Special Educational Needs and Disabilities (SEND) Information Report

Willesborough Infant School

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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:

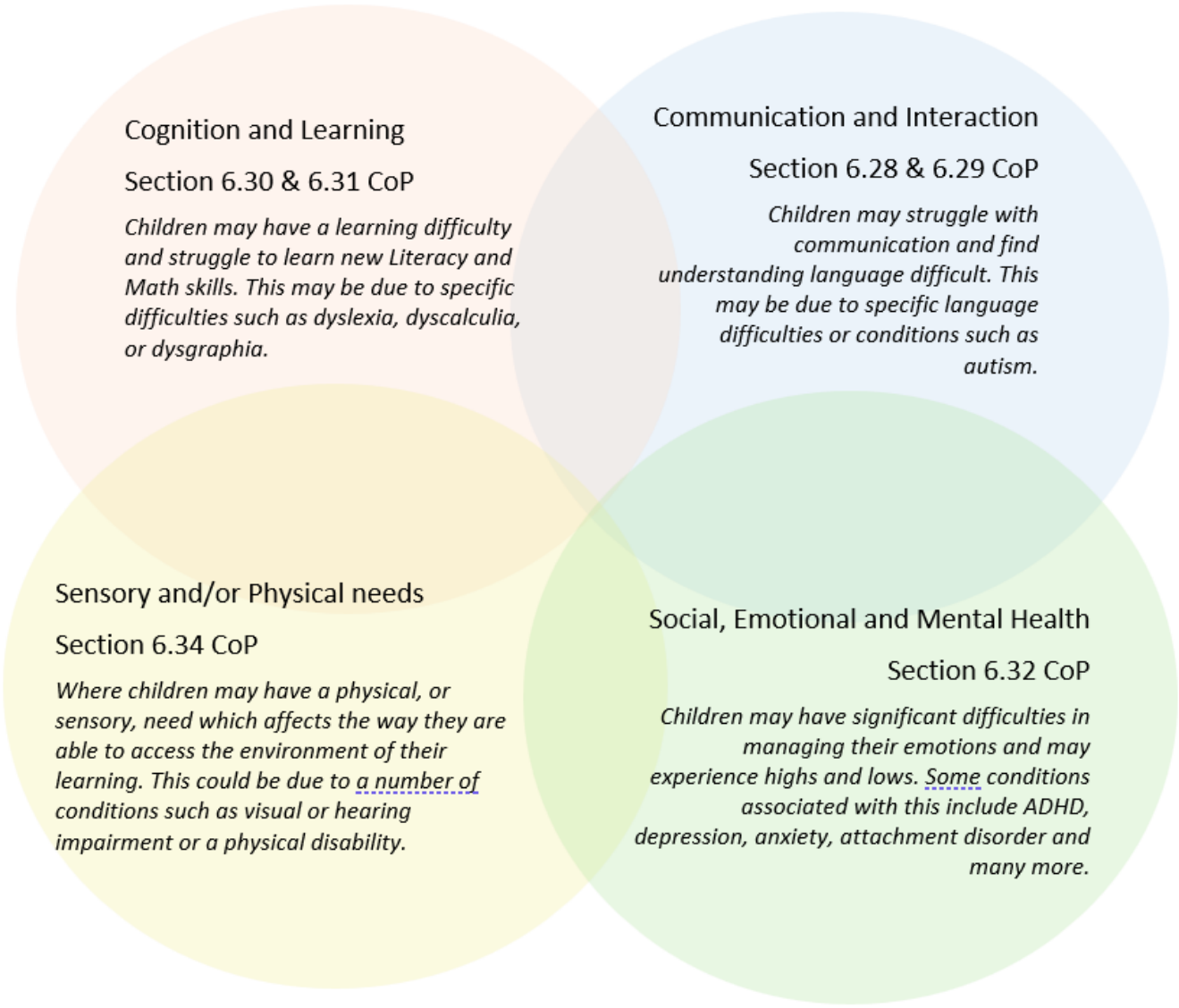
If you want to know more about our arrangements for SEND, please read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Willesborough Infant School - SEN (Special Educational Needs)]

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 Willesborough Infant 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

At Willesborough Infant School our SENCO is Zoe Alldis. She can be contacted via the school office or 01233 624165 or email zoe.alldis@willesborough-infant.kent.sch.uk

