

Special Educational Needs and Disabilities (SEND) Information Report

Tenterden Primary Federation



Inclusion Team

SEND Governor:

Anne Marie Martin

SENCO

Tracy Tinsley

Contact No. 01580 763717

office@tpf.kent.sch.uk

Approved by:

Governors

Date: Sept 25

Last reviewed on:

Sept 2024

Next review due by: Sept 2026: this document should be updated **annually** and as soon as possible when any of the information in it changes

Contents

1. What types of SEND does the school provide for?	4
2. Which staff will support my child?	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child's progress?	9
6. How will I be involved in decisions made about my child's education?	10
7. How will my child be involved in decisions made about their education?	11
8. How will the school adapt its teaching for my child?	12
9. How will the school evaluate whether the support in place is helping my child?	13
10. How will the school ensure my child has appropriate resources?	13
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	14
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	15
13. How does the school support pupils with disabilities?	16
14. How will the school support my child's mental health and emotional and social development?	17
15. What support is in place for looked-after and previously looked-after children with SEN?	17
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	18
17. What support is available for me and my family? (Local Offer)	19
18. What should I do if I have a complaint about my child's SEND support?	20
19. Supporting Documents.....	20
20. Glossary	21

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.

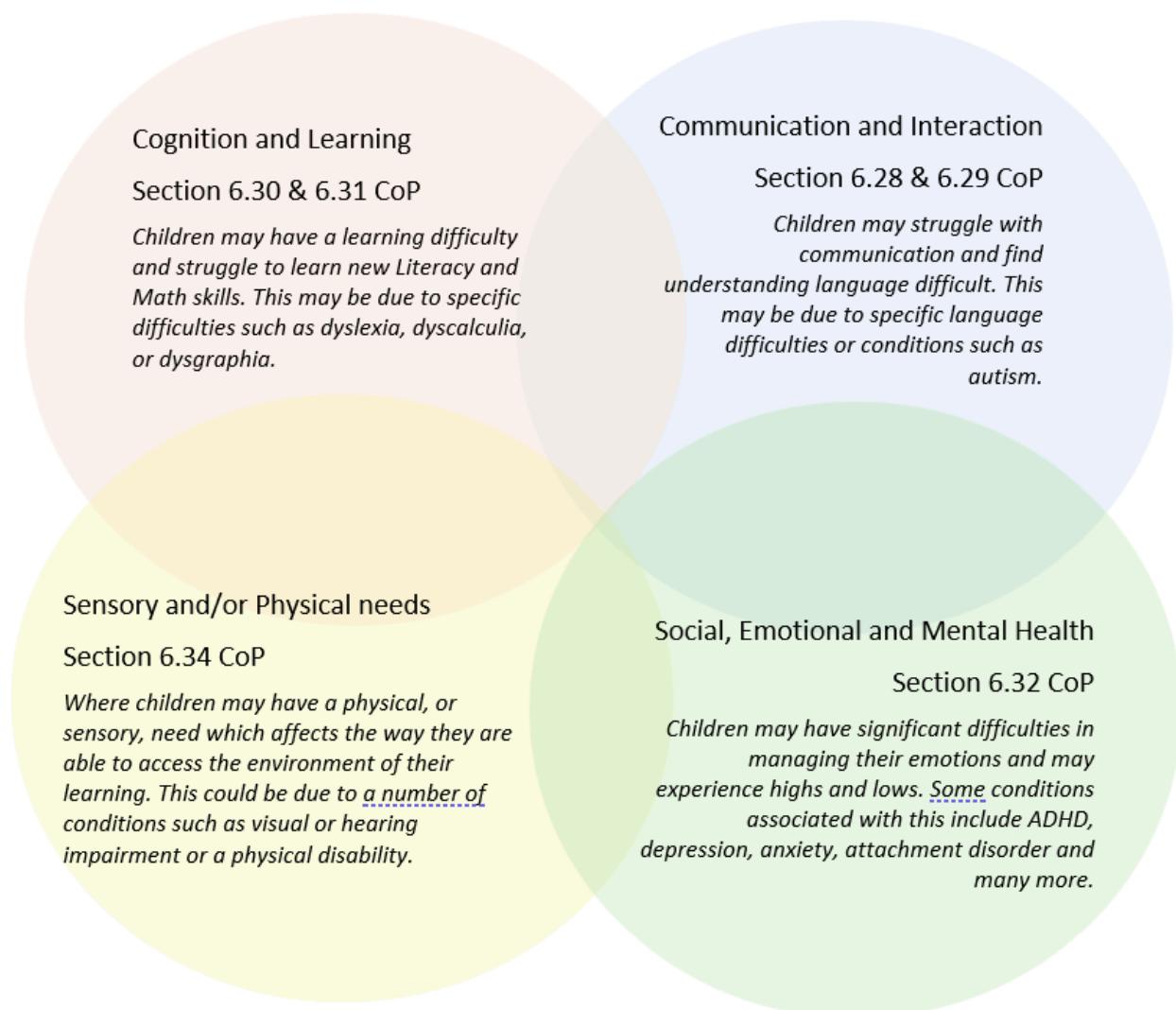
You can find our SEND policy on our website at

<https://www.tenterdenprimaryfederation.kent.sch.uk/page/?title=Policies&pid=29>.

