

## Special Educational Needs and Disabilities (SEND) Information Report

### Garlinge Primary School and Nursery

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# Kent SEND Information Report

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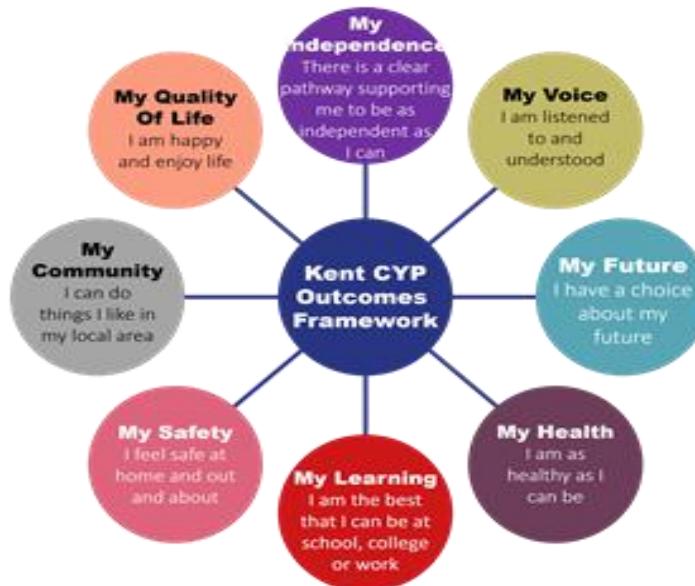
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# Kent SEND Information Report

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.

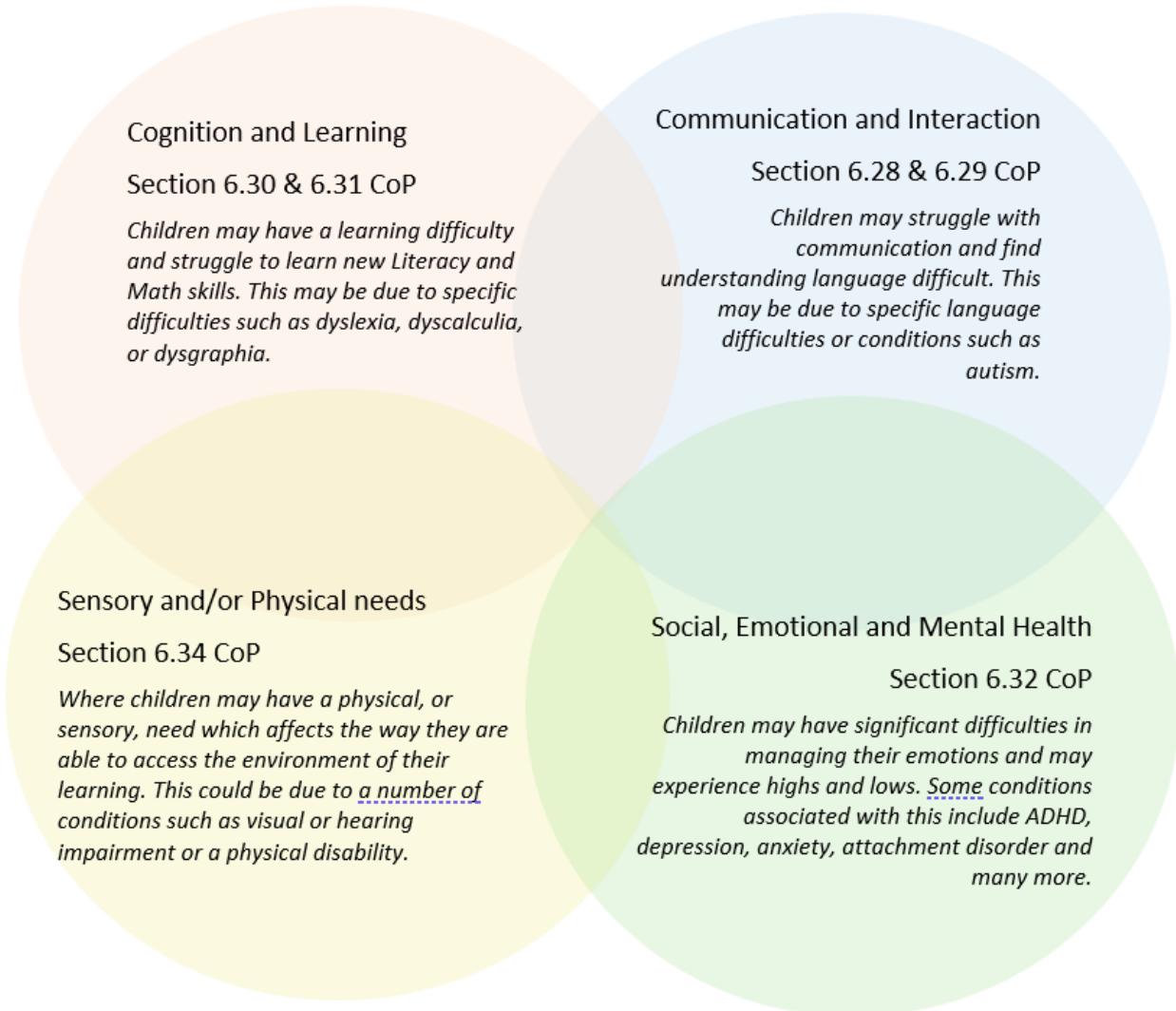
You can find our [SEND Information Report](#) on our website

