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Special Educational Needs and Disabilities (SEND) Information Report

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	Signed	Date
Approved by Governing Body	Governing Body	15.07.26
Chairman of Governors	David Dorrell	15.07.26
Headteacher	Jenna Halfhide	15.07.26

Kent SEND Information Report

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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:

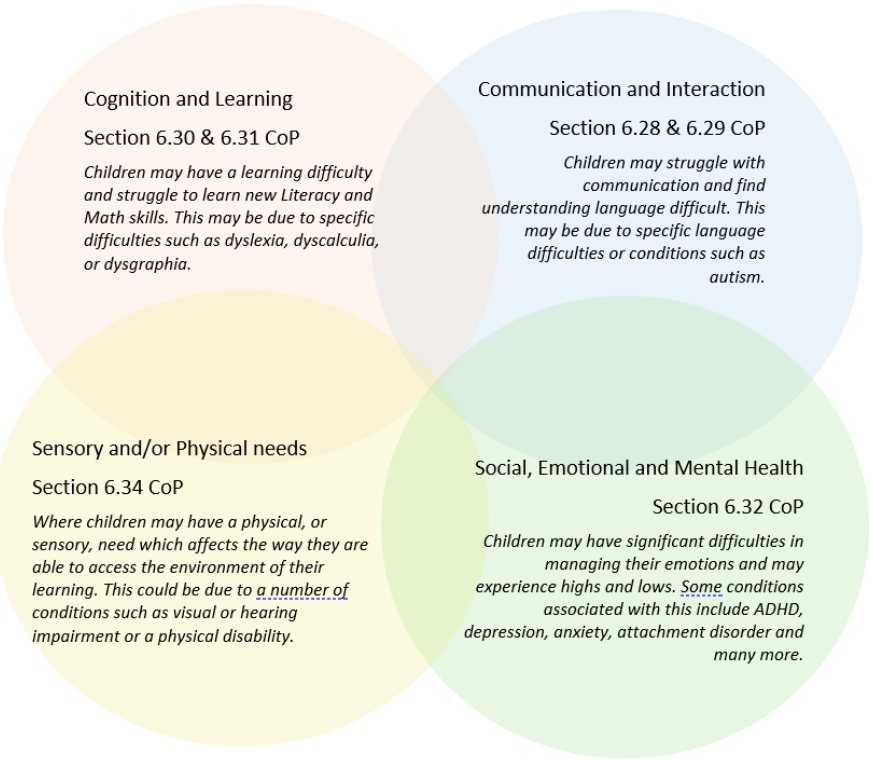
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website SEND policy 2023-2024.pdf (leighprimaryschool.com)

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 Leigh 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.*

Mrs Victoria Short

Inclusion lead

Mrs Katie Bone

SENCo assistant

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Victoria Short

Our SENCO is Victoria Short

She is a qualified teacher and is working towards achieving the National Award in Special Educational Needs Co-Ordination.

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. Training includes but is not limited to:

- Mainstream core standards
- Universal Provision
- Quality First Teaching
- ASC training
- ADHD training
- Well being and involvement training
- Held, Healed, Helped
- Severe and Persistent Literacy Difficulties
- Positive Handling
- Adaptive teaching practises

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as ELSA and social groups.

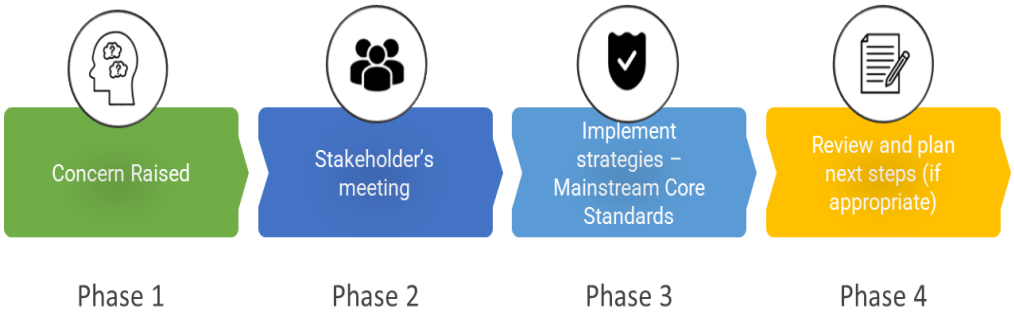
In the last academic year, TAs have been trained in social groups, zones of regulation, personalised timetables, colourful semantics and dynamo maths.

