



Crockham Hill C E Primary School

Giving our children the best possible start to the rest of their lives.

Special Educational Needs and Disabilities (SEND) Information Report

Issued in November 2024

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This policy supports our values of Respect and Empathy. It has been adopted so that all members of our community know how we work together to make our school a safe and happy place for all our children. This links to our school vision by recognising a child's individual needs and challenging them to succeed.

This policy should be read in conjunction with the following school documents:

Accessibility Plan, School Discipline and Conduct Policy Equalities Statement, Safeguarding Policy, Complaints Policy, Supporting children with medical conditions, Health and Safety.

This report was developed with representatives from the governing body, staff and parents of children with special educational needs and is reviewed annually.

RESPECT EMPATHY RESILIENCE ASPIRATION

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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:



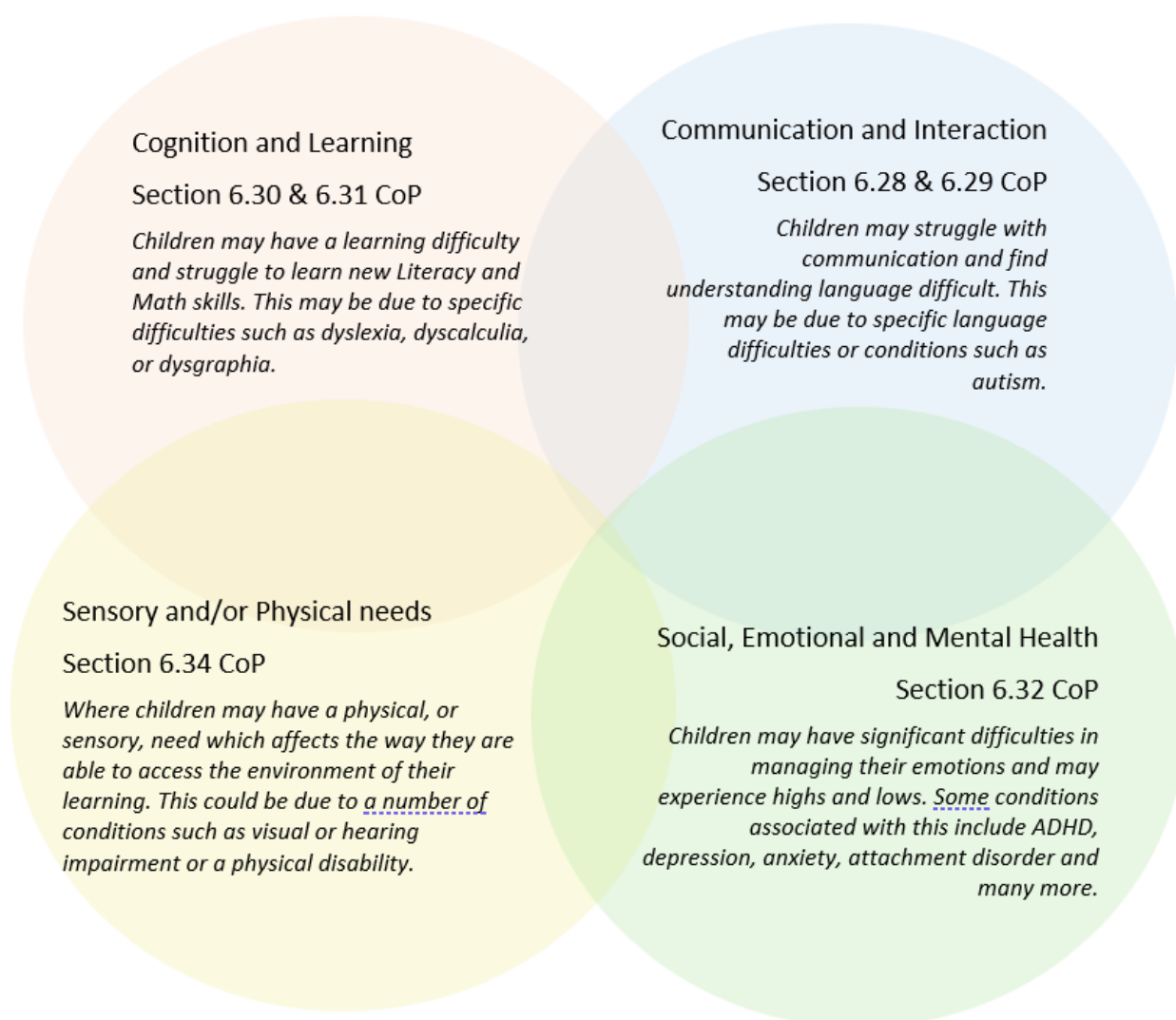
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.crockhamhill.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 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262312/SEND_Code_of_Practice_January_2015.pdf)

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



At Crockham Hill CE 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 might be involved in supporting your child.

Our Special Educational Needs and Disabilities Co-ordinator, or SENDCo

The named SENDCo is Mrs-Holly Taylor. She can be contacted by phone on 01732 866374 or by email Htaylor@crockhamhill.kent.sch.uk

She has 7 years' experience in this role and has worked for 33 years as a qualified teacher. She achieved her British Dyslexia Association qualification in June 2005 and was awarded her NPQH in December 2007

Class/subject teachers

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

This past year, all staff have attended Communication and Interaction Training and Early Communication Training. All staff had Additional Education Needs Training as part of our INSET day at the start of the academic year 2024-25, led by a specialist SEN Teacher from the Specialist Teaching and Learning Services (STLS).