**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?

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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 holistic 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/publications/send-code-of-practice-0-to-25-years)

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



At Garlinge Primary School and Nursery 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 and Disabilities Co-ordinator, or SENDCO

At Garlinge Primary School and Nursery we have two named SENDCOs.

Our SENDCO's are Mrs Sarah-Jayne Bond and Miss Melissa Rowden.

Mrs Sarah-Jayne Bond is a qualified teacher with over 10 years of experience in this role and has worked as a teacher in mainstream and specialist education for over 28 years. She is trained and experienced in all key areas of SEND and also holds the following qualifications: B.A. (Hons) Degree; PGCE (Post Graduate Certificate of Education); PGC (Post Graduate Certificate) in Psychology; MA (Distinction) Special Educational Needs and Autism (Children); NASENCo (National Award for Special Educational Needs Co-ordination); NPQSL (National Professional Qualification in Senior Leadership) and is working towards her NPQH (National Professional Qualification in Headship).

Miss Melissa Rowden is a qualified teacher with over 10 years of teaching experience working in both mainstream and specialist education. She is trained and experienced in all key areas of SEND and also holds the following qualifications: B.Ed. (Hons) Degree, NPQML (National Professional Qualification in Middle Leadership) and is working towards her NPQSENC (National Qualification in Special Educational Needs Co-ordination).

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## **Class/subject teachers**

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

Over the last academic year our teachers have received training in Safeguarding, the Little Wandle phonics curriculum, Thrive, Supporting Children with Autism through the Autism Education Trust, Speech and Language training in Attention and Listening, Talk Boost and Language Through Colour. Teachers and Senior Leaders have also had training in positive behaviour support and Pro-Act SCiP. All staff also complete a range of Educare courses online to support further training. This training is aimed to ensure all our teaching members of staff can meet the needs of all our children.

## **Teaching assistants (TAs)**

We have a team of 69 TAs across the school who are trained to deliver various interventions and SEND provision. There are 12 specialist TAs trained in PD and ASD attached to both of our specialist resource provisions. This includes 1 HLTA.

We have 2 speech and language teaching assistants who are trained to deliver speech and language interventions across the school.

In the last academic year, TAs have been trained in Russian Scaffolding, Language Through Colour, Talk Boost, NLP spellings, Paired Reading, Little Wandle Phonics, Manual Handling, Paediatric First Aid, Dyscalculia Awareness, De-escalation, Sensory Circuits, Safeguarding and Attention and Listening.

