

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

South Avenue Primary School



### **Inclusion Team**

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# Kent SEND Information Report

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



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

You can find our SEND policy on our website

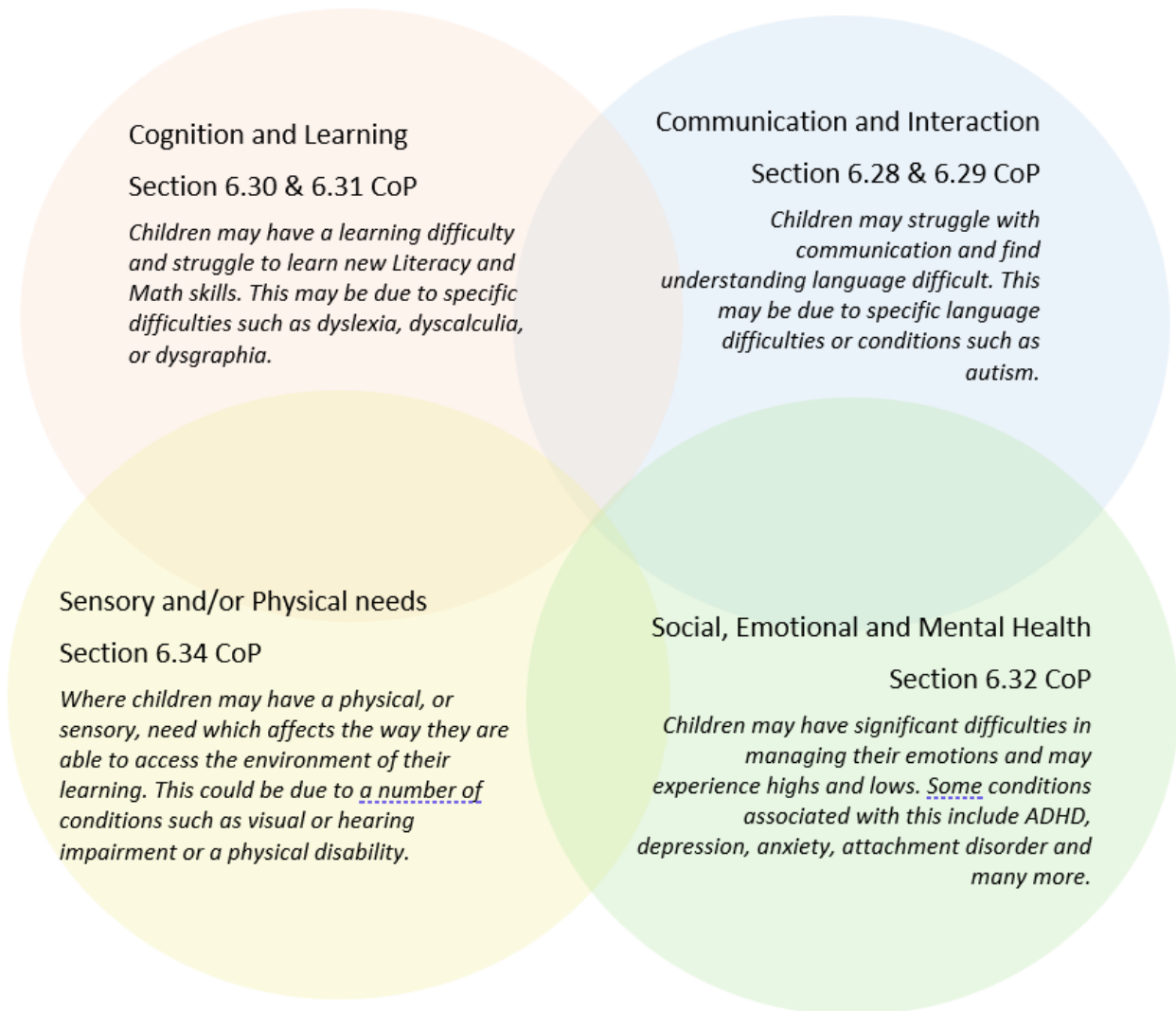
<https://www.southavenue.kent.sch.uk/page/?title=Policies&pid=25>.

**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):

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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 \(publishing.service.gov.uk\)](#)

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



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At South Avenue 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 SEND Team

- Mr Savva – SENCO & Inclusion Lead
- Mrs Young – SEND HLTA
- Mrs Pattern – Speech and Language Teaching Assistant

## **Our Special Educational Needs Coordinator, or SENCO**

Our SENCO is Mr Savva.

He has three years of experience in this role and has worked as a specialist teacher in three different specialist provisions over the past ten years. Mr Savva is a qualified teacher and holds a master's degree in Inclusion and Special Educational Needs from Birmingham University. He achieved the National Award in Special Educational Needs Co-ordination in 2024.

## **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. Recent training has covered how to use Trauma Informed Practice, Comic Strip Conversations to support children with ASD, Colourful Semantics, Social Stories, Makaton, Communication in Print, IDL Maths/English Intervention, OPAL, Dyslexia, Adaptations in Learning and Zones of Regulation.

