

Special Educational Needs and Disabilities (SEND) Information Report

Offham Primary School



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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:



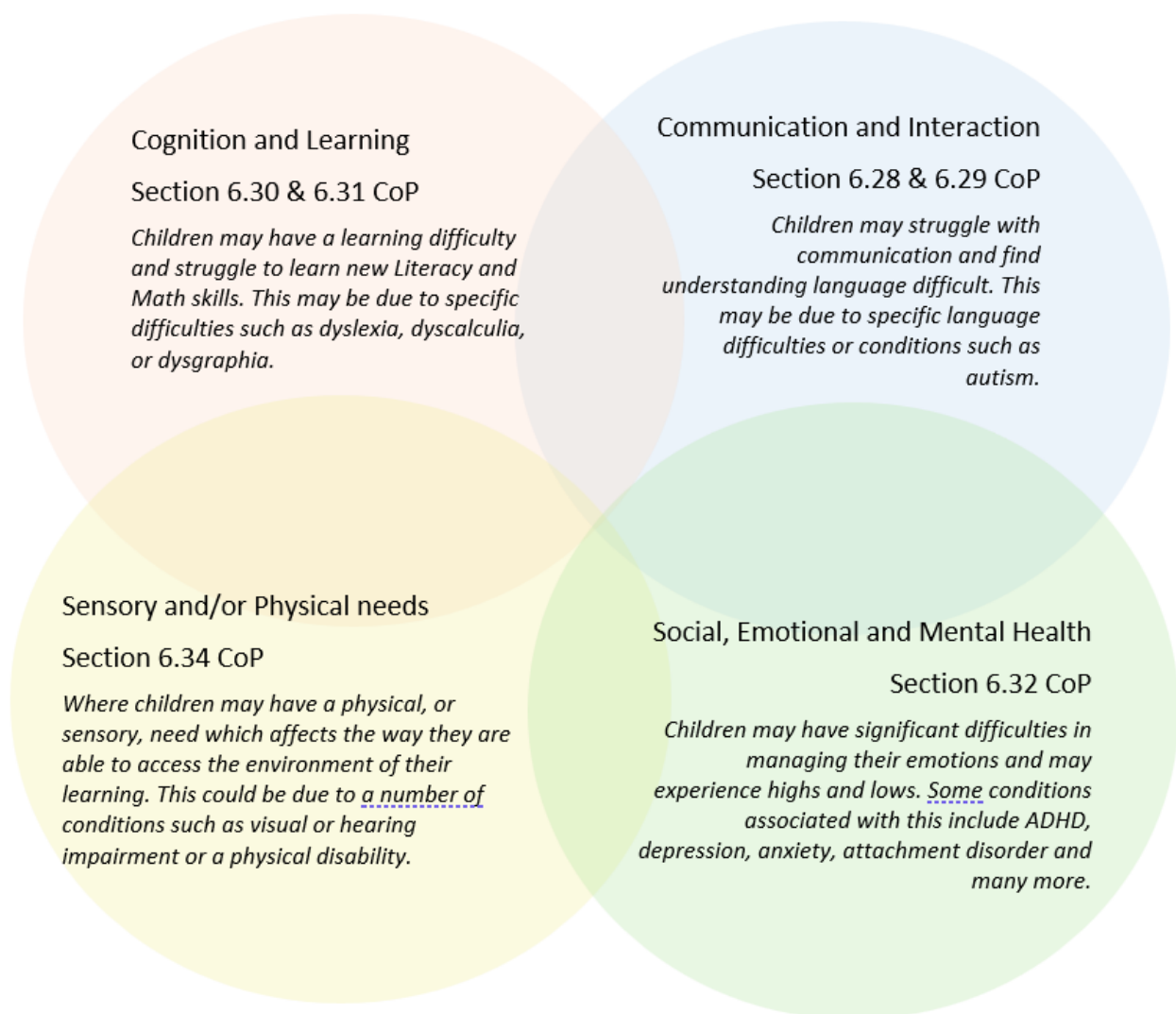
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

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/266674/SEND_Code_of_Practice_January_2015.pdf)

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



At Offham 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.*

Your child's class teacher

SENCO – Sam Terry

ELSA – Cherry Knight

SEMH specialist – Amy Brooker

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Sam Terry.

