

Special Educational Needs and Disabilities (SEND) Information Report Staplehurst 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.

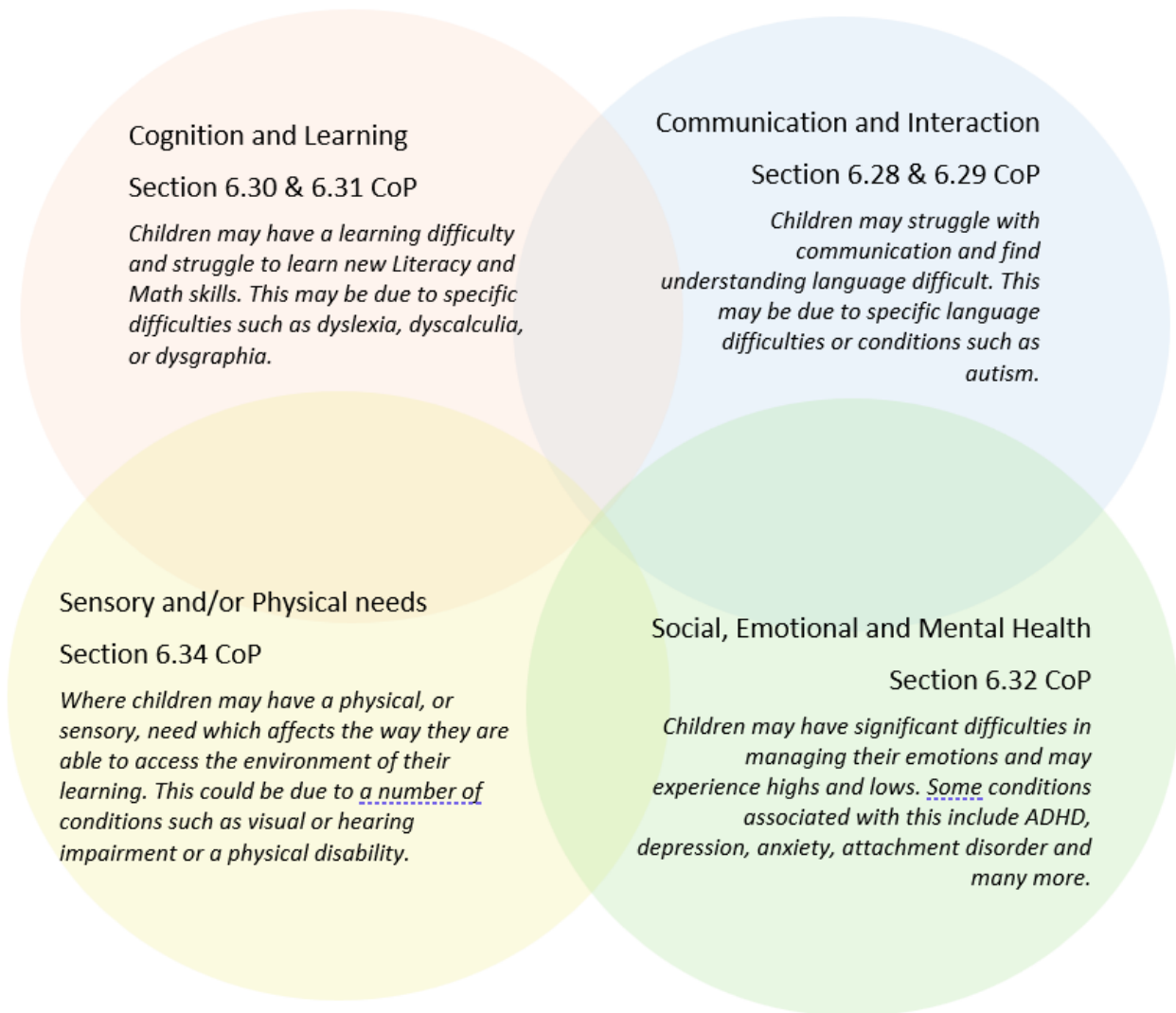
You can find our SEND policy on our website:

<https://www.staplehurstschool.co.uk/school-info/policies>

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

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

Our Special Educational Needs Co-ordinator, or SENCO



The named SENCO is Mr Tate.

He has 2 years' experience in this role but has worked at the school as a qualified teacher for 8 years.

He is working towards achieving the National Award in Special Educational Needs Co-ordination.

