Special Educational Needs and Disabilities (SEND) Information Report

HIGH FIRS PRIMARY SCHOOL

Inclusion Team

Inclusion Lead / SENCO:
Miss C Rennie

SEND Governor:
Mrs J Barnes

office@high-firs.kent.sch.uk

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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:

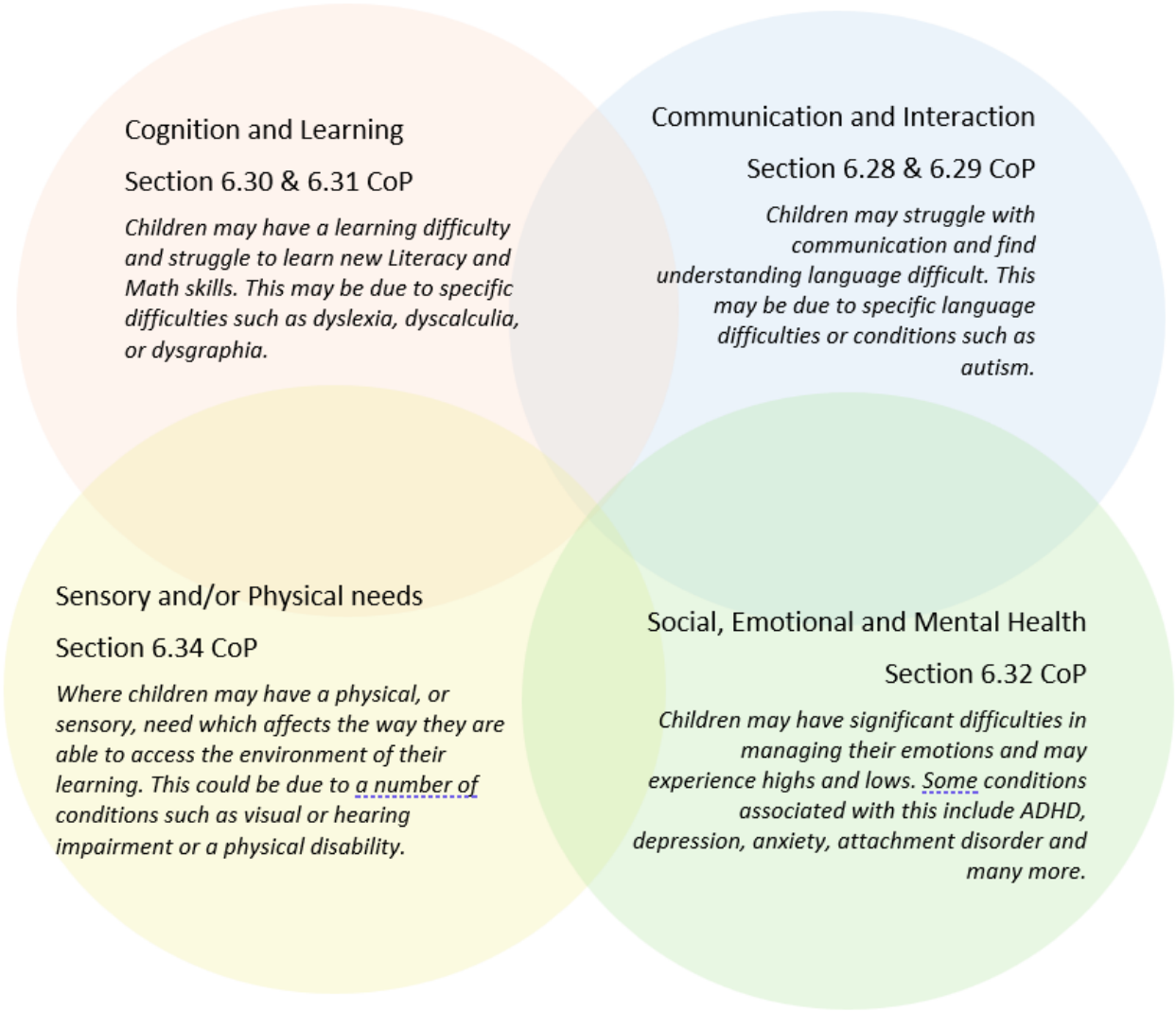
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find more information about our SEN support on our website www.high-firs.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)

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

At High Firs 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.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Miss C Rennie.

She is a qualified teacher with over 25 years' experience and gained her National Award in Special Educational Needs Co-ordination in 2012.

Class/subject teachers

All of our teachers receive in-house SEN training, as well as some external opportunities, and are supported by the SENCO to meet the needs of pupils who have SEN. This training is regularly updated and reviewed in response to children's current need types. Recent focusses have included:

- Social, Emotional and Mental Health
- Zones of Regulation
- Autism
- Nurture
- Boxall Profile
- Positive Behaviour

Teaching assistants (TAs)

We have a team of fourteen TAs, including three higher-level teaching assistants (HLTAs), who are all trained to deliver SEN provision and support across the school.

Identified teaching assistants are also trained to deliver interventions such as Numberstacks, Sensory Circuits, Speech & Language, and ELSA (Emotional Literacy Support).

In the last academic year, all our TAs have been trained and/or received refreshers in:

- Autism (and PDA)
- Boxall Profile
- Sensory Circuits
- Positive Behaviour

Additional Staff

Our Family Worker works closely with a number of SEN children and their families.

Our Midday Team also receive training and support for children they are supporting at lunchtime; for example, training in Autism and Zones of Regulation has been carried out by the whole team.

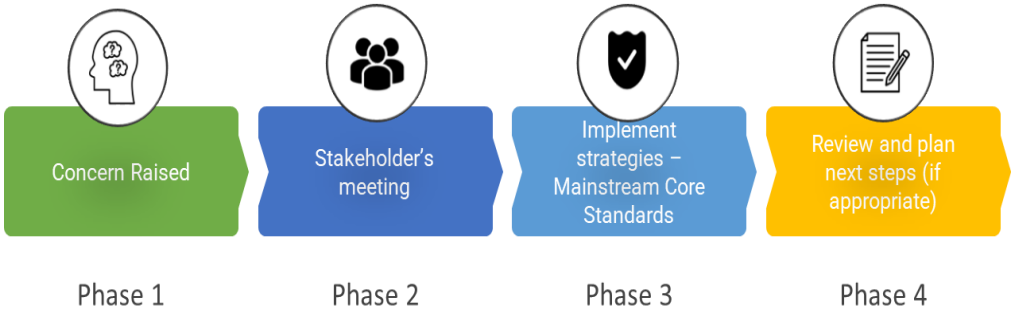
Our office staff have also been included in Autism and emotional support training.

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
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations

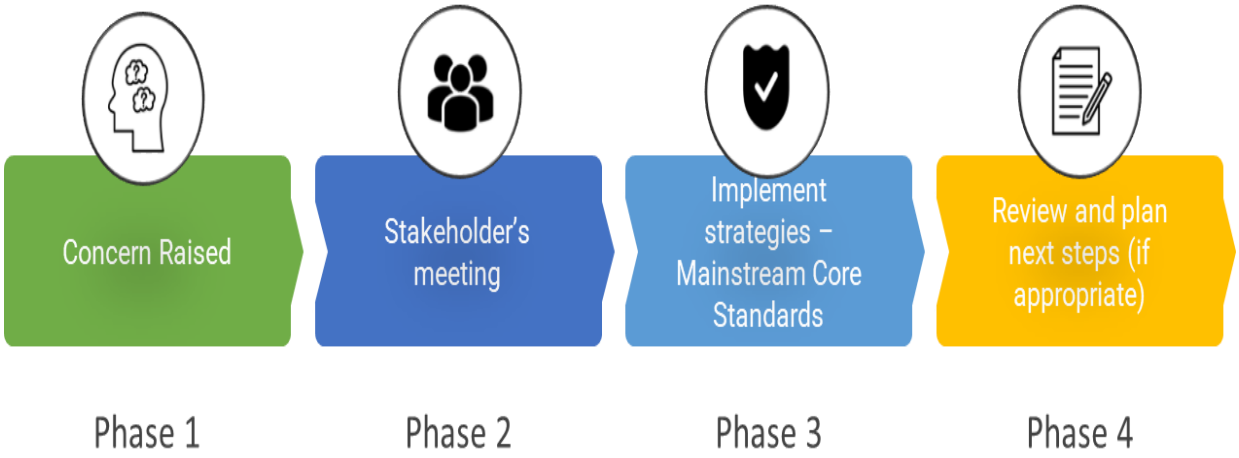
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, first discuss your concern with the school via your child's class teacher who will make the SENCO aware.
Phase 2	We will 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.

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.

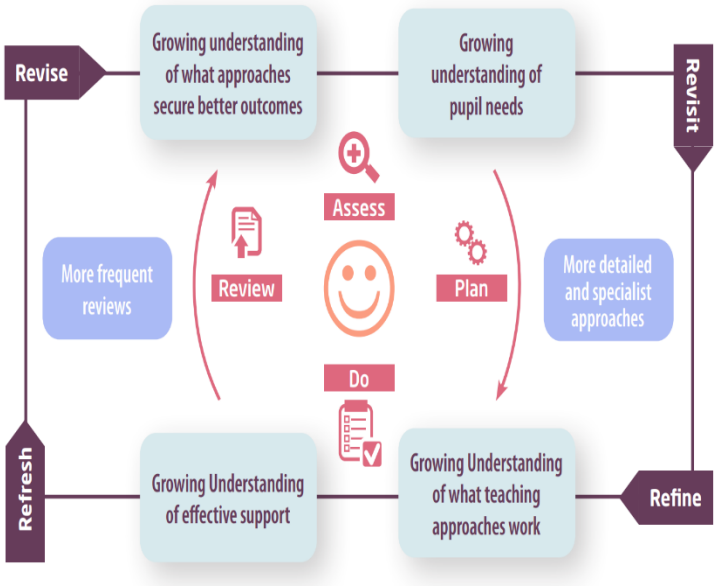
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 termly assessment updates on your child's progress as well as two opportunities a year for discussion with your child's class teacher at Parents Consultations. For children on the SEN register, we offer two additional meetings a year. These are just the agreed scheduled opportunities, however, and parents are very welcome to make additional appointments with class teachers outside of these times if they have any concerns.