## **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)
- Emotional Well-being Practitioners (NELFT)
- Speech and Language Therapists (SALT)

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- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- Physiotherapists
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service

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



Concern Raised



Stakeholder's meeting



Implement strategies –  
Mainstream Core Standards



Review and plan  
next steps (if appropriate)

Phase 1

Phase 2

Phase 3

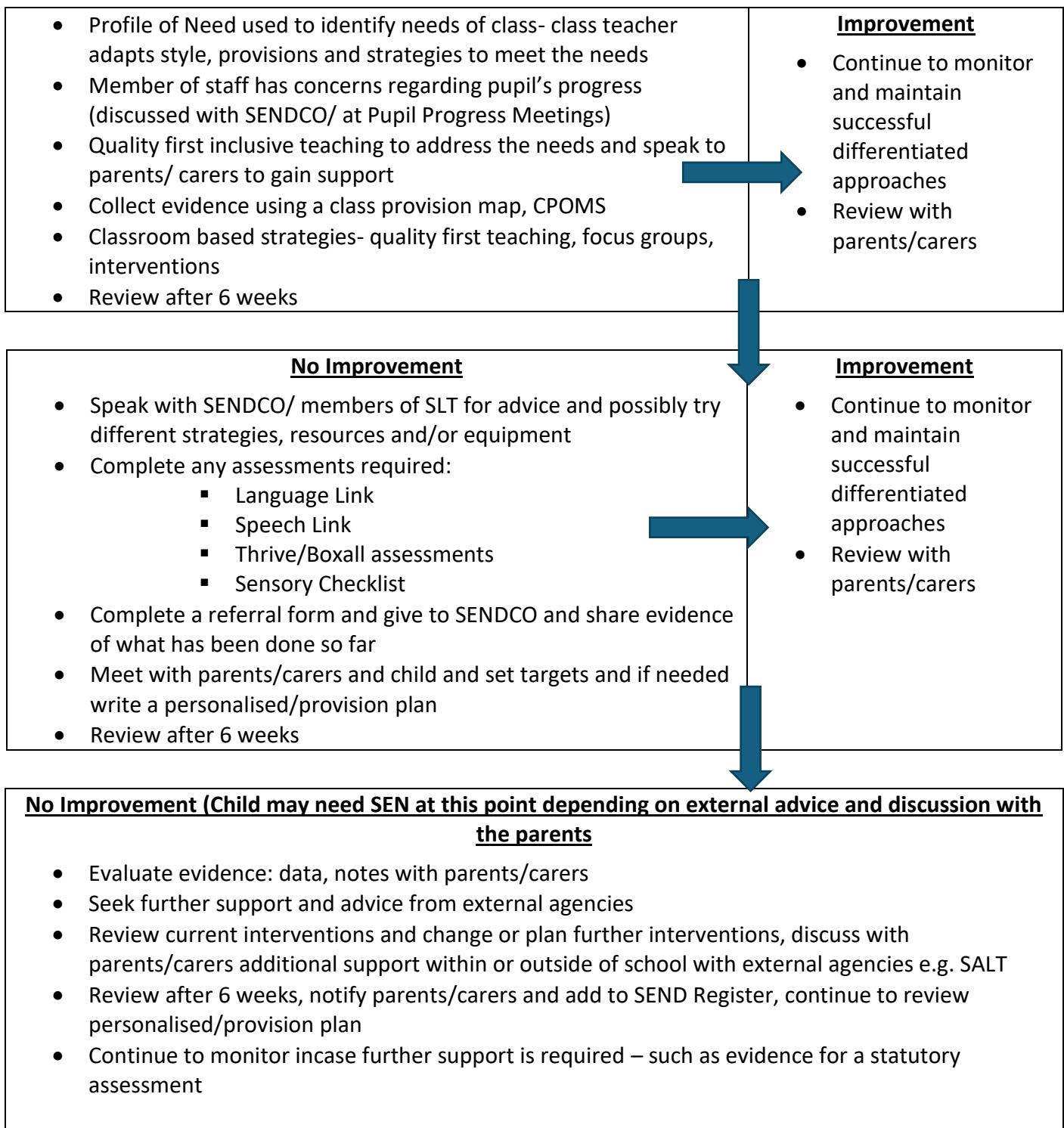
Phase 4

|                |   |
|----------------|---|
| <b>Phase 1</b> | <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 speak directly with the class teacher, or you can arrange an appointment with the school SENDCo's. You can do this by contacting the school directly via WEDUC or phoning and following the links to Inclusion. You can also email <a href="mailto:inclusionadmin@garlinge.kent.sch.uk">inclusionadmin@garlinge.kent.sch.uk</a></p>  |
| <b>Phase 2</b> | <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>  |
| <b>Phase 3</b> | <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: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p> |
| <b>Phase 4</b> | <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>  |

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## 4. What happens if the school identifies a need?