I am the Assistant Head for Inclusion and a Deputy Designated Safeguarding Lead. I have been part of the Staplehurst team for eight years, and previously served as a class teacher and phase leader, gaining valuable experience in shaping the educational journey of our students. Throughout my time here, I have worked with a diverse range of children, addressing their unique needs and supporting them in their learning, progression, and overall development. This journey has fueled my commitment to inclusion, and I am driven by the belief that every child deserves the best educational experience.

In my role as Assistant Head for Inclusion, my intent is to break down barriers to learning, providing each student with a tailored and unparalleled level of support. I oversee all aspects of Inclusion, from being the strategic lead, developing staff knowledge and skills in special educational needs, to working with and supporting children and parents. I work closely with our FLO and other outside agencies, and am dedicated to collaborating closely with our families, creating an environment where everyone feels listened to and valued.

Together, we will continue to improve and develop every aspect of our educational offerings to provide the best for our pupils, as we strive for a school environment that truly embraces diversity and ensures the success of every child.

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.

All of our staff had external training on delivering the Mainstream Core Standards.

Teaching assistants (TAs)

At time of publication, we have a team of 25 TAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision, and 13 1:1 TAs who support individuals with the most significant needs.

Our teaching assistants are trained to deliver interventions such as Sensory Circuits, BEAM, Zones of Regulation, Speech and Language Link, Phonics and Lego Therapy.

In the last academic year, TAs have been trained in Precision Teaching, delivering the Mainstream Core Standards, Dyslexia Awareness, Supporting the teaching of writing, and use of Boxall Profiling to support SEMH need.

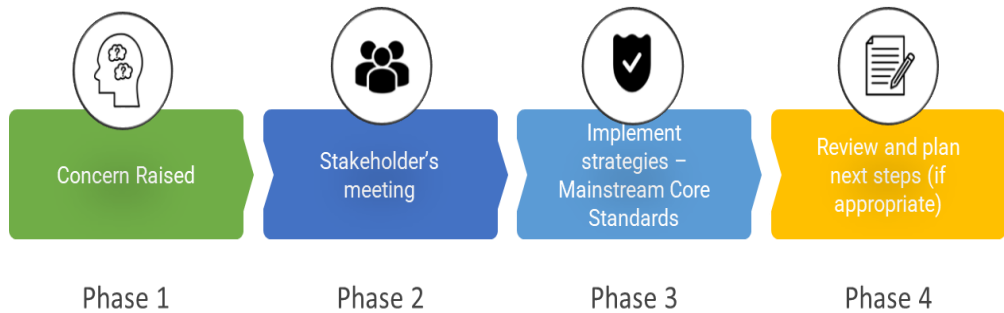
External agencies

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)
- Education welfare officers
- Educational psychologists
- Emotional Wellbeing Practitioners
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



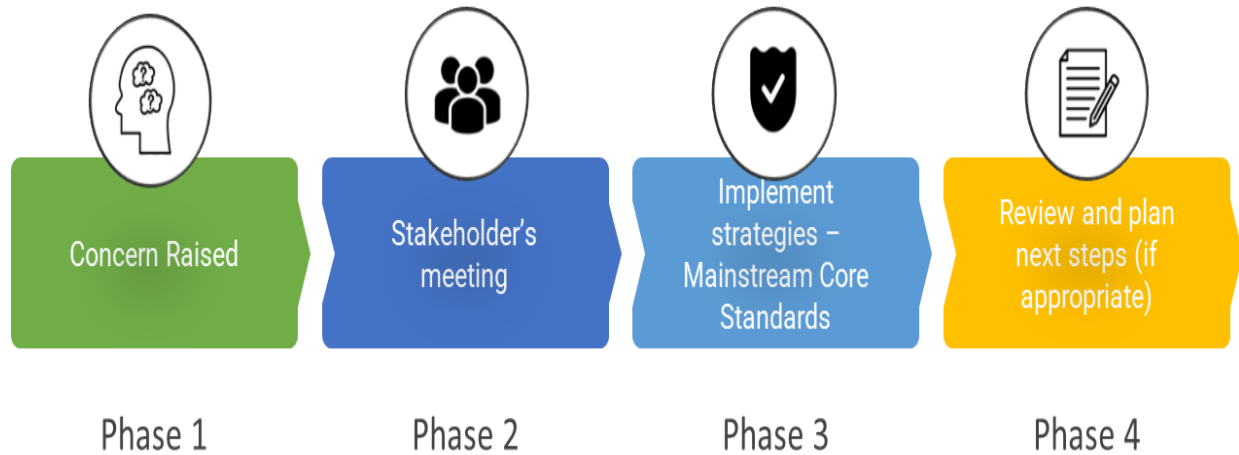
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can get in touch with your child’s teacher in person or via their year group email address e.g. year1@staplehurst.kent.sch.uk or with the SENCO via the contact details on the front page of this report.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<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, and work closely with the SENCO to identify and meet pupils' needs. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include in reading, writing or maths.