These are opportunities for parents and teachers 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.

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.

It may be appropriate for us to find out 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?

High Firs School is committed to adapting teaching, the curriculum and the learning environment to enable all its pupils to achieve.

Our accessibility plan can be viewed on our website www.high-firs.kent.sch.uk

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN.

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:

- Numberstacks
- Nessy
- Sensory Circuits
- ELSA
- Time with our Dog Mentor
- Phonics Catchup
- Reading Catchup
- Funky Fingers
- Speech & Language / Communication
- Pastoral / Time to Talk
- *This list is not exhaustive and will be adapted termly to meet children's needs. Interventions may also be bespoke.*

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 every six 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.

Where your child requires a significant amount of support (in excess of £6000 per year cost to the school) we may be able to secure additional funding to support the school's 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 clubs run by the school

All pupils are encouraged to go on our school trips and to take part in special events such as concerts and activity days.

We will make whatever reasonable adjustments are needed to make sure that all our pupils can be included.

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

High Firs Primary School uses the Kent County Council Admissions process. Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. If the number of preferences for the school is then more than the number of spaces available, places will be allocated in the following priority order:

1. Looked After / Previously Looked After children
2. Current Family Association
3. Health and Special Access Arrangements
4. Nearness of child's home to the school

13. How does the school support pupils with disabilities?

We will take active steps to prevent disabled pupils from being treated less favourably than other pupils.

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.

Further information is in our accessibility plan on our website: www.high-firs.kent.sch.uk

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 all parts of school life eg: clubs / school council
- We provide pastoral support for listening to the views of pupils with SEND
- We run a Nurture Room provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.
- We celebrate diversity

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

Our designated LAC teacher, Mrs R Ford, will work with 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?

Starting school

Handover meetings are held between pre-school settings and our staff; relevant documentation is shared. There may be the opportunity for enhanced visits to our Reception classroom for your child, in addition to our usual schedule. A home visit by our Reception teacher will give parents the chance to discuss their child's needs and any concerns they may have.

Between years

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

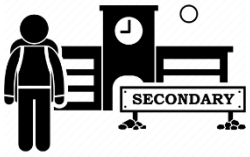
- Ask both the current teacher and the next year's teacher to attend both final pupil progress meetings of the year and handover meeting
- Schedule a lesson with the incoming teacher towards the end of the summer term
- Sharing of all documentation about that child's SEN with relevant staff

Between schools

If your child moves to a new school during their time with us, we will make sure that all relevant documentation is sent to your child's new school. There may also be a handover discussion with your child's new SENCO or new class teacher.

Moving to secondary school

The SENCO of your child's new secondary school will discuss your child's needs with our SENCO and all the relevant documentation will be transferred to your child's new school. There may be opportunities for enhanced transition.



Pupils will be prepared for the transition by taking part in our transition programme, supported by the Yr6 TA and/or Family Worker.

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. Our SENCO, teachers and staff team are here to help!

We hold regular Coffee Mornings during term-times which offer a support network for parents to get together informally with other parents of children with SEN and school staff. There is usually a visiting guest speaker too offering further support and advice on a particular need.

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: https://www.iask.org.uk/

We highly recommend BEAMS, a local charity who offer information and support to families of pupils with SEN: https://wearebeams.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?

Please do contact your child's class teacher to discuss any concerns you may have about your child's SEND provision in the first instance. This may then be escalated to our SENCO.

If this is then unresolved, please contact our Headteacher, Mr A Kilbride.

Following this, if you are not satisfied with the school's response please refer to our complaints policy for further information. This is available on our website www.high-firs.kent.sch.uk

If having followed all these channels you are not satisfied with the school's closing response, you can escalate the complaint beyond the school. 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. In Kent, Global Mediation www.globalmediation.co.uk/ourservices/education/special-education-needs is the independent service commissioned to provide a trained mediator to facilitate a discussion. The purpose is to look for a way forward that all the parties accept; this service is free and confidential.

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19. Supporting documents

The following supporting documents are all available in the policies section on our website www.high-firs.kent.sch.uk/policiesinfo :

- *Equality Objectives*
- *Equal Opportunities Policy*
- *Child protection policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

Or visit our SEN page for further info: https://www.high-firs.kent.sch.uk/sen

Other useful documents available online:

- *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