The flow chart below shows the process of what happens if there is a SEND need identified by the school that impacts on educational progress



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

All our class teachers are responsible for monitoring the progress of all pupils including those who have been identified as having SEND. We determine if a pupil is not making progress by the following criteria:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Every pupil in the school has their progress tracked six times a year and this is discussed in pupil progress meetings; three with senior leadership, the class teacher and the SENDCO and three with the Department Leader. These seek to identify pupils making less than expected progress given their age and individual circumstances as outlined above.

It can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider developmental needs or social needs to make a successful transition on to their next stage in life.

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

We will provide annual reports on your child's progress.

A member of staff who knows your child well will meet you a minimum of 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 or the SENDCO. You can contact the school office to arrange an appointment on 01843 221877 or email [inclusionadmin@garlinge.kent.sch.uk](mailto:inclusionadmin@garlinge.kent.sch.uk)

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## 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?

All Class 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.

At Garlinge Primary School and Nursery we are guided by the Mainstream Core Standards [https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf) on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided from assessments, both internal and external, and the strategies written in personalised and provision plans. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

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
- Sharing Learning Objectives with the children during every lesson
- Assessment for Learning to ensure pitch and pace of lessons is appropriate
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teachers and TAs will support pupils appropriately depending on their presentation of need. The groups are varied to ensure that all children have access to the class teacher and TA
- Scaffolding lesson materials

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- All work is marked following the school marking policy
- Celebrating work of all children within the classroom and throughout the school
- Alternative ways of recording are used where appropriate
- Scaffolding lesson materials
- Individual personalised plans to identify personal support and targets. The child may need additional adult support in a small group or on a 1:1 basis but the adult will be promoting independent learning at all times.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language

## We may also provide the following interventions:

- Precision Teaching
- Talk Boost
- Little Wandle Phonics
- Social, emotional and mental health intervention such as Drawing and Talking and ELSA
- Sensory Circuits
- FIZZY
- Thrive
- Clever hands
- Speech and Language
- Nurture
- Attention Bucket

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

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## 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 at the end of each term
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCO
- 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.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for High Needs Funding from the LA to ensure that the child's needs are met.

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<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>

High Needs Funding is applied for every year and is allocated with a graduated approach (this decreases each year) for each pupil.

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



All of our extra-curricular activities and school visits are available to all our pupils. All clubs, trips and activities, including our breakfast club and after-school clubs, offered to pupils at Garlinge Primary School and Nursery are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. It is also our practice to adapt environment and equipment when and where necessary to ensure equal access and successful participation.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included which may include being supported by parents or carers.

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



- Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP), which names the school will be admitted. As a result of this, the Published Admissions Number will be reduced accordingly.
- If the number of preferences for the school is more than the number of spaces available, places will be allocated to Looked After Children and previously Looked After Children first.

Please see our Admissions Policy for further details <https://www.garlingeprimary.co.uk/website-content/documents/admissions-arrangements-2025-26-policy-primary--1716195283.pdf>

- When moving to a new school, Garlinge Primary School and Nursery will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances Garlinge will endeavour to gather as much information from the previous school as possible. The SENDCO will attend a transfer day, meeting with the SENDCOs of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

## 13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Garlinge Primary School and Nursery 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.

Garlinge Primary School and Nursery has a Specialist Resource Provision for children with physical disabilities. Children who access our Specialist Resource Provision are determined by the Local Authority based on the child's needs as outlined on their EHCP.