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 Tenterden Primary Federation 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

Our SENCO is Tracy Tinsley

She has many years of experience in working with children with SEND, where she specialised in non-verbal communication, VI, MSI and ASC. She is a qualified teacher BA Ed Hons in Early Years and Mathematics and a Leader completing NPQML. She currently working towards achieving the National Professional Qualification in Special Educational Needs Co-ordination. (NPQSENCO)

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 teachers and teaching assistants have had the following awareness training Autism Spectrum Disorder, Understanding Epilepsy, understanding short term memory issues, Zones of Regulation, social stories, understanding dyslexia, mainstream and trust core standards and Selective Mutism.

In addition, some teachers and teaching assistants have received the following enhanced and specialist training which includes: Understanding and responding to challenging behaviour, Lego therapy, Drawing and Talking, Sensory Circuits, Nurture Group training, Language through Colour, Understanding and responding to Sensory Processing Issues.

Teaching assistants (TAs)

We have a team of TAs, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and interventions.

We have a HLTA, Shelley Kerr who is our lead in Speech and language and is trained to run a range of interventions. Alongside Tracy Tinsley she works with the Kent Balance system, which allows access to information, training, support and assessment.

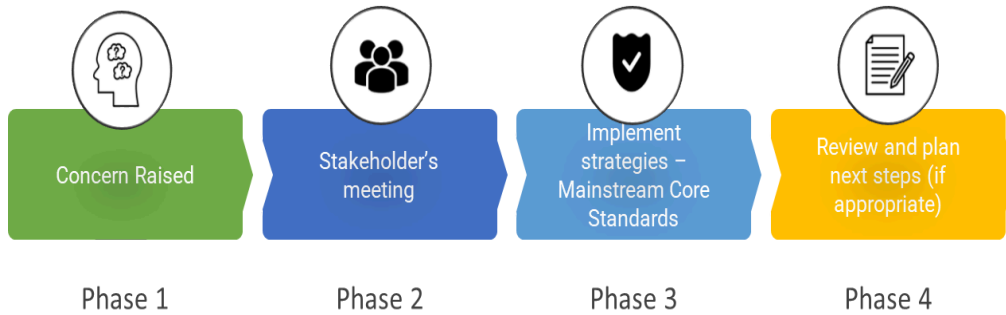
External agencies

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
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Ashford Community Funding group
- SEN Inclusion Advisers (SENIA)
- SEN consultants
- Speech and language therapists (Balance System)
- Voluntary sector organisation



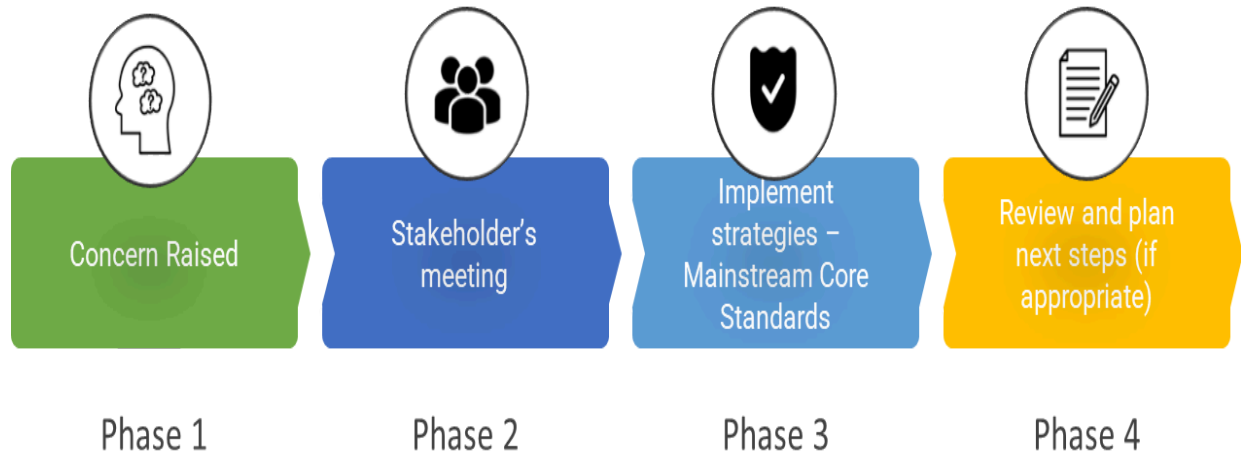
3. What should I do if I think my child has SEND?



<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>Please contact your child's class teacher or the SENCo by Dojo, email or phone.</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. They also review those who are not making the expected level of progress in their schoolwork or socially.

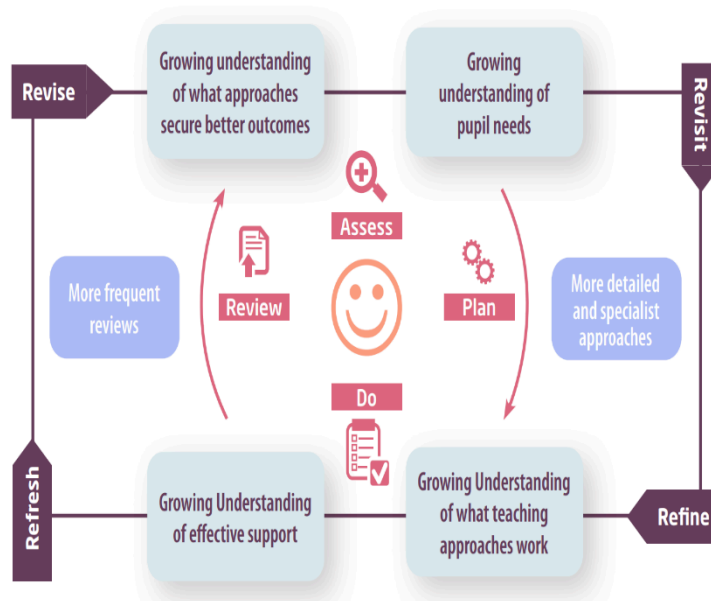
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the 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 twice yearly reports on your child's progress.

A member of staff who knows your child well will meet you a minimum of 2 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 your child's teacher or our SENCO by Dojo, email or phone.

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
- Complete a Pupil Passport and/or This is me form



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 learns 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 alongside our own Trust Core Standards.

These adaptations may include:

Adapting our approaches, for example, giving longer processing times, pre and post-teaching of key vocabulary, reading instructions aloud, flexible groupings, cognition and metacognition, graphic organisers, assistive technologies, Mnemonics, examples and non-examples, modelling 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 specific interventions to target a particular difficulty. These include phonics, math's, social skills, emotional coaching, memory processes and handwriting.

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 reviews of Personal Learning Plans
- 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 the school budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. Schools work in groups called Communities of Schools (CoS). These groups share ideas and support each other so children can get better help and access to local resources. We can also receive expert advice from Educational Psychologists, SEND Inclusion Advisers, and Specialist Teaching and Learning Services (STLS).

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.

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 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 arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

In line with Kent policy:

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- The school is suitable for the child's age, ability and aptitude and the special educational needs
- The child's attendance is not incompatible with the efficient education of other children in the school, and
- The placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states: "A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

13. How does the school support pupils with disabilities?



TPF is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The TPF Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments,

expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The TPF Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

See Accessibility Plan for more information;

<https://www.tenterdenprimaryfederation.kent.sch.uk/page/?title=Policies&pid=29>

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 clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND through Drawing and Talking therapy
- We run a 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 dealing with all issues quickly and swiftly in line with our Anti-Bullying policy.

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



Rachel Peachey is the designated teacher for looked-after children and previously looked-after children here.

Rachel Peachey will work with Tracy Tinsley, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



Between years

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

- Ask both the current teacher and the next year's teacher to meet to discuss the pupil's SEND
- Produce Transition booklets for children with SEND
- Update Pupil Passports to provide a clear picture of the child
- Schedule transition days 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. All SEND records will be passed on to the new school and the SENCo will arrange a call with the new school.

Between phases (for primary schools)

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. They will also meet with pupils and class teachers.

Pupils will be prepared for the transition by:

- Visiting new school for transition days
- Learning how to get organised independently
- Plugging any gaps in knowledge



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. The local authority's local offer is published on <http://www.kelsi.org.uk/> and 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 services (SENDIASS) organisations are Information Advice and Support Kent (IASK) who provide a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

Local charities that offer information and support to families of pupils with SEND are available through Kent's local offer.

National charities that offer information and support to families of pupils with SEND include:

- [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 normal arrangements for the treatment of complaints at Tenterden Primary Federation are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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 Statement*
- *Child protection and safeguarding policy*
- *Positive Behaviour Policy*
- *Mental health and Wellbeing policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *Trust Core Standards*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- *Communities of Schools - Improvements to Support for Children and Young People with SEND in Kent newsletter*



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
- **CoS Communities of Schools** – the way schools can now access extra funding for SEN
- **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