## **Teaching assistants (TAs)**

We have a team of 16 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, TAs have been trained in needs of pupils who have SEN. Recent training has covered how to use Trauma Informed Practice, Adaptive Teaching, Colourful Semantics, OPAL and Zones of Regulation.

## 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:

- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching and Learning Service
- Speech and language Therapists



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

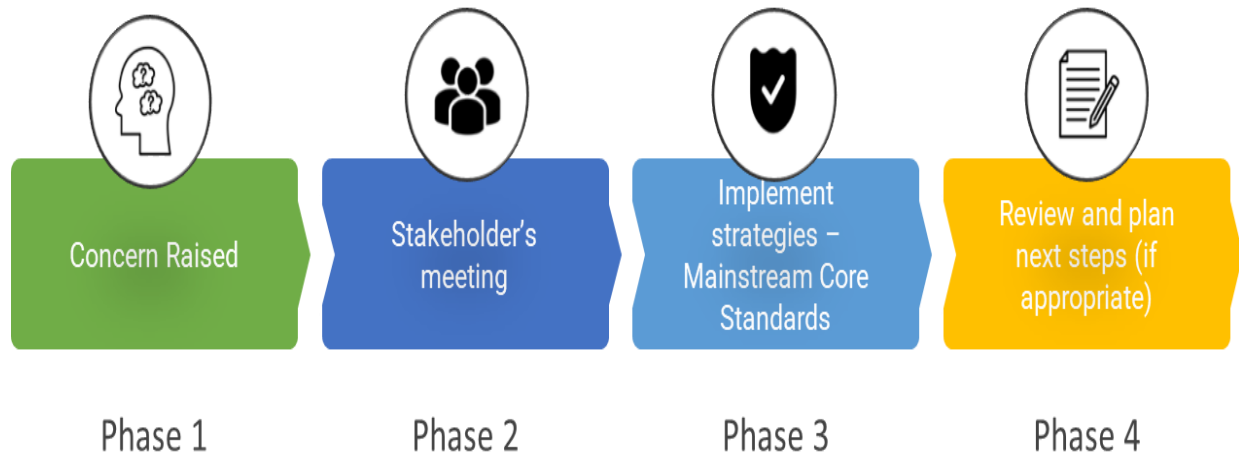


<b>Phase 1</b>	If you think your child might have SEN, the first person you should tell is your child's class teacher. If they feel that further advice is needed, they will talk to Mr Savva, who will be in touch to discuss your concerns.
<b>Phase 2</b>	We will meet with you to discuss your concerns and 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.
<b>Phase 3</b>	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.
<b>Phase 4</b>	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.

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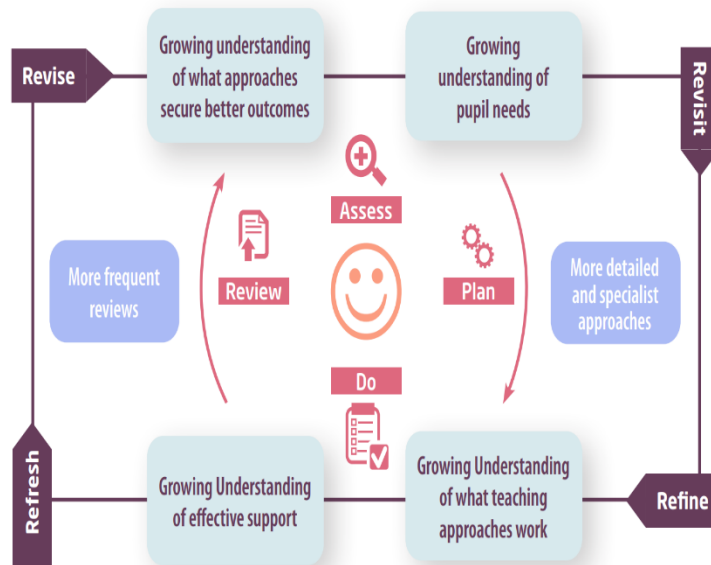
All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is having difficulties, they try to find out if 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**.



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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 annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

You can contact your child's class teacher via email if you need to ask any question, or if you prefer, we can arrange a phone call during the day. If you would like to speak to the SENCO, appointments can be arranged through the office.

## **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, using colourful semantics 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:**

- Colourful Semantics
- Comic Strip Conversations
- Drawing Club
- Clever Fingers (OT Programme)
- Write from the Start (Fine and Gross Motor Skills Programme)
- Social Skills interventions
- Cued Articulation
- Attention Autism
- Reading Pens
- Toe by Toe
- IDL
- Numicon
- Sensory Room
- Visual Timetables
- Buddy System
- Zones of Regulation
- Accelerated Reader
- OPAL
- TEACCH

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 5-6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and personalised plans 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 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.

## 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 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. All pupils are encouraged to go on our school trips. For each trip, a comprehensive risk assessment will be conducted to consider the specific needs of individual pupils. This process ensures that appropriate measures are in place to facilitate participation while addressing any potential risks. Where necessary, reasonable adjustments, additional support, or alternative arrangements will be made to support every child's inclusion.

