

Special Educational Needs and Disabilities (SEND) Information Report

Northbourne CEP School



Inclusion Team

SEND Governor:

Charmian Winslade

SENCO:

Karen Morrison

Contact No. 01304 611376

senco@northbourne-cep.kent.sch.uk

Approved by:	[Name]	Date: [Date]
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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:



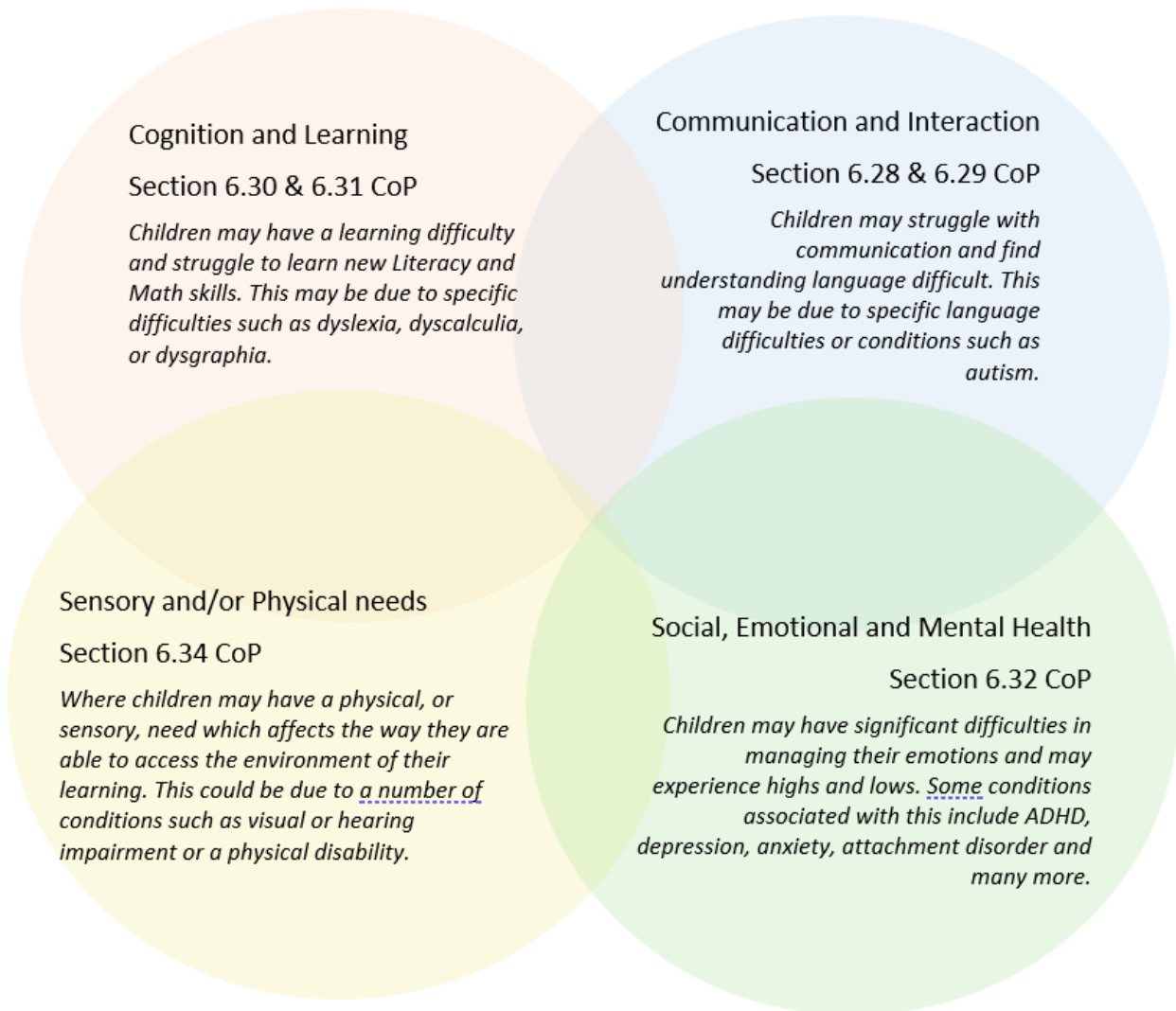
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: www.northbourne-cep.kent.sch.uk.

