Special Educational Needs and Disabilities (SEND) Information Report

Slade Primary School

Inclusion Team
SEND Governor:
James Gritten
Inclusion Lead/SENCO/SEND Team:
Catherine Barber/Jayne Laker
Contact No. 01732 350354

Inclusion Team:
cbarber@slade.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:



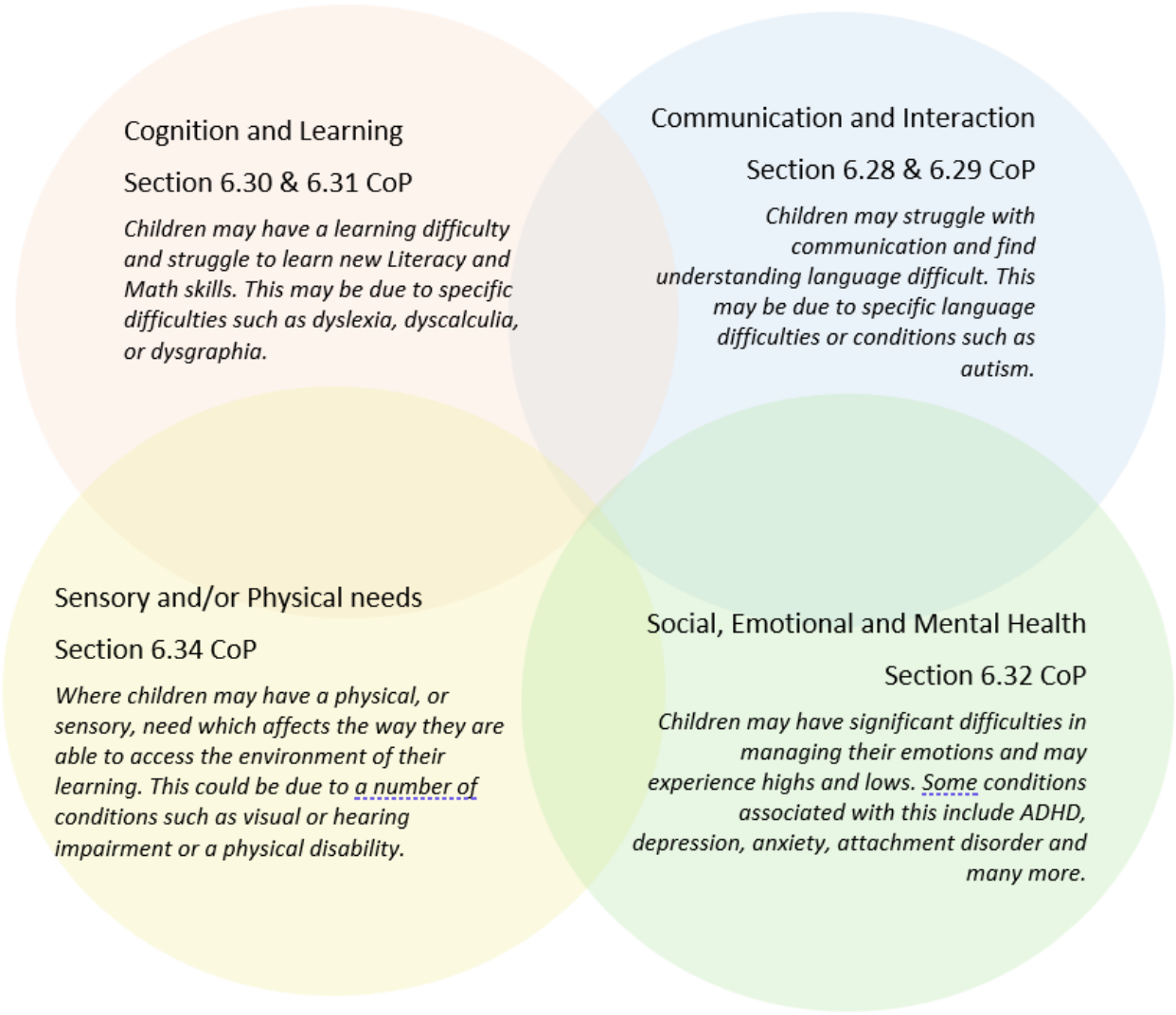
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: Special Educational Needs & Disability Policy 2025.pdf

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 Slade 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 Headteacher

The headteacher is Miss Garrett.