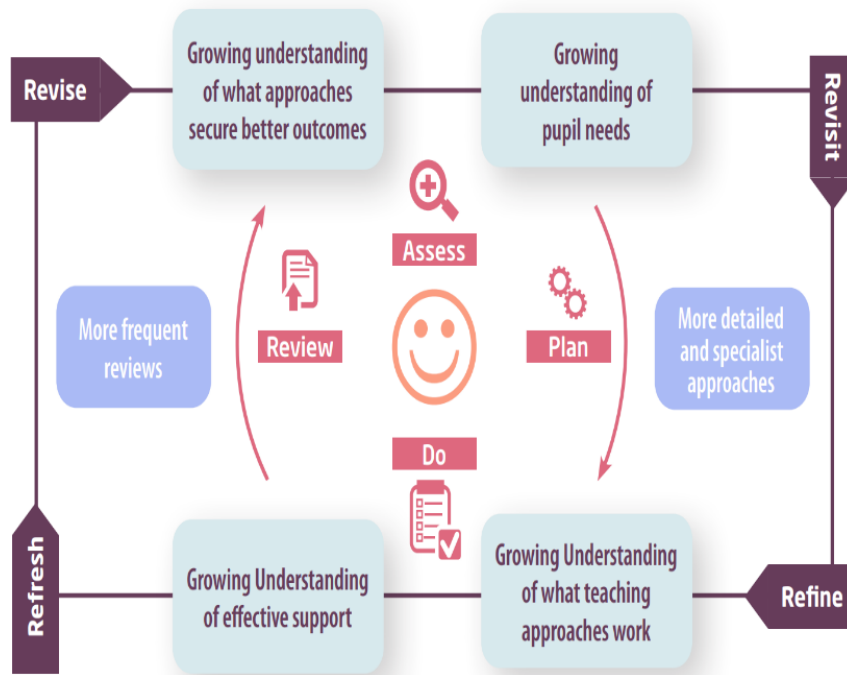
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support, usually through quality first-teaching or deployment of strategies outlined in the Mainstream Core Standards. 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?

All parents of pupils at Staplehurst School are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times.

In these meetings, a member of staff who knows your child well will, together:

- 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 child's class teacher, or Mr Tate via the contacts listed above.

7. How will my child be involved in decisions made about their education?

When a pupil has been identified to have special educational needs, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role with younger children, with the young person taking more responsibility and acting with greater independence in later years.

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?

In Staplehurst School the quality of teaching is judged to be: Good in our last Ofsted inspection.

The report states:

'The school is highly inclusive. Provision for pupils with SEND is managed well. Leaders are quick to identify pupils' needs and to put in place appropriate resources to support them pastorally, physically and academically. Staff work tirelessly to make sure that this group of pupils are able to access their learning alongside their peers.'

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Quality-first teaching, adapted for individual pupils, is our first step in responding to your child's needs. Additional intervention and support cannot compensate for a lack of good quality teaching. 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, to ensure our teaching conforms to best practice.

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

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In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring /pre teaching/ precision teaching / mentoring, small group teaching, and use of ICT software learning packages. These are delivered by the class teacher, teaching assistant or another member of staff employed to meet the pupil's needs.

It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

We may also provide the following interventions:

Precision Teaching, Sensory Circuits, Zones of Regulation, Lego Therapy, Toe by Toe, Speech and Language Link, Clever Fingers, BEAM.

This is not an exhaustive list and decisions regarding the best support for a child will also be made on a case by case basis.

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

All students on the SEN Support register have a Pupil Profile, written in conjunction with SENCo, staff, parents and the child. They provide an overview of how best to support the child and what is most important to them. They are particularly useful for visiting teachers who are less familiar with our children.

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
- Listening to pupil voice
- Monitoring by the SENCO
- Using provision maps to track progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.

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

Funding is in place to ensure that there is sufficient resources to support pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case.

In few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school this is achieved by application for High Needs Funding.