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

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

Mr Reynolds- Headteacher

Mrs Morrison- SENCO

Miss Cooper- Class Teacher

Mr Martin- Class Teacher

Miss Schlamkow- Class Teacher

Miss Roberts- Class Teacher

Miss Bradley- Class Teacher

Mrs Underwood- Specialist Reading Teacher

Mrs Cavell- Nurture Lead

Mrs Berridge- Paediatric Firstaider

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs Karen Morrison.

Mrs Morrison has seven years' experience in this role and has worked as a Specialist Teacher previously. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-Ordination in 2018.

Class/subject teachers

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our staff training has included:

Making Sense of Autism

Mainstream Core Standards

Provision maps

Teaching assistants (TAs)

We have a team of 13 TAs, including 6 1:1 TAs, 1 apprentice TA and 1 higher-level teaching assistants (HLTA) who is our trained Forest School Practitioner.

In the last academic year, TAs have been trained in

Making Sense of Autism

Good Autism Practice

Sensory Circuits

Language through Colour

Dyscalculia

Fizzy and Clever Hands.

How to support reading

External agencies

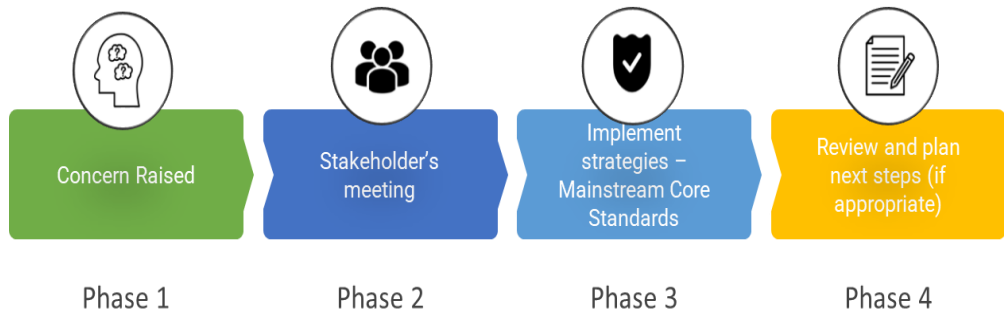
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and Young Peoples Mental Health Services (CYPMHS)
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Safeguarding Services

- School Nurses
- Specialist Teaching and Learning Service
- Speech and language therapists
- Voluntary sector organisations



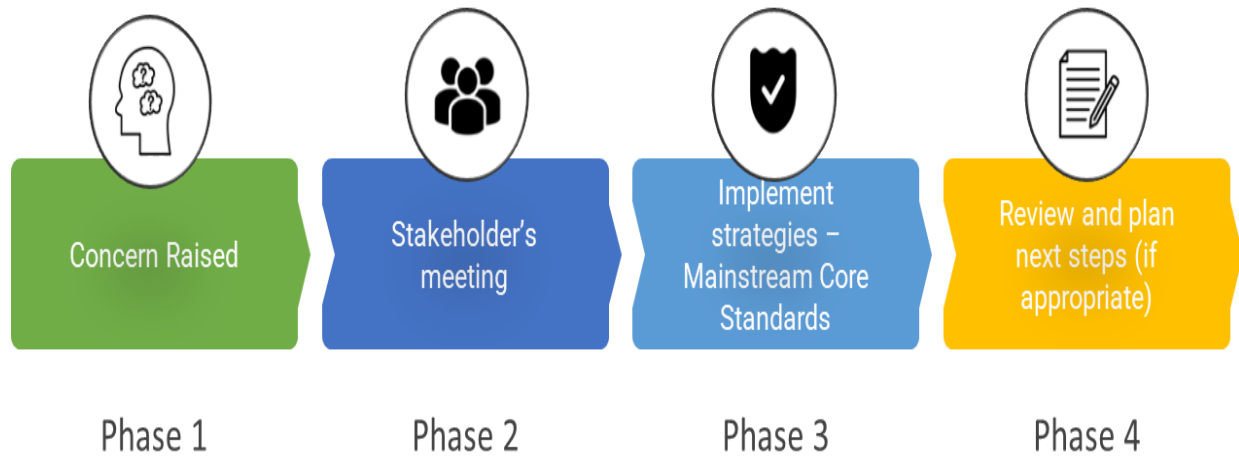
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. This can be done through parents consultations, or making an appointment through the school office.
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 has 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?

Please see the information below. 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, spelling and maths.

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 do not 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).