She has over 19 years' experience in primary education and is a qualified teacher. She has 16 years' experience as a SENCO and senior leader having worked as a SENCO since 2010 and achieving the National Award for Special Needs Coordination in 2011. She also holds a National Professional Qualification in Senior Leadership and Postgraduate qualification in Social, Emotional Mental Health and is a qualified specialist literacy teacher and dyslexia assessor. In addition, she has postgraduate clinical training in children and young people's mental health and is a qualified Cognitive Behavioral Therapist and Thrive Practitioner with two years experience working within Child and Adolescent Mental Health Services (CAMHS).

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.

We regularly access training through Specialist Teaching and Learning Services, the most recent topics have included; PROACT-SCIPr to support SEMH needs, Speech and Language including VERVE training for vocabulary development, Attention Autism for listening and attention skills and training from Visual Impairment services for children with Nystagmus. The Willesborough Schools have also had whole school Autism Education Trust training and we access Speech and language support through the Balanced System.

Teaching assistants (TAs)

We have a team of TAs, LSAs and cover supervisors all of whom are trained to deliver SEN provision.

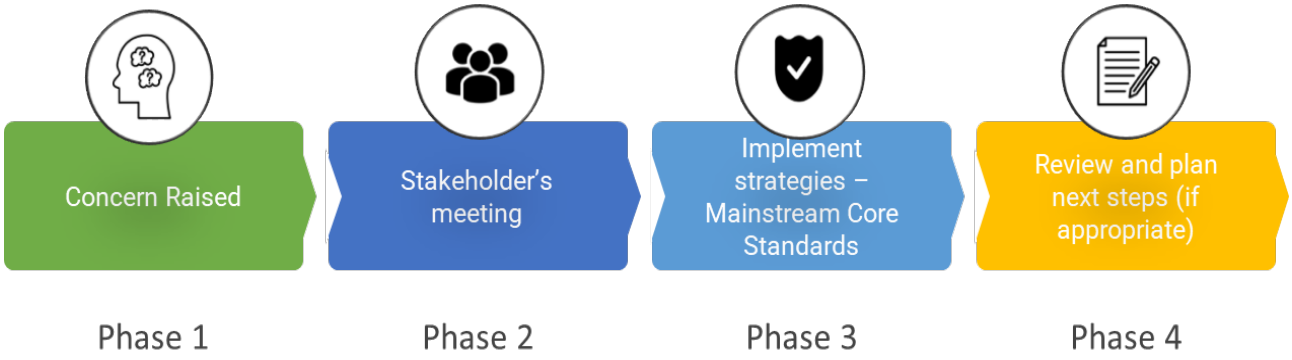
We have 8 teaching assistants who are trained to deliver interventions such as 5 minute Box (an early literacy intervention), Fizzy Clever Hands (this supports fine motor development) and speech and language interventions both bespoke and for small groups of children identified as needing similar programs. Staff are also trained in emotion coaching, de-escalation, ADHD and ODD awareness, sensory circuits and using Portage to support complex needs. We also work with medical professionals to ensure staff are trained to support specific medical needs.

External agencies

Sometimes we need help or advice 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)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Outreach services
- Speech and language therapists
- Voluntary sector organisations such as Iask or PACT