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.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it by applying for High Needs Funding or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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



All of our extra-curricular activities and school visits are available to all pupils with special educational needs either with or without an Education, Health and Care Plan, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including residential trips, as well as participate in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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



For prospective pupils with SEN or a disability, including those with an EHCP, our admission arrangements will include meeting with our Inclusion Lead prior to starting, to ensure that we have everything in place to meet your child's needs from day one.

During this meeting, your child's strengths and needs will be discussed, as well as what provision will be put in place to support their learning, physical health and wellbeing.

Your child will be supported throughout this process, and parents will have regular opportunities to meet with the SENCO and class teacher to ensure your child is settling in well.

13. How does the school support pupils with disabilities?



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.

At Staplehurst School, all pupils, regardless of disability, are supported and welcome. All pupils are treated fairly, and with dignity and respect always.

Our Accessibility Plan covers:

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we offer.
- Improving the delivery to pupils with disabilities of information that readily accessible to pupils without disabilities

See our Accessibility Plan for further information.

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

At Staplehurst School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. The Boxall Profile supports staff to identify needs and resources to help children with their emotional wellbeing and engagement with learning.

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

- Quality-first teaching for all pupils, in line with Mainstream Core Standards guidance on supporting pupils with social, emotional and mental health needs.
- Opportunities for pupils to share their 'voice' or feedback about their learning and school life as part of termly reviews of their provision, involving SEN children in decisions regarding their support plans and giving them agency over their learning
- Pastoral and nurture-based clubs in school, including welcome and lunch clubs.
- Additional internal and external pastoral support services, including access to school counsellors, support from our Family Liaison Officer, external referral to CYPMHS and mental health practitioners in school. Families can also be supported through our Emotional Wellbeing Practitioner.
- Social skills groups, such as Lego Therapy and Circle of Friends to promote teamwork/building friendships
- Bespoke packages of support for vulnerable pupils
- We have a 'zero tolerance' approach to bullying. We at Staplehurst School understand our responsibility to respond promptly and effectively to issues of bullying. Further information can be found in our school Behaviour Policy.

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



Mr Tate is our designated teacher for looked-after and previously looked after children, as part of his role as inclusion lead. Part of this role is to ensure 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?

At Staplehurst School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Entry to Staplehurst School

Visits to nursery schools and preschool in the summer term by the Early Years leader and the SENCo to meet children who will be entering Staplehurst School the following September

A planned programme of visits in the summer term for pupils with and without parents / carers starting in September.

Parent / carers are invited to meet the staff in order to gain an understanding of how the school works at a whole year group meeting and individual meetings with the child's new teacher.

There are handover meetings between staff from the previous setting and staff from Staplehurst School.

Transition period of a reduced timetable for pupils in the first week. This can be extended in cases where children have a high and complex SEN need.

Additional visits to the school can be arranged for any children who may need extra time to settle.

Between years

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

- Provide a robust summer transition package for pupils, including class visits by the new teacher, intensive handover of information between current and new teachers, and opportunities for pupils to visit their new classrooms and meet their new teachers 1:1.
- 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
- Produce pupil profiles for SEN pupils to enable staff to get to know vulnerable pupils better.



Between schools

If your child is moving school mid-year, we will ensure all key information is shared between settings to support a smooth transfer.

The pupil will be shown around the school with their parents /carers and they will be introduced to their new teacher. A member of the class will be identified as a 'friend' for the new pupil to help with the move. Parents and child will be asked to complete a Pupil Profile to enable staff to get to know the child better.

Information is sought from the previous school as soon as possible and if necessary the SENCo will speak to the previous school. We also contribute information to a pupils' onward destination by providing information to the next setting.

Between phases

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 and meet with pupils in school.

Pupils will be prepared for the transition by:

- Partaking in the Maidstone schools transition programme
- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Meeting school staff from their new school and having opportunity to ask any questions
- Visiting their new secondary school.



We will ensure all key information is shared between settings to support a smooth transfer. Many local secondary schools offer additional transition days for SEN pupils.

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

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

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Our local special educational needs and disabilities information advice and support service is Information Advice and Support Kent (IASK). Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Or for more info see the [IASK Website](#)

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?

Staplehurst School's complaints procedure can be found on the school website.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to escalate their complaint in line with 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. We encourage parents to discuss their concerns with their class teacher, the SENCo or Headteacher to resolve the issue before making the complaint formal.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

19. Supporting documents

- *Equality Policy*
- *Child Protection (Safeguarding) Policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance 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