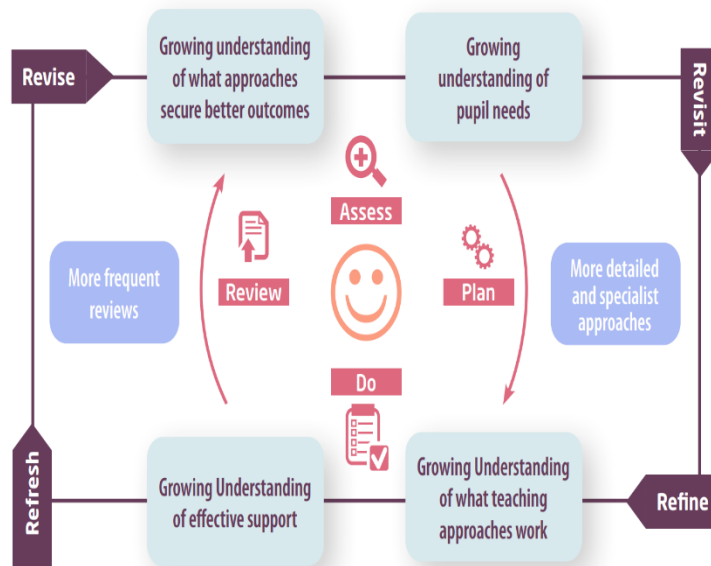
5. How will the school measure my child's progress?

The school uses The Juniper Assessment Tracker to track children's progress and attainment, alongside Puma, Pira and GAPS assessments. Juniper assessment is completed 3 times a year and Puma, Pira and GAPS assessments are used twice a year. These are all used alongside teacher judgement.

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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 twice- yearly 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 SENCO may also attend these meetings to provide extra support.

We know that you are 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 either the class teacher or Mrs Morrison (SENCO) through the school office.

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, where appropriate, to discuss their progress and outcomes

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a Pupil Voice survey (adapted according to needs)
- Complete a One Page Profile, which is shared with both class teachers and parents.



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:

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➤ 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 interventions:

Intervention	Focus	Impact
Speech Link	To develop speech sounds.	Children become more successful at hearing and saying a particular speech sound and start to apply it to sound production within words.
Language Link	To develop the use and understanding of language	Children, primarily in Reception class and Year 1 are better able to follow instructions within the classroom and teaching activities, developing vocabulary and good sentence structure.
Sensory Circuits	Programme to support children to integrate sensory processes to enable them to be more focused for lessons following carefully structured exercise.	Children are better able to enter the classroom in a calm manner, organise themselves and be ready for learning.
Fizzy	Occupational Therapy programme focussing on developing balance, ball skills and spatial awareness.	Children become more confident in using their body in PE and play activities.
Clever Hands	Occupational Therapy programme focussing on developing fine motor skills through strengthening hands and developing coordination.	Children's handwriting, cutting and other fine motor skills improve.

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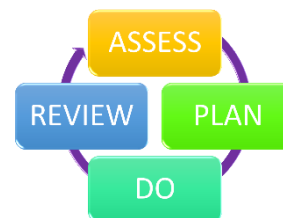
Time to Talk/ Nurture support	Self-esteem Social skills Friendship issues Relationships Managing feelings Anxiety and worries Emotional regulation Bullying Conflict Bereavement	Children are better able to regulate their emotions and build a trusted relationship with a key adult.
Memory Magic	To develop strategies to improve memory.	Children can better follow instructions and retain information in their memory to manipulate and work with.
Little Wandle Catch Up Phonics	Additional support for children who have not met their milestones in phonics.	Children improve decoding, segmenting and blending skills.
Language for Thinking	To develop skills of comprehension and inference based around a specific image/ social scenario.	Children develop their ability to infer and deduce information.
Power of 1/ Power of 2/ Power of Time /dyscalculia games sessions.	Precision Teaching – maths programme.	Children’s number knowledge and confidence increases. Particularly good for children with dyscalculia as it provides overlearning opportunities.
SNIP	Focused spelling programme	Children improve their decoding, segmenting and blending skills, alongside a whole work approach. Excellent for children with dyslexic tendencies.
SoundProgress- Precision Teaching for reading and spelling.	A daily, focused programme teaching specific words.	Children improve their whole word reading skills. Excellent for children with dyslexia difficulties or EAL.
Nessy Reading and Spelling	A daily, computer-based, focused reading and spelling programme, which sets challenges and targets for the children.	Children improve their decoding, segmenting and blending skills. Excellent for children with dyslexic tendencies.