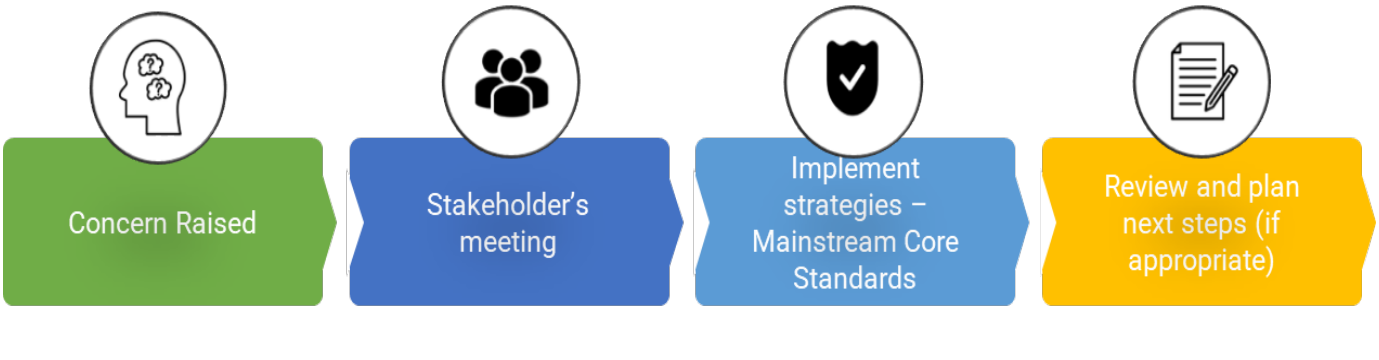
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. The link below leads to our Pathway information guide which gives clear steps to support you in raising any concerns you may have. Willesborough Infant School - SEN (Special Educational Needs)
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: Mainstream Core Standards guide for parents This will initiate the 'Graduated Approach' where support will be continually reviewed.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model known as The Graduated Approach.

4. What happens if the school identifies a need?

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



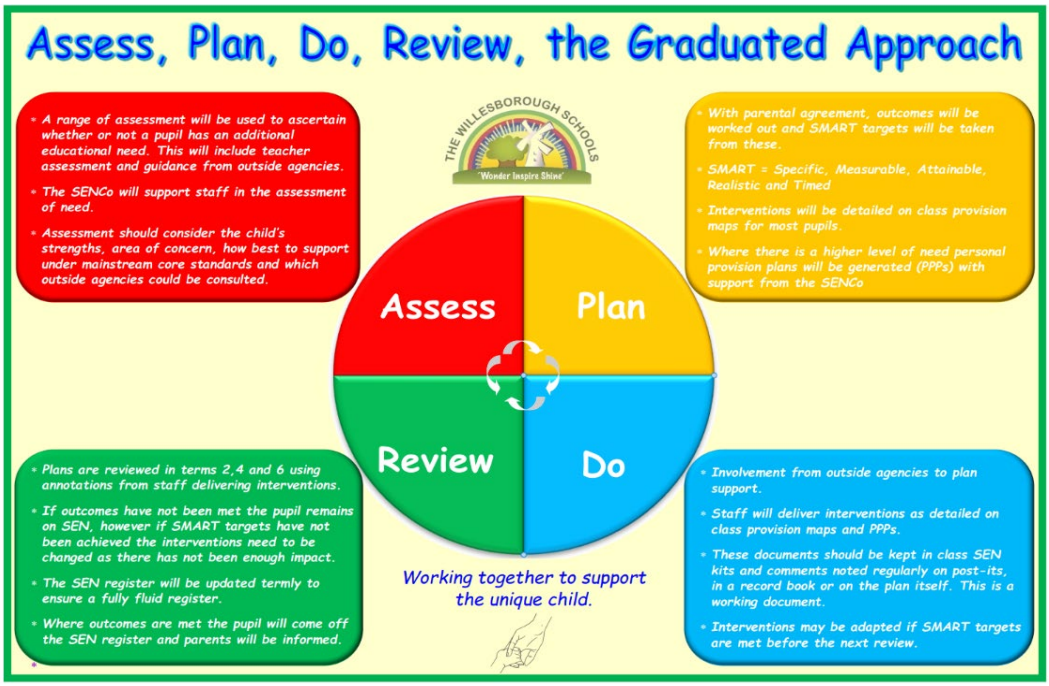
All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is having difficulties, they try to find out if there are significant gaps in the pupil's learning. If any gaps are identified, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will implement the graduated approach (see previous page).

4. 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. A plan of the support we can offer your child toward meeting those outcomes will be shared 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 to ensure the support we put in place is having the intended impact.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes set. We will use our improved understanding of your child's needs to adapt the support we offer if necessary; this may mean the Plan, Assess, Do, Review cycle continues.