They have 18 months experience in this role and have worked as a class teacher for 10 years alongside 6 years of KS1 and EYFS lead. They are a qualified teacher.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

Class/subject teachers

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

Staff have also received:

- DLD training with the Speech And Language Therapists
- Supporting children with ASD/ASC with Educational Psychologist
- Outreach/observations with local Primary Schools who have embedded the TEACCH approach in their school.
- Creating a dyslexia friendly classroom supported by SIA
- PANDA training for children presenting with PDA
- BOXALL profile training
- Adaptive teaching in the classroom
- colourful semantics
- trauma informed approach
- ELSA supervisions
- VSK trauma informed schools
- Mental health convention

Teaching assistants (TAs)

We have a team of 10 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. All of our teaching assistants are trained to deliver interventions such as speech and language, phonics, social communication, etc.

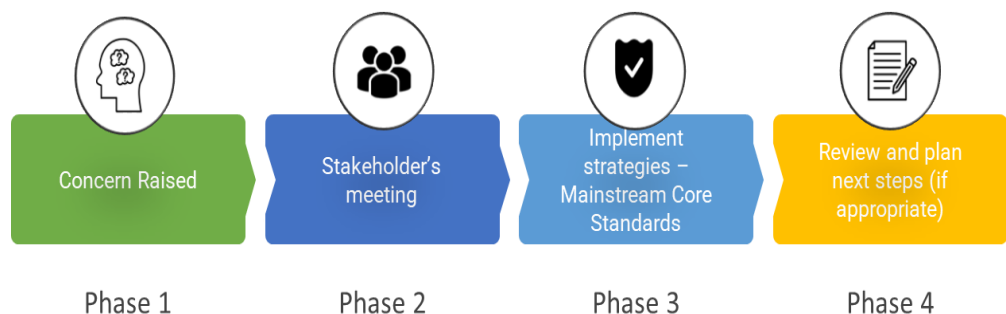
External agencies

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) | ➤ Safeguarding services |
| ➤ Education welfare officers | ➤ School nurses |
| ➤ Educational psychologists | ➤ SEND In |
| ➤ GPs or paediatricians | ➤ Special |
| ➤ Occupational therapists | ➤ Speech |
| ➤ Therapeutic practitioners | ➤ Voluntary sector organisations |



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

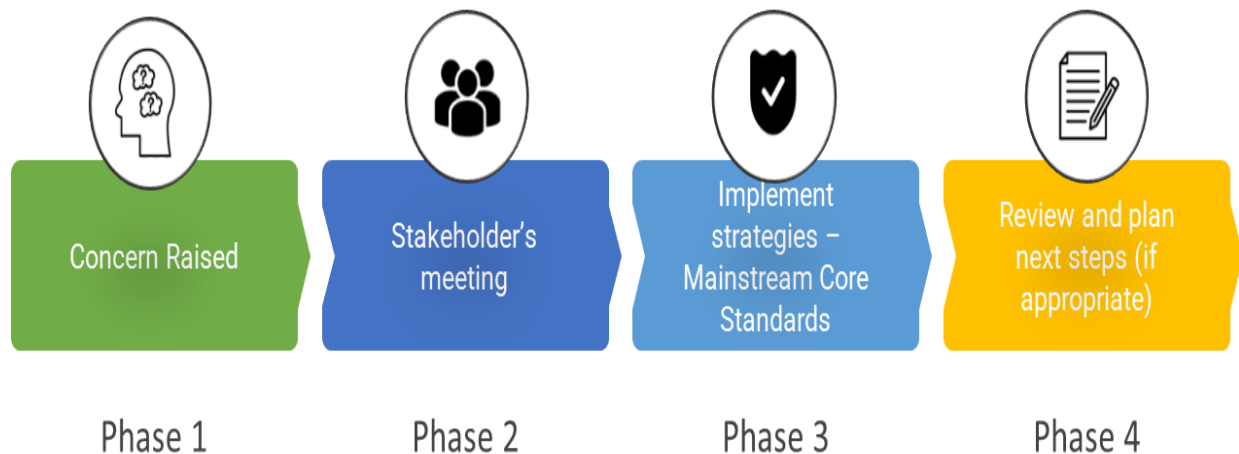


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Arrange a meeting with your child's class teacher to discuss your concerns by either contacting them directly or emailing the school office to request a meeting.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive

	additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

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



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

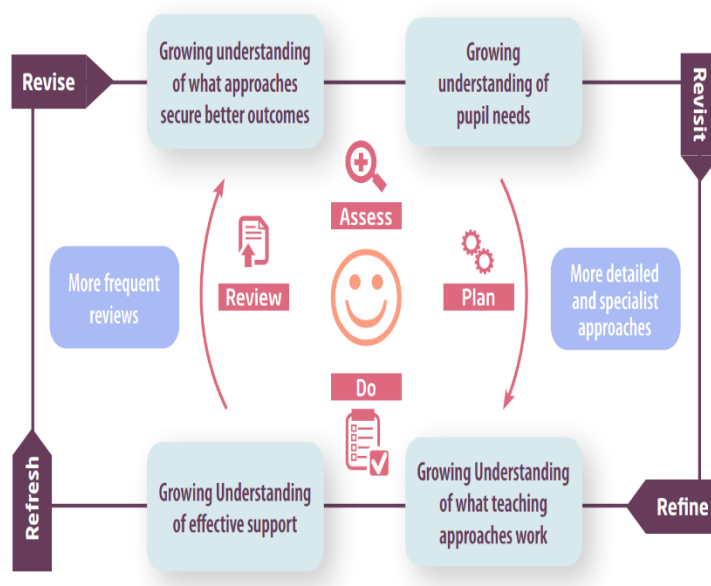
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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

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

We will provide reports 3 times a year 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'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 Sam Terry – sterry@offham.kent.sch.uk.

You can contact your child's class teacher using the Class Dojo app or by emailing the school office directly.

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

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

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



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

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:

- Sensory circuits
- Social group
- Phonics booster
- Speech and Language
- Mastering number
- Colourful semantics
- Memory magic
- Reading fluency

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 each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps 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
- 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.

This support is funded through careful mapping of our school finances. Additionally, a bid for further funding will be submitted through the Community of Schools to enhance and sustain this provision.

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 trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and where safe to do so, 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?



Where children have an early identification of Special Educational Needs (SEN), or where parents have concerns, the school offers opportunities for early engagement with the SENCO. The SENCO is available to attend open morning events to speak with prospective families and provide information about the school's inclusive provision. Additionally, parents are welcome to arrange a telephone call or meeting with the SENCO to discuss the school's SEN offer in more detail and explore how we can support their child's individual needs.

We work closely with the Local Authority (LA) to consult on applications to Offham Primary School for children who hold, or are in the process of being issued with, an Education, Health and Care Plan (EHCP).

See admissions policy on the school website.

13. How does the school support pupils with disabilities?



- At Offham Primary School, we are committed to ensuring that pupils with disabilities are fully supported and included in all aspects of school life. We recognise the importance of creating an environment where every child feels valued, respected, and able to thrive.
- We take proactive steps to prevent disabled pupils from being treated less favourably than their peers. These include:
 - **Inclusive Admissions and Transition Support:** We work closely with families and the Local Authority to ensure smooth transitions for pupils with disabilities, including those with Education, Health and Care Plans (EHCPs).
 - **Reasonable Adjustments:** We make reasonable adjustments to the curriculum, physical environment, and school routines to meet individual needs. This may include access to quiet spaces, modified resources, or personalised timetables.
 - **Staff Training:** Our staff receive regular training on inclusive practices, disability awareness, and supporting pupils with a range of needs.
 - **Use of the Graduated Approach (APDR):** We follow the Assess, Plan, Do, Review cycle to identify needs early, plan targeted support, implement strategies, and review progress in collaboration with families and professionals.
 - **Inclusive Teaching Practices:** Teachers and support staff use adaptive teaching strategies, visual aids, and manipulatives to ensure all pupils can access learning and develop independence.
 - **Pupil Voice and Wellbeing:** We actively seek the views of pupils with disabilities and ensure their emotional wellbeing is supported through pastoral care and inclusive activities.
- Through these measures, we aim to create a school culture that celebrates diversity and ensures equal opportunities for all learners.

See Accessibility Plan for more information on the school website

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/Eco/well-being/sports councils
- Pupils with SEND are also encouraged to be part of Troopers club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by our school ELSA, Cherry Knight.
- Every class have a nurture nook for pupils who need time/space for regulation.
- We have a 'zero tolerance' approach to bullying. See our behaviour policy on the school website.

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



Sam Terry (SENCO) and Ruth Powell (Headteacher) will work, 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 (within school setting)

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
- Receive a visual social story explaining the transition
- Additional visits to their new classroom

Between phases (moving to reception)

To help pupils with SEND be prepared for starting primary school we:



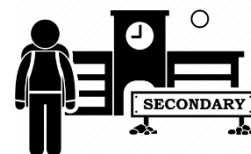
- Invite parents and nurseries to take part in a SEN handover meeting
- Invite the children in for an additional visit to the school to meet the staff and look around their new classroom
- Invite the children and their nursery key-worker in for an additional stay and play session in the EYFS environment.

Between phases (moving to secondary school)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- ELSA-led transition group in the summer term
- Support from external stakeholders (Specialist teachers)



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 KCC's local offer. KCC publishes information about the local offer on their 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?

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy that can be found on the website.

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.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *Policy for inclusion*

- *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