All pupils are encouraged to take part in sports day, classroom rewards and 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?



Our school is dedicated to creating an inclusive learning environment for all pupils, including those with special educational needs or a disability. We comply with the Children and Families Act 2014 and the Equality Act 2010 to ensure fair and equal access to education. Our approach is centred on:

- Inclusion and Accessibility: We strive to eliminate barriers and make reasonable adjustments so all pupils, regardless of needs, can access the curriculum. This includes adaptations to our facilities, resources, and learning delivery as necessary.
- Supportive Admission Process: We offer a smooth admission process for pupils with SEN or a disability, working closely with families and relevant professionals to plan and provide tailored support to meet each pupil's needs.

- Priority Admission: Pupils whose EHCP names our school are given first priority for admission, as per our admissions policy. This guarantees a place for them before other applicants, allowing us to focus on delivering appropriate support.
- Consideration of Exceptional Needs: Children with demonstrable compassionate, social, medical, or special access needs are prioritised within our criteria, in line with the Equality Act 2010. Supporting evidence from relevant professionals must show a direct connection between the child's needs and the necessity of attending our school.

For more detailed information, please read our Admissions policy on our website. This can be found here, <https://www.southavenue.kent.sch.uk/page/?title=Policies&pid=25>

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



Our Accessibility Plan outlines the school's commitment to ensuring accessibility and inclusion for all pupils, including those with disabilities and special educational needs. For further information and to view the full details of our Accessibility Plan, please visit our website, <https://www.southavenue.kent.sch.uk/page/?title=Policies&pid=25>

## 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
- Our behaviour policy is inspired by the principles of the Zones of Regulation, an emotional literacy programme, which is embedded within the PSHE curriculum and the culture of the school from EYFS to Year 6

- Since September 2024, the school has introduced OPAL (Outdoor Play and Learning) during playtimes to encourage children's social skills and play development in a dynamic, outdoor environment. Through OPAL, children are empowered to engage in self-directed play, which fosters creativity, problem-solving, and teamwork. This initiative promotes positive interactions and emotional growth, providing all students with the opportunity to develop vital life skills through structured and unstructured play activities.
- The school provides a dedicated lunchtime space for children who benefit from a quieter environment, allowing them to enjoy their lunch and engage in play within a small, nurturing group.
- We have a wellbeing team with expertise in delivering ELSA interventions to support children with Social, Emotional, and Mental Health (SEMH) difficulties. The school offers private counselling to a small group of children who require urgent support.
- We take a 'zero tolerance' stance on bullying and work proactively to prevent it in the school by:
  - - Collaborating with staff and external agencies to identify all forms of prejudice-driven bullying.
  - - Providing systematic opportunities to develop children's social, emotional, and resilience skills.
  - - Exploring all avenues to address bullying, including the curriculum, displays, peer support, and the School Council.
  - - Training all staff, including lunchtime, office, and support staff, to recognise bullying and follow the school's policies and procedures, including documenting incidents.
  - - Creating "safe spaces" for vulnerable children and young people.
  - - Using various techniques to address issues between those who bully and those who have been bullied.
  - - Recording and monitoring bullying incidents and utilizing data to enhance our provisions.

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



Mr Savva will work with all staff to 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 attend 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

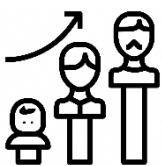
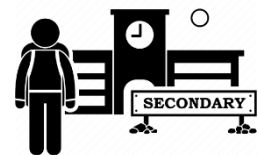
When your child moves on from our school, we will share relevant information with the new setting and speak with you and your child to ensure the transition is as smooth as possible.

### Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO and the Year 6 Team. 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



We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## 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.

# Kent SEND Information Report

Our local special educational needs and disabilities information advice and support services (SENDIASS) in Kent can be found in this link, <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

Below, you can find some local charities and voluntary organisations that offer information and support to families of children with SEND.

## Parent support groups

In Kent there are a number of voluntary organisations, support groups and advice charities active that can help you, often for free.

- Contact - find parent groups for children and young people with the same SEND needs near you.
- For us Too - Canterbury, Swale and Thanet
- Includes Us 2 - Ashford, Dover and Shepway
- Space 2 Be Me - Maidstone, Tonbridge and Malling and Tunbridge Wells
- We are Beams - Dartford, Gravesham and Sevenoaks.

## Parent support services

- Kent Resilience Hub resources - a wide range of resources to support your child growing up into adulthood and understanding their behaviour.
- Short breaks - short breaks are positive, fun activities for disabled children and young people (0 to 18) to take part in. They can be anything from a couple of hours at an after-school activity or weekend club to an overnight stay for those with more profound needs.
- Support for carers - help and support for those who regularly care for another person in Kent.

## Independent impartial parent support

- Kent Parent and Carer Together (PACT) - is the parent carer forum for parents of children and young people with disabilities. Join their forum to help get your voice heard and meet other parents.
- Information, Advice and Support Kent (IASK) - a free, confidential and impartial service based in Kent to support you and your family. IASK also offer parent workshops and local events.

For more information, visit Kent's Local Offer. