

## Special Educational Needs and Disabilities (SEND) Information Report

Great Chart Primary School



### Inclusion Team

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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.

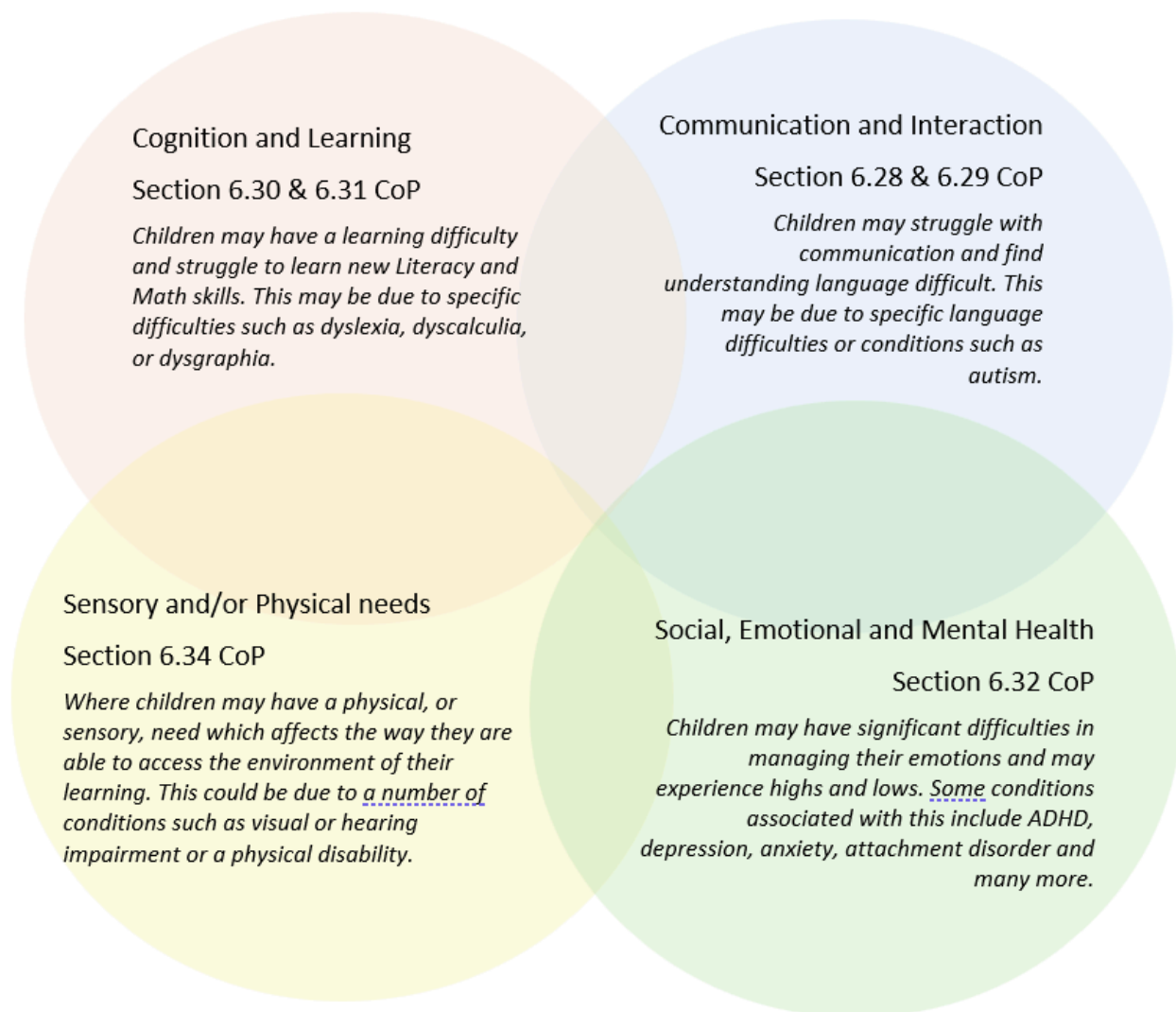
You can find our SEND policy on our website

<https://www.great-chart.kent.sch.uk/assets/SEN-Policy-January-2024.pdf>

**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 holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



At Great Chart 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.*



Paula High  
(SENCO)



Emma Bennett  
(Assistant SENCO)



Nicky Ostridge  
(Family Liaison Officer)

### Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Paula High who has over 16 years' experience in this role as well as being the Deputy Headteacher for over 11 years. Mrs High achieved the National Award in Special Educational Needs Co-ordination in 2010. Mrs High can be contacted via the school office; [office@great-chart.kent.sch.uk](mailto:office@great-chart.kent.sch.uk)

### Class/subject teachers

All staff receive regular training and the Senco shares relevant local and national updates. Where possible, specific training is arranged for staff to meet the needs of their cohort. Please see SEND Policy for further details of recent training.

## Teaching assistants (TAs)

We have a team of around 25 TAs, including 3 higher-level teaching assistants (HLTAs) who, where relevant, are trained to deliver SEN provision.

Many of our teaching assistants who are trained to deliver interventions such as VERVE, Intensive Interaction, Attention Autism and Sensory Circuits.

In the last academic year, a range of TAs have been trained in the following interventions; Sensory Circuits, Fizzy / Clever Hands and Attention Autism.

## 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:

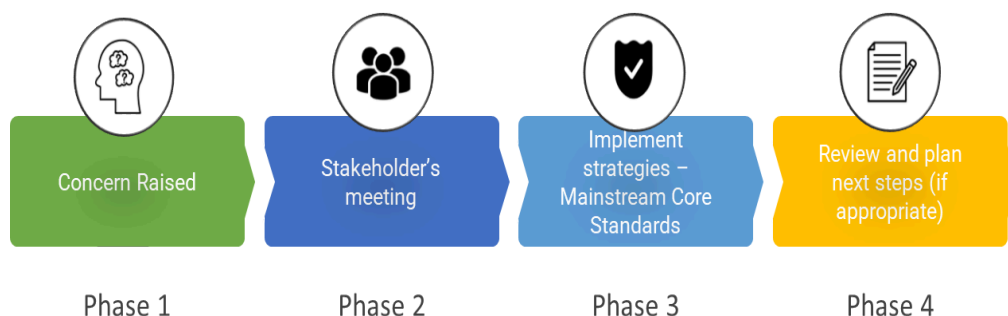
- Child and adolescent mental health services (CAMHS)
- Local Authority Attendance Officer
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching Service
- Speech and language therapists



luntary sector organisatio



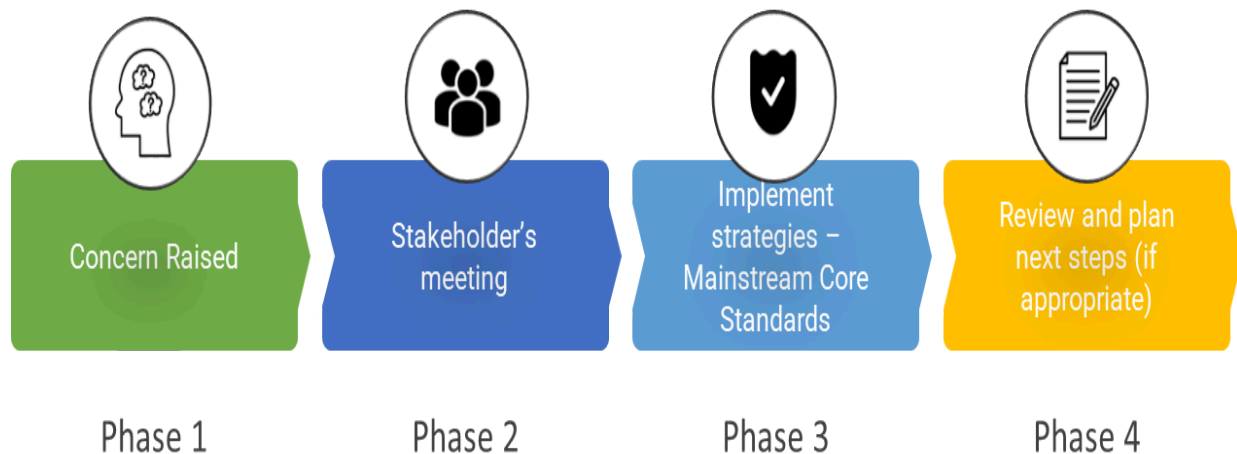
## 3. What should I do if I think my child has SEND?