They achieved the National Award in Special Educational Needs Co-ordination in 2015.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Catherine Barber

They have 7 years of experience in this role. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2022.

Our SRP Lead, Teacher of the Deaf and Assistant SENCO

The named Assistant SENCO (SRP lead and TOD) is Jayne Laker.

They have 13 years of experience in the TOD role and as the SRP Lead. They have 3 years in the Assistant SENCO role.

They are a qualified teacher.

They are currently completing the NPQ for SENCO (Started in November 2025).

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.

In the last academic year, teachers have been trained in the Mainstream Core standards, De-escalation, Declarative language and Adaptive teaching strategies. Key staff have also had trauma training.

All staff have also attended 'Making Sense of Autism'. Previous training has included, ASC, ADHD, Zones of Regulation, the 5 A Day approach to supporting children with SEND in the mainstream classroom (EEF), the APDR cycle and provision planning.

Teaching assistants (TAs)

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

We have a number of teaching assistants who are trained to deliver interventions such as Words First, Phonics, Use of ICT software learning packages e.g. Spell Zone, BEAM, Sensory Circuits, Time to Talk, Socially Speaking, Speech and Language support, Lego Commi-create, Chatty Magpies and Zones of Regulation.

Within the last two years, TAs have been trained in comic strip conversations, supporting children with ASC and ADHD, Moving and Handling, The Engagement model and the Mainstream Core Standards. In addition, staff have been trained where needed to support children with medical needs such as diabetes, allergies and epilepsy. Staff have also worked alongside speech and language therapists, the specialist teacher service and Nexus (our link specialist school) for individual training where need is more complex.

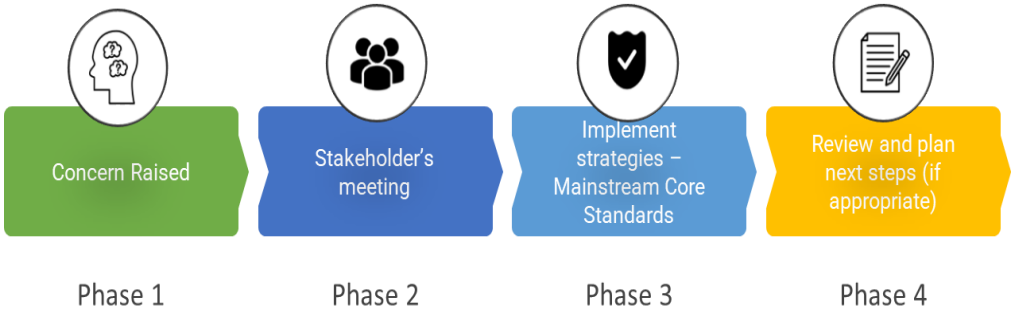
External agencies.

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

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- School Communities and professional resources group
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations
- Emotional Wellbeing Team (NHS)



