulation interventions and THRIVE.
- We support pupils understanding of emotions through the use of Zones of Regulation. This is used as a whole class support and is also taught in small groups and 1:1 intervention.

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- We have our KS1 and KS2 Nest provisions which support pupils with SEMH. This a space where pupils can go to support their emotional regulation and sensory needs. This provision is overseen by a T.A who has completed (or is in the process of completing) their THRIVE training.
- We have 'The Den' which is our nurture provision. This provision is run by two of our Thrive practitioners. They run soft start/breakfast provisions to support pupils coming into school, run break and lunch time sessions and end of the day check ins. The staff in the Den also support pupils with transitions, and are available to support pupils with their behaviour and emotional regulation.
- We have 5 trained Thrive practitioners that run 1:1 and group thrive sessions.
- Personal Social Health Education (PSHE) lessons and assemblies develop personal and social skills for all children. Our school use Jigsaw to support our PSHE lessons.
- The school Family Liasison Officer (FLO) is available to meet with children and families on a daily basis. Miss Joslin (FLO) supports the well-being of children and families, attendance to school and safeguarding.

We have a 'zero tolerance' approach to bullying and we want all our children to flourish - 'Every child deserves to learn in an environment where they are loved, supported and respected' Bishop Johnathan Frost: Flourishing for all Guidance September 2024.

Please view our **Anti-Bullying Policy** under **policies** on our school website for more information on how we prevent bullying and support pupils who have experienced bullying.

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



Mrs Chevalier will work with Mrs Cole (EYFS and KS1 SEND Co) and Mrs Tierney (KS2 SEND Co) 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



The school supports effective transition for all pupils through the following measures:

- Both the current teacher and the next year's teacher attend the final pupil progress meeting of the year.
- Both the current teacher and the next year's teacher attend a SEND meeting to discuss the specific needs of pupils, review interventions and supports that are working well, and identify any changes required.
- A transition morning is held where children spend time in their new class with their new teacher.
- Social stories and books about the new classroom and teacher are provided for pupils who need them.
- Where appropriate, pupils may visit their new classroom and teacher additional times during the summer term.
- For pupils requiring further support, tailored transition activities may be completed during the summer term.
- One-page profiles are created for each child to support staff in understanding individual needs.
- Transition into Reception is supported through home visits, transition sessions in school, parent meetings, and a gradual increase in school time during the first week.

- Transition into nursery is supported through home visits, visits to the nursery, and a prolonged induction process where needed.

Between schools



We will share information with the school or other setting the pupil is moving to; this may be done through meetings or telephone consultations. In addition to this, all relevant SEND documents will be shared with the school prior to them starting. Transition support will be provided through PSHE lessons and planned transition work. Where appropriate, children will be provided with additional interventions to discuss moving to their new school and a personalised social story may be created.

Pupils will be prepared for the transition by:

- The SEND Co at St John's or Mrs Chevalier will have communications with the inclusion manager/SEND Co of the new setting to discuss children and their individual needs.
- Transition books and/or social stories will be created for pupils and personalised where appropriate.
- Transition sheets/booklets are used to support children who need an extended transition.
- Transition days for Year 6 are supported, to ensure familiarity with the new setting – please note these days are arranged by the secondary schools.

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

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

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

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

www.iask.org.uk

Helpline: 03000413000

Email: iask@kent.gov.uk

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

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?

The normal arrangements for the treatment of complaints at St. John's C of E Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, Mrs Cole (EYFS and KS1 SEND Co), Mrs Tierney (KS2 SEND Co), Mrs Chevalier, or Mrs Williamson to resolve the issue.

If you are not satisfied with the school's response, you can escalate the complaint by making a formal complaint to the Chair of the Governing Body.

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 complaint can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to the disability discrimination, or to the secretary of state for all other cases.

Our **Complaints Procedure** is available on our website under the **Policies** section.

There are some circumstances, usually for children who have a Statement of SEND or EHCP, 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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents



- SEND Policy
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- SEN & Disabilities Code Of Practice 2015
- Kent 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