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)
- Play therapy
- Education welfare officers
- Early Help
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses and school health te
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- VSK
- Therapeutic Support Service
- Occupational therapy

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. Please initially speak to the class teacher and then if needed email Mrs Short
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

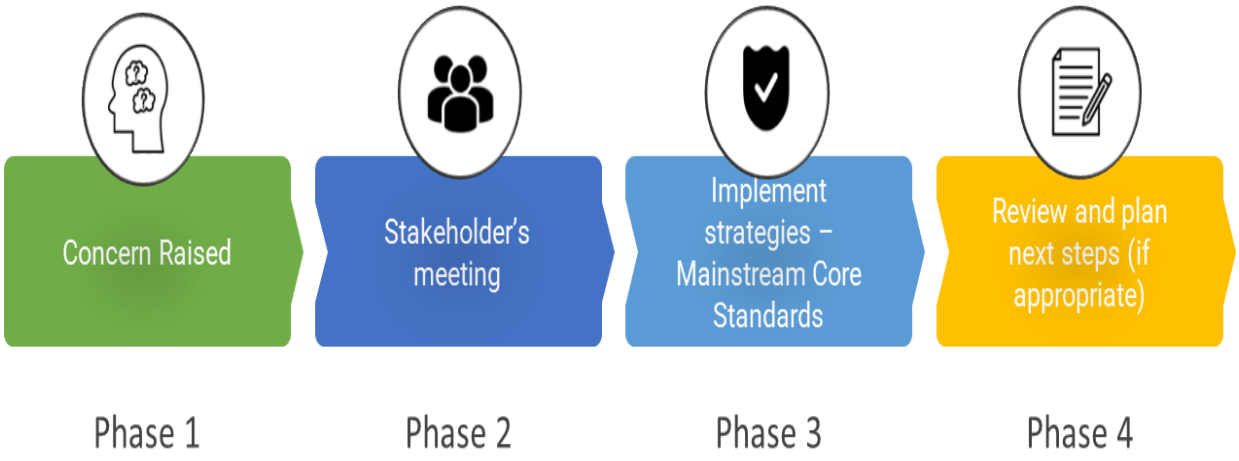
4. What happens if the school identifies a need?

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

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, anxieties, SEMH, social interaction.

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

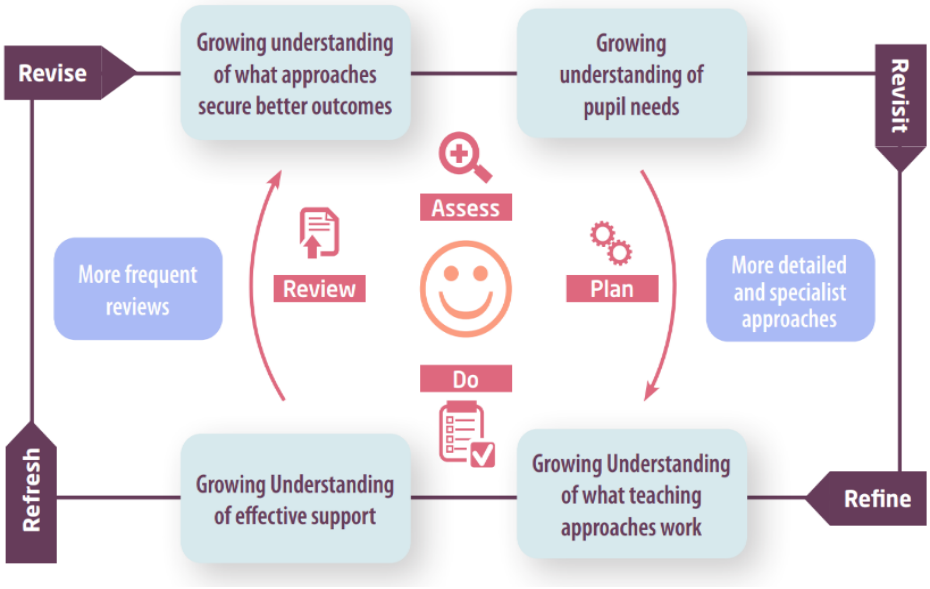
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).