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

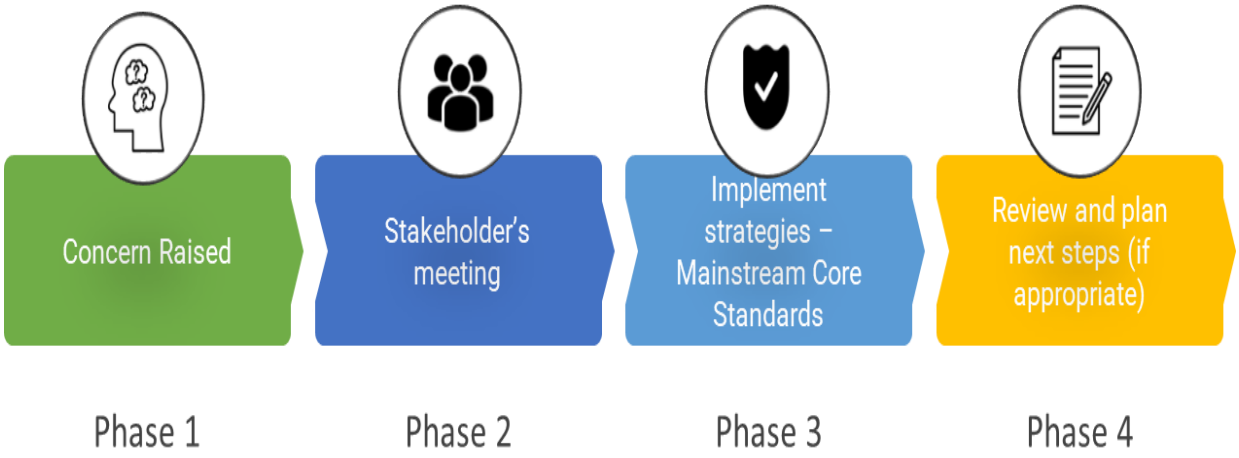


Phase 1	If you think your child might have SEND, raise your concern with the school so that the class teacher and the SENCO is aware. You can raise concerns via your child's class email address or by contacting the school office for the attention of the SENCO.
Phase 2	The class teacher will meet with you initially 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. This may include a follow up meeting with the Assistant SENCO or the SENCO. 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, the assistant SENCO or SENCO will meet with you to discuss this. We will also 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. This might include progress in reading, writing and maths as well as progress in areas other than attainment, for example, social needs. This is discussed at seasonal pupil progress meetings which are attended by the SEND team and next steps are agreed.

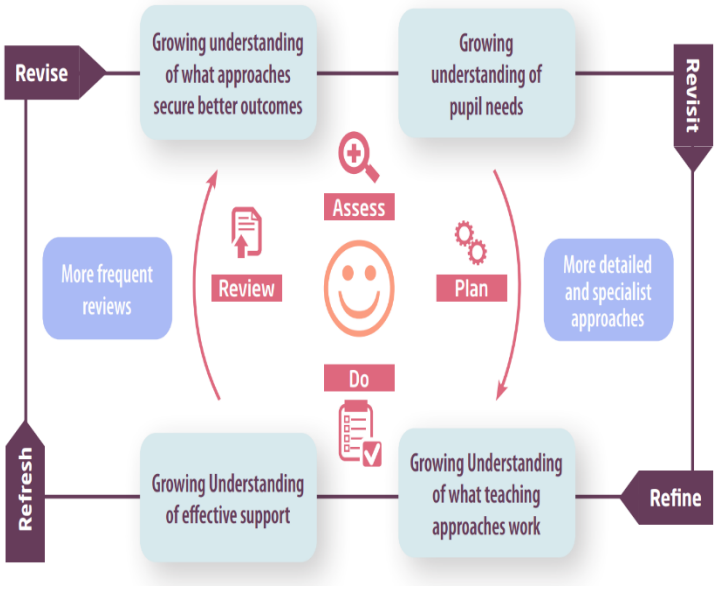
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. Slow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

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 next 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. The plan may be in the form of a provision plan if the support is significant. This will be discussed in the planning meeting.
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 an annual report on your child's progress as well as inviting you to attend two parent consultation meetings per year.

If a child has an EHCP or a provision plan, a member of staff who knows your child well will share reviewed provision plans with you 3 times a year and will offer an appointment to discuss. Provision plans will:

- 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. If a child has an EHCP, this will be reviewed yearly at an annual review meeting. All professionals involved in your child's support will be invited to contribute.

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 class teacher via the class email address in the first instance. A further a meeting can then be arranged with the SENCO if required.

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 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 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:

- Words First
- Phonics
- BEAM
- Sensory Circuits
- Time to Talk
- Socially Speaking



- Weekly sessions for groups/individuals delivered by a Speech and Language therapist
- Follow up speech and language sessions including Speech and Language Link interventions and Chatty Magpies
- EAL support and interventions delivered by TA
- One to one tutoring
- Small group teaching
- Use of ICT software learning packages e.g. Spell Zone

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

9. How is support provided through the Specialist Resource Provision (Titans)?

Our SRP caters for children with severe to profound hearing loss. To ensure their needs are met, each child has a personalised education plan. The level and type of support provided by Titan Class staff is carefully assessed by the Teacher of the Deaf throughout the year, in consultation with the child and their parents.

Depending on individual need and the nature of the lesson, children may be supported within a mainstream classroom or taught in small groups within the SRP.

The SRP also supports some children from the wider school community who may benefit from the specialised teaching and interventions offered. Decisions regarding access to Titan support are made following careful assessment by the Assistant Head for Inclusion and the Assistant SENCo/Teacher of the Deaf, ensuring that all children receive the most appropriate provision for their needs.