Garlinge Primary School and Nursery ensures the best possible accessibility for our children who may need access to specialist equipment such as wheelchairs, walkers, trikes, etc. This accessibility consists of appropriate care suite facilities, a full time Medical Welfare Officer and disability access at main entry and exits. This is regularly reviewed by the Governing Body of the school and facilities maintained and/or updated as appropriate. The school adheres to the stipulations outlined in The Equality Act 2010: Section 6 (Chapter 1) <http://www.legislation.gov.uk/ukpga/2010/15/contents> The school also adheres to the requirements stipulated in our service level agreement for our SRP.

As and where necessary, if an area of the school is identified as in need of improvement, it will be the school's best endeavour to improve this either through building and maintenance improvements; or by staff training. This will be outlined in our Accessibility Policy Action Plan.

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The steps taken to prevent disabled pupils from being treated less favourably than other pupils are:

- Children will have the tools to support self-regulation so that they understand when and how to be ready to learn
- Children will have immediate access to low tech solutions to support access to learning (Such as Clicker 8, Communicate in Print, iPad, notebook, laptops, mirroring programmes).
- The Specialist Resource Provisions ensures children's needs are well met and they are having full access to a rich and varied curriculum
- Accessibility incorporated into all new building developments in school and the current accommodations are well maintained – such as the accessible toilets and hoists
- The school is free of trip hazards.
- All stakeholders can access the taps in the toilets with ease.
- Wheelchair users and walker users will have easier accessibility to the fob and pushbutton door operators.
- There will be ease of access to physiotherapy and Occupational Therapy for children who require this support
- Children with Physical Disabilities will have increased access to our PE and sport curriculum
- Parents/carers will have increased opportunities to share experiences, advice, information on resources etc. within our community

See Accessibility Plan for more information <https://www.garlingeprimary.co.uk/website-content/documents/accessibility-plan-2021-2024-1642607578.pdf>

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

At Garlinge Primary School and Nursery, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example, via Personal, Social and Health Education; extensive extra-curricular programme; Circle Time, meta-cognition tools and strategies, Zones of Regulation and The Colour Monster Curriculum, Religious Education, Forest School programmes; and indirectly with every conversation adults have with pupils throughout the day. This starts from the moment children join Garlinge Primary School and Nursery, with emotional resilience forming a large part of the child-initiated learning in reception class. Teachers, teaching assistants and mid-day meal supervisors have all been trained in restorative approaches to support children's social, emotional and mental health needs.

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 and have class and whole school responsibilities
- We provide extra pastoral support for listening to the views of pupils with SEND by providing access to the Treehouse and Nurture cabin as well as a sensory room
- An Emotional Literacy Support Assistant
- A Learning Mentor trained in Drawing and Talking and Sand Play
- A Thrive practitioner
- A Nurture practitioner
- SEMH specific interventions such as, Talk About

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



Mrs Sarah-Jayne Bond is the Designated Teacher for looked-after children and previously looked-after children.

Mrs Sarah-Jayne Bond 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?

When moving to a new school, Garlinge Primary School and Nursery will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances Garlinge will endeavour to gather as much information from the previous school as possible. The SENDCo will attend a transfer day, meeting with the SENDCos of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

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If your child has an EHCP, parents/carers will be asked to name their choice of secondary school during the Annual Review at the end of year 5 – beginning of year 6.

Once the Secondary School has been named, Garlinge will work closely to support transition for the child working in partnership with the new school, parents and child, so that suitable provision is in place.

## 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 the 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 of the secondary school will have a meeting with our SENDCO. 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
- Having transition meetings



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## 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 Kent's Local offer. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

Helpline: 03000413000

Email: [iask@kent.gov.uk](mailto:iask@kent.gov.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 normal arrangements for the treatment of complaints at Garlinge Primary School and Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO, Assistant Headteachers or the Heads of School 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.

Please refer to our Complaints Procedure for further information.

<https://www.garlingeprimary.co.uk/website-content/documents/complaints-procedure-1732628777.pdf>

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

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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*
- *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

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- **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

Report approved by Governing Board on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed by Executive Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_