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**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide termly reports on your child's progress

A member of staff who knows your child well will meet you3 times a year at parent and SEND consultations 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'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 class teacher and the SENCo.

Please email via the school office: office@leigh.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 we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

At Leigh Primary School, we can make provision for every kind of frequently occurring special educational need for example: dyslexia, speech and language needs, autism (ASD), learning delays, co-ordination difficulties, physical disabilities and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Whatever the child's difficulty, we aim to work with parents and professionals to develop an effective plan to meet the child's needs.

Your child's teachers are 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.

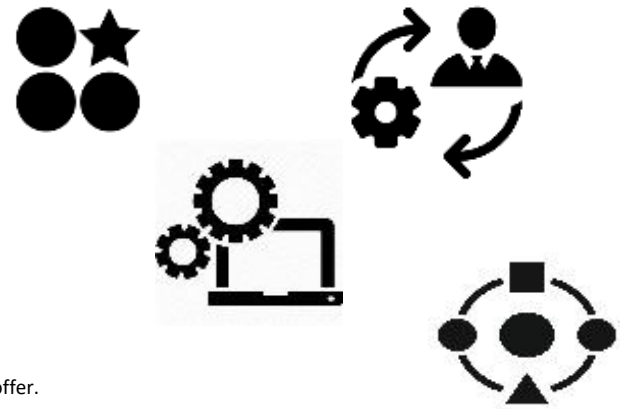
The school has lots of knowledge about appropriate strategies and interventions to use for each type of SEND. We draw on our training, experience, wider reading and the latest research when suggesting personalised strategies and interventions. We have a well established set of whole school provision maps that set out the support available for each type of need and draw upon these when writing our provision plans. We can also seek further advice about support strategies for pupils from outside agencies such as LIFT, Specialist Teaching Service, Speech and Language Therapists, Occupational Therapists, Community Paediatricians and Educational Psychologists. We will detail their recommendations in the child's provision plan.

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, open dyslexic 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 interventions:

Dynamo maths,
Little Wandle Catch Ups,
Handwriting,
ELSA,
Lego Therapy,
Maths booster Groups,
Pre-teaching,
Post teaching,
Sensory Circuits,
Social groups,
Social groups from Life and Soul charity,
Pastoral check-ins,
Clever fingers,
Touch typing,
Drawing and talking therapy.
These interventions are part of our contribution to Kent County Council's local offer.

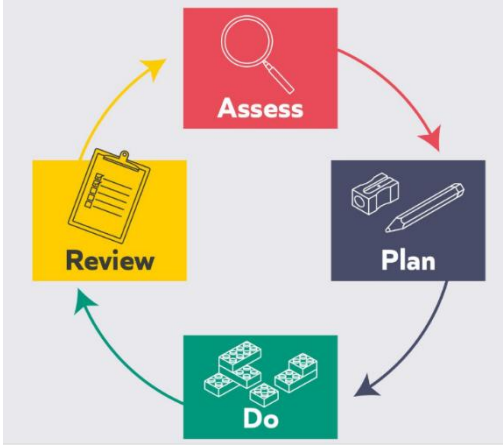


Please find below a link to our accessibility plan to support pupils with disabilities to participate in the curriculum:

Accessibility Plan - Leigh Primary School - Policies

9. How will the school evaluate whether the support in place is helping my child?

The provision in place for each pupil with SEND is reviewed regularly in school—the frequency of which may vary depending on the needs of the child however, parents should expect at least three reviews per year—one at each parents evening and one at the end of the academic year that incorporates the child's new teaching team. Each review of the SEN provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress towards targets



The review of the provision will enable forward planning and highlight any need for further assessment, including through involving external agencies. Following a review, an updated provision plan will be shared with parents. The school is flexible in its review processes and encourages timely reviews where it is appropriate for the needs of the child. Parents are welcome to request a SEN review with their child's teacher at any time and likewise, teachers may invite parents, the child or other professionals for a review outside of the school's typical cycles. For pupils with an Education, Health and Care Plan, there will be an Annual Review of the child's EHC plan which will including any professional currently involved with the child, the child, the class teaching team and the parents. Sometimes a representative of Kent County Council will also attend. These annual reviews are organised and chaired by the SENCo.