Teaching assistants (TAs)

We have a team of 9 TAs, who are trained to deliver SEN provision.

3 staff have been trained to deliver physical interventions such as BEAM, Jump Ahead and Sensory Circuits.

Staff working with individuals who have delayed speech development have had speech and Language Training delivered on a weekly basis by a Speech Therapist.

External agencies

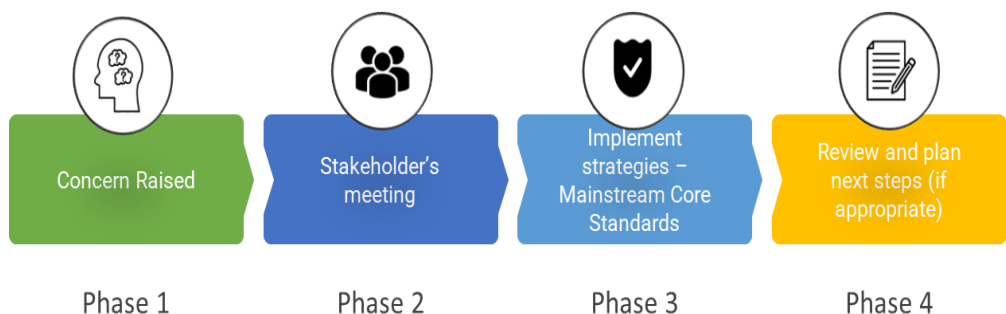
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- 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

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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



Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENDCo is aware.</p> <p>You can also email your child's class teacher</p>
Phase 2	<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>
Phase 3	<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.</p> <p>This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
Phase 4	<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?

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. 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 SENDCo, 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 SENDCo, 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 annual reports on your child's progress.

In addition, a member of staff who knows your child well will meet you 2-3 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 SENDCo 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 in the first instance and then the SENDCo if you need additional support.

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

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

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. These adaptations may include:

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

We may also provide the following interventions:

Area of need	Current support programmes
Physical	BEAM, Sensory Circuits, Clever Fingers, Jump Ahead.
Cognition and Learning	Pre-teaching, Small group support, Management task boards, Clicker 6, NESSY, Widgeit. Working memory games.
Speech and Language	Speech and Language Programmes, Communicate In Print (Widgeit). Language for Learning.
Behavioural / SEMH	Play based interventions, Coaching and Mentoring. 5 Point Scale. Counselling.
Communication and Interaction	Circle of Friends, Play based interaction, Circle Time, Time to Talk, Social stories. Widgeit
Specific Learning Difficulty (SpLD)	Beat Dyslexia, NESSY, Coloured overlays, Phonics readers for older pupils, Communicate In Print (Widgeit).

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:

- Recording ongoing responses and progress each time an intervention is delivered. This also gives us a clear idea of how often the intervention has actually taken place.
- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Class observations by the SENDCo
- Using personalised provision plans (PPPs) to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning such as; chairbands to support good sitting on a chair, sloping desks, chair wedges, weighted shoulder pads, pencil grips,
- Adaptations to in class support such as; seating, visual timetables,
- 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 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 before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Hindleap Warren and Dorset

All pupils are encouraged to take part in sports day, school productions and special workshops or whole school experiences.

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?



- If a prospective pupil with a disability has an EHCP, they are able to name us as the school to which they wish their child to attend on their plan at an annual meeting with their previous provision setting. Any pupil with an EHC plan who has named the school will be admitted before any other places are allocated

Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs as it looks at SEND need, Distance and siblings.

13. How does the school support pupils with disabilities?



- The school is accessible to wheelchair users and if we have any pupils who are unable to negotiate steps, we have ramp alternatives. Although we have two classes upstairs and no lift, should we have a Y5 or Y6 pupil who needs adaptation, we would look at moving classrooms downstairs to give them complete access.
- For pupils of significantly smaller stature than their peers (e.g. achondroplasia), we provide stackable steps to enable them to get on and off chairs and the toilet. Pegs for their bags are lowered and access to lower resources such as handsoap.

See Accessibility Plan for more information

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?

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 interventions such as; Circle Time, Social Stories or Lego Therapy to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by assigning key adults to be available to particular children to seek out when they are struggling with their mental health.
- We run a lunchtime nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by

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



Our SENDCo is the designated Looked After Pupils Lead and will work in partnership with the Headteacher, 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 meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

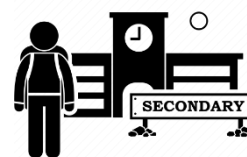
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCo completes a county form, identifying pupils with SEND and their support programmes. This is then shared with Secondary Schools. Sometimes, the relevant secondary school will get in touch to discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- An optional transition programme
- Visuals of the school and visual tours if available.



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's local offer. Kent publishes information about the local offer on their website: <https://www.kelsi.org.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

Iask <https://www.iask.org.uk/>

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?

The school's complaints procedure can be found:

<https://www.crockhamhill.kent.sch.uk/policies/>

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. <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
- **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
- **SENDCO** – 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

APPENDIX 1 Crockham Hill C E Primary School

School Whole Class Provision Plan

Academic Year:	Term:	Class:	Start Date:	Review date:
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Targeted support: Intervention/Provision	Name of child	Group Size	Frequency/ duration/ Staff	Entry data	Targets	Exit data	Outcomes/Review/Next steps
Universal Provision: Inclusive, personalised high quality teaching for all.							