<b>Phase 1</b>	<p>If you have concerns then please contact your child's class teacher in the first instance through the office: <a href="mailto:office@great-chart.kent.sch.uk">office@great-chart.kent.sch.uk</a> (01233 620040). If appropriate the class teacher will raise their concerns with the Inclusion Team.</p> <p>If you are a potential new parent to the school, you should contact Mrs High or Miss Bennett (Inclusion Team) via the school office: <a href="mailto:office@great-chart.kent.sch.uk">office@great-chart.kent.sch.uk</a> (01233 620040)</p>
<b>Phase 2</b>	<p>We will meet with you, along with the class teacher, 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>
<b>Phase 3</b>	<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: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<b>Phase 4</b>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

## 4. What happens if the school identifies a need?

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

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

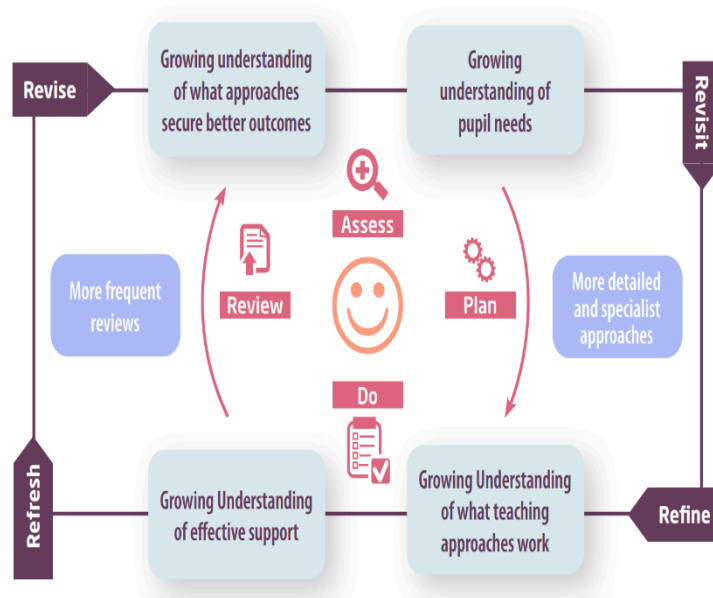
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).



## 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**.



<b>Assess</b>	If your child is not making the expected level of progress, we will discuss this in pupil progress meetings and in some cases we will carry out further assessments to find out what strengths and difficulties your child has. Sometimes, with parental consent, we will request help from external professionals where necessary.
<b>Plan</b>	In discussion with the staff working with your child and any outside agency advice, 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. These will either be in the form of a Provision Plan or a Personalised plan (dependent on whether your child has an EHCP and HNF). We will share these plans with you and all relevant school staff x3 a year.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO and Assistant 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.
<b>Review</b>	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?

All parents of pupils at Great Chart Primary school are invited to meet with a member of staff twice per year to:

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

We will also provide an annual written report in the Summer term as well as an interim report on progress in December, April and July.

In addition, we are happy to arrange meetings outside these times to discuss pupil progress and any concerns either staff or parents may have in terms of their child's learning.