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

The Inclusion budget is allocated each financial year. The money is used to provide additional resources dependent on an individual or cohort's needs. All classes have access to a TA (teaching Assistant). The additional provision / support may be allocated to a child/children after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. For pupils with a high level of need Leigh Primary School will apply for additional High Needs Funding to support pupils with more complex special educational needs. (NB This is not guaranteed funding and has to be applied for on an annual basis). 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 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 are available to all our pupils, including our before and after-school clubs. However we do sometimes request that parents support their child if they would struggle to access the extra-curricular activity independently (If a child requires adaptations this is discussed between school and parents). For admission to clubs run by outside organisations, parents would need to contact the organisers directly. All pupils are encouraged to go on our school trips, including our residential trip. All pupils are encouraged to take part in sports day, school plays, special workshops, sports coaching as part of the PE lesson, whole class music lessons, forest school and swimming lessons. 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?

Leigh Primary School's Admission criteria:

LEIGH PRIMARY SCHOOL

Leigh Primary's admission criteria states: Health and Special Access Reasons 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.

For children with an EHCP we follow the LA admissions guidance and directions.

13. How does the school support pupils with disabilities?

Leigh Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities (during the school day) including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining the texts we use across the curriculum to ensure that there are examples of positive images of disabled people.

See Accessibility Plan for more information: Accessibility Plan - Leigh Primary School - Policies

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.

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

At Leigh Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. We provide support for pupils to progress in their emotional and social development in the following ways:

- PSHE / RHE curriculum,
- Whole school Zones of Regulation approach
- SMSC
- Assemblies including those on anti-bullying and keeping safe as well as our school values
- Conversation adults have with children throughout the school day.
- Some pupils may attend:
- Time to talk group
- Lego therapy
- Opportunities to talk to the teaching assistant/Class Teacher or a member of the SLT.

Some children may be eligible for specialist support through school referral to CYPMHS or counselling from the school's nursing service or emotional wellbeing service.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:

- Monitoring and reviewing our anti-bullying policy and practice on a regular basis.
- Supporting staff to promote positive relationships, to help prevent bullying.
- Recognising that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervening by identifying and tackling bullying behaviour appropriately and promptly.
- Ensuring our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Ensuring that all members of the community work with the school to uphold the anti-bullying policy.
- Reporting back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Utilising support from the Local Authority and other relevant organisations when appropriate.

For further information please refer to our anti-bullying policy.

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 all clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by assemblies, PSHE lessons, social groups, encouraging respect, modelling good relationships.

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

Mrs Victoria Short, our SENCO, 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.

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

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

Between years

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

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Devise a pupil passport with your child with their thoughts, strengths and wishes on
- Provide a social story for all children about transition – this is available to view on each classes google classroom

Between schools

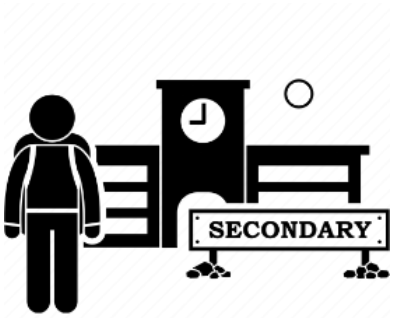
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases – primary to secondary

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



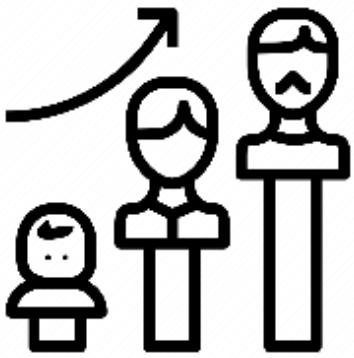
17. What support is available for me and my family?

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 Kent County Council local offer. 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:



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

Information, Advice and Support Kent (IASK) - Kent County Council

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 class teacher 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.

Children's Safeguards Service: LEA Exemplar Policy

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. ontact details of the disagreement resolution and mediation services for Kent are: . Home | IASK

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