10. How is support provided by the Enhanced Provision (The Snug)?

The school also has an enhanced provision, set up and funded by the school, known as the Snug. The Snug supports pupils with significant communication and interaction needs who require a sensory-friendly environment, a personalised curriculum, and specialist teaching approaches such as Intensive Interaction, Attention Autism, visual supports, multisensory teaching, and a high level of adult support.

Access to the Snug is determined by the school following careful assessment of a pupil's needs. Decisions are made by the Inclusion Team to ensure that pupils receive the most appropriate provision and support to help them engage, learn, and make progress.

11. 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 targets each term
- Seasonal pupil progress meetings
- Reviewing the impact of interventions termly
- 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)

12. 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 external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

13. 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 provide 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 to Kings Wood Residential and Outdoor Activity Centre.

- All pupils are encouraged to take part in sports day, school plays, special workshops etc.
- 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.

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



At Slade Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan for instance Hearing Impairment, dyslexia, speech and language needs, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met. The school currently meets the needs of pupils with an Education, Health and Care plan with the following special educational needs: Speech and Language, Autism, ADHD, Down syndrome and Physical Impairment. In addition, the school has a specialist resource provision (SRP) for hearing impaired children which caters for several pupils with Education Health and Care plans in this area and oversees children in the mainstream school with hearing impairments that are not severe enough to meet criteria for the SRP. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. 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.

Please see our admissions policy for further details: Admissions Policy 2025.pdf

15. 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.

We are an inclusive school who treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Our accessibility plan outlines the steps we are taking to prevent disabled pupils from being treated less favorably than other pupils. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

See Accessibility Plan for more information: Accessibilty Plan 2024.pdf

16. 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:

- Playtimes/lunchtimes are seen as an important part of the day
- Playground games
- Playground Leaders encourage children to participate in play
- Pupil council representatives from each class
- Pupil voice – children meet regularly with Head teacher/SLT
- House points awarded for positive behaviour
- Lunch Club encourages social interaction, turn-taking and cooperation
- Specific interventions e.g. Time to talk, Socially Speaking, Nurture Forest School

For some pupils with the most need for help in this area we also can provide the following:

- Access to our School Pastoral Support
- Support from our FLO or a senior member of staff
- An identified time-out space for pupils to use when upset or agitated
- Accessing support from external agencies

- Early Help and Preventative Services
- Referral to Child Health, Community Pediatrics or the School Nursing Service.
- Emotional Wellbeing Team Kent & Emotional Support Team

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



Mrs Barber (Assistant Headteacher /SENCO) works with the wider Inclusion team 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.

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

Starting Primary School

- Visits arranged to pre-school placements by EYFS staff
- Home visits for Reception children
- Extended visits to Reception Class in summer term before September admission if required
- Transition meetings between EYFS staff and pre-school placements including the Inclusion Leader and other professionals if required

Between years

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



- Additional transition sessions with new class teacher
- Meeting between SENCO and class teachers to share information
- Transition booklets created with the pupils to take home over the holidays
- Teaching assistant handovers

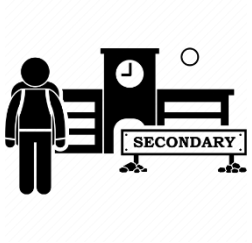
- Where appropriate joint meetings with parents, current teacher and new teacher

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.

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. They may also attend EHCP annual review meetings or final provision plan meetings.

Pupils will be prepared for the transition by:



- Transition visits to secondary school
- Sessions with our Speech and Language therapist to prepare for secondary school if appropriate
- Additional sessions with support staff to create a transition booklet
- Specialist Teacher's transition projects

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website:

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

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

HELPLINE: 03000 413000 Office: 03000 412412 E-mail: iask@kent.gov.uk

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

Local charities that offer information and support to families of pupils with SEND are:

https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

20. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the management of complaints at Slade Primary School are used for any concerns or complaints about provision made for Special Educational Needs. We encourage parents/carers to discuss their concerns with the Class Teacher, Phase Leader or Inclusion Leader to resolve the issue before making the complaint formal. Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office for the attention of the Complaints Coordinator. For full details of our complaint process, please see our Complaints Policy which is available on our school 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.

https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution

21. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Relationship and Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*



- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

22. 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