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

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals every 8 weeks.
- Reviewing the impact of interventions every term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Discuss each child in Pupil Progress Meetings
- 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.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to

£6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for **High Needs Funding** from the Local Authority to ensure that the child's needs are met. We currently have seven children in school in receipt of HNF.

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 are providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on any school trips, including Year 6 Activity Week.

All pupils are encouraged to take part in sports day, sports activities throughout the year and 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?



The admission of children to the school will be decided by an Admissions Panel which is constituted as defined in the School and Oversubscription Policy. Admissions will be based on the number of places available and our admission criteria.

- Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. Consequently, the published admission number will be reduced accordingly.
- If the school is oversubscribed, applications are considered by the Admissions Panel, consisting of members from the school's Full Governing Body. School places will be allocated in line with order of priorities, and in line with the LEA co-ordinated scheme. Any parents/carers who are refused the offer of a place for their child have the right of appeal and should, in the first instance, write to the Chair of the Governing Board (via the school office) requesting that an independent appeal be heard.

Please see our admissions policy for further information on our admissions criteria.

<https://www.northbourne-cep.kent.sch.uk/site/data/files/policies/71E4B7B043820ED12C145AAC38D05EDE.pdf>

13. How does the school support pupils with disabilities?



Please see our Accessibility Plan for more information

<https://www.northbourne-cep.kent.sch.uk/site/data/files/policies/6E29976EF501DC4B8A6AF424AE040C4D.pdf>

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 Pupil Voice or take on additional responsibilities such as Play Leaders, BSL Ambassadors, House Captains or Head Pupils.
- We provide extra pastoral support for listening to the views of pupils with SEND by offering individual and 1:1 additional time with a trusted adult in school.
- We run a 'Quiet Club' at lunchtime, which any child can attend. At times, children may be directed to attend to support their social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by encouraging Play Leaders to engage in play activities during break times with younger children in school, and careful monitoring of behaviours during unstructured times in the day by adults in school.
- All staff in school model our Christian and School Values, which are celebrated weekly in Celebration Assembly.
- Children are encouraged to speak to an adult in school with any worries or concerns and our school safeguarding procedures are followed accordingly.

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



Mr Reynolds is the designated teacher for looked after children and previously looked after children. He will work with Mrs Morrison, 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:



- Hold a whole school transition morning where children will spend the morning in their new class with their new teacher and TA.
- Provide the child with a transition booklet with photographs of their new classroom and information about key members of staff.
- Hold a transition meeting with both the current teacher and the next year's teacher.

Between schools

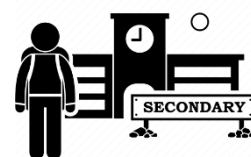
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary to secondary transition

The SENCO, Head of Year or a key adult of the secondary school will come into our school for a meeting with our SENCO and/or the Year 6 teacher. They will discuss the needs of all the pupils who are receiving SEND support. The SENCO and Year 6 teacher also attend An Information Sharing Morning with key staff from the secondary school to share information.

Pupils will be prepared for the transition by:

- Being provided with a transition book from their new school.
- Attend transition events such as summer school and additional days.
- Attend additional transition days at their new school
- Learning how to get organised independently.
- Following a structured Transition programme (Black Sheep press).



Nursery to primary transition

Our reception staff offer a package that is organised to promote a successful transition for all children starting at our school through:

- Being provided with a transition book from the new school.
- The SENCo and class teacher attend a Nursery to reception handover day.

- Teddy Bears picnic
- Play and Stay sessions.
- Additional transition sessions as needed.
- All parents/carers invited to an information sharing afternoon at school.
- Additional meetings with SENCo/class teacher, as needed.

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 Kent County Council local offer. Kent County Council publishes information about the local offer on their website:

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

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

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

For local charities that offer information and support to families of pupils with SEND please see the local offer

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?

We highly encourage parents to speak to their child's class teacher/SENCO or Headteacher if ever they are unsatisfied with arrangements for their child. This allows us the opportunity to listen to all involved (Including the child) and the opportunity to make changes or put things rights. However, if at any time you have a complaint about the provision your child is receiving, please refer to the DEALT Complaints Policy which can be found on the school website:

<https://www.northbourne-cep.kent.sch.uk/site/data/files/policies/A0685F4CA8AEC26DD339C885369805CD.pdf>

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.

Please click on this link for further information:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

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

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- **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