The SENCO or Assistant Inclusion Manager 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. Therefore we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCO through the office: [office@great-chart.kent.sch.uk](mailto:office@great-chart.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 written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a one page profile (with support as needed)



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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:



- 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 chromebooks, IT software, coloured overlays, visual timetables, larger font, writing slopes, pen/pencil grips, adapted scissors, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need (e.g. small group TA support/some 1:1 support)



- Scaffolding lesson materials

### We may also provide the following interventions:

- Phonics
- Reading
- Writing
- Maths
- Speech and Language / pre-teaching of vocabulary
- Fizzy
- Clever Hands
- Lego Therapy
- Precision teaching

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:

<https://www.great-chart.kent.sch.uk/about/disabled-access/>

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

Every pupil is discussed at least three times a year at Great Chart's Pupil Progress Meetings with all teaching staff that are involved in teaching and learning of that year group along with the leadership team. All pupils' attainment and progress is analysed by the Leadership team at least three times a year.

During Pupil Progress Meetings, pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a Pupil Progress Meeting Grid which is created by the class teacher to record all the support/intervention delivered.

Provision Maps/Plans (which will state the outcomes the child is working towards) are created for children who are SEN Support. Parents are informed if their child is receiving additional support at parent teacher consultation meetings and through letters sent home each term from the Inclusion Team.

If your child has an EHCP (Education, Health & Care Plan) you will receive a Personalised Plan detailing your child's specific support and outcomes to work towards, each academic year. Progress towards outcomes will be discussed at meetings which parents attend; these are held three times a year.

## 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 in EYFS and KS1 currently have a full time Teaching Assistant who can provide additional support for pupils who require it. In KS2 there are full time TAs in each year group but the support is shared flexibly within and across year groups.

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 an EHCP, individual plans will be mapped and costed by KCC and pupils with the most complex needs may receive some additional funding from the LA if the provision on Section F is more than £6000. Some EHCPs will attract no additional funding.

## 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 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 to Kingswood in Ashford.

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?



Our school admission information can be found here:

<https://www.great-chart.kent.sch.uk/parents/admissions/>

Great Chart'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?



Great Chart 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.

For further information please see our Accessibility Plan:

<https://www.great-chart.kent.sch.uk/assets/Documents/Attachments/Accessibility-Plan-2024-25.pdf>



As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- two toilets adapted for disabled users.
- wide doors in some parts of the building.
- A disabled parking bay.
- Contrasting colours in EYFS & KS1 outside areas and playground as advised by VI Service.

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

At Great Chart 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
- Circle time
- Whole school Zones of Regulation approach
- Whole school Empowerment 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.
- Encouraging pupils with SEND to be part of the school council and eco warriors.

For some pupils with the most need for help in this area the school offers a range of pastoral support. Some pupils may attend:

- Time to talk group
- Lego therapy
- Opportunities to talk to the teaching assistant/Class Teacher/FLO 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:

<https://www.great-chart.kent.sch.uk/assets/Anti-Bullying-Policy-September-2024.pdf>

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



Mrs Tanslea Burton is the designated teacher for looked-after children and previously looked-after children.

Mrs Burton will work with Mrs High, 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 final Pupil Progress meeting of the year when the pupil's SEND is discussed
- Schedule "Moving Up" sessions with the incoming teacher towards the end of the summer term as well as additional transition sessions for some children with SEN.
- Send home a Transition Book, created using Communicate in Print, to support children in becoming familiar with their new teachers, TAs and environment.

### 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 (for primary schools)

The SENCO of the secondary school will meet with Mrs High (Senco) and in some cases will also come into our school for a meeting with our SENCO and the Year 6 Class Teacher/s. 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
- Attending additional transition opportunities on offer that they are able to access.



## 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. KCC publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: Local charities that offer information and support to families of pupils with SEND are:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>

Local charities supporting families of pupils with SEND are in the link below:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/support-services-to-help-families-with-send-children/parent-support-groups>

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?

<https://www.great-chart.kent.sch.uk/assets/Complaints-Procedure-and-Policy-DEC2022.pdf>

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.

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. Below is a link to the disagreement resolution and mediation services for Kent:

[https://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0011/6140/KPPS-Disagreement-Resolution-Services.pdf](https://www.kent.gov.uk/__data/assets/pdf_file/0011/6140/KPPS-Disagreement-Resolution-Services.pdf)

## 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