The Graduated Approach poster is available for download from our website at the link below:Willesborough Infant School - SEN (Special Educational Needs)

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

We will provide annual reports on your child's progress. If your child has a Personal Provision Plan then these will be reviewed termly. The SENCO and your child's class teacher will review these together, and then they will share the outcomes and your child's next steps with you. A member of staff who knows your child well will meet you three times a year (two parents evening meetings, and a meeting in term 6 with your child's current class teacher and your child's next teacher) to:

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

The SENCO may also attend these meetings to provide extra support. We know that you're the expert when it comes to your child so your valuable insight into what works best for them is extremely important in enabling us to create a holistic approach to addressing any additional needs your child may have. This in turn helps us to ensure you have a full understanding of how we're trying to meet your child's needs and we also encourage you to make contact whenever you feel there is new information that can help us build a better picture of how the SEND support we are providing is impacting your child outside of school. We would also ask that if your child's needs or aspirations change at any time, you let us know as soon as possible so we can keep our provision relevant and up-to-date ensuring we continue to support your child in a way that best suits their individual needs. If you have concerns that arise between these meetings, please either contact your child's teacher in the first instance by phoning our office on 01233624165 or, if you would like to speak to the SENCO make an appointment via the office or email at: zoe.alldis@willesborough-infant.kent.sch.uk

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 decisions are made on a case-by-case basis and always with parental involvement.

We may seek your child's views by asking them:

- What they think they need help with and how adults may be able to help them.
- If they are finding anything difficult and if there are preferred ways they like to learn.

- We complete individual pupil profiles for children either diagnosed as on the Autism continuum or on the pathway and our year 2 pupils each have an individual passport to support their transition to Key stage 2.

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 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 individual needs. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

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

We may also provide the following strategies and resources:

Dual coding, Now and Next visuals, precision teaching, pre-teaching of key vocabulary, small group work with additional adult support.

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 termly
- 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.

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

The expectation is that all schools provide an inclusive curriculum for all pupils. However, it may be necessary at times 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 school trips.

All pupils are encouraged to take part in sports day, school plays, special workshops and other events planned around enriching our curriculum.

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 ensure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Willesborough Infant School, medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents' / guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school. In line with the School Admissions Code, children with Education, Health and Care Plans (EHCP) that name Willesborough Infant School will be admitted. As a result of this, the published admissions number will be reduced accordingly before places are allocated to other pupils. An EHCP is a statement of Special Educational Need made by the Local Authority. Applications for in-year admissions are made directly to the school. If a place is available and there is no waiting list, the child will be admitted. If more applications are received than there are places available, then applications will be ranked by the governing body in accordance with the oversubscription criteria set out in our Admissions Policy Admission_Infant_24.pdf If a place cannot be offered at this time, then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list as outlined above.

13. How does the school support pupils with disabilities?

We liaise and where necessary refer pupils to Special Teaching and Learning Services for Physically Disabled Children. We encourage on site visits from linked medical professionals to assess whether adaptations are needed to ensure we are following best endeavors in supporting medical or physical needs. Please see our Accessibility plan. Accessibility_Policy_2024_-_2026.pdf, for more information.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extra curricular opportunities such as after school clubs and events
- We provide extra pastoral support for listening to the views of pupils with SEND through a pupil mentoring scheme and our pastoral support provision.
- We run emotional literacy sessions and social skills groups for pupils who need extra support with social or emotional development.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through regular wellbeing events, assemblies promoting our Ready, Respectful, Safe positive behaviour policy.

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

Kitty Healy, our DSL, 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:

- Ask both the current teacher and the next year's teacher to attend transition meetings and a final meeting of the year when the pupil's SEND is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will arrange a transition meeting where you will have the opportunity to meet with staff from both settings to share information and discuss your child's current and future provision to ensure your child has a smooth transition.

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 your local authority's local offer.

Special educational needs and disabilities (SEND) - Kent County Council KCC publishes information about the local offer on their website:

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

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

Kent-Based Special Educational Needs and Disabilities - SEND Support — Lighthouse on The Marsh

Home - Includes Us Too

Home - Kent PACT

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?

Please click her to view our school's complaints procedure - COMPLAINTS_POLICY_WS_MARCH_23.pdf

The majority of concerns can be dealt with without resorting to the complaints procedure. Where the Complainant has a concern or query about any aspect of their child's SEND provision, this should be raised with the child's class teacher or the SENDCO in the first instance. Ideally the class teacher or SENDCO will be able to address the Complainants concerns immediately or can arrange a meeting with them to discuss the issue. They will then be referred to the school's complaint 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.

Mediation and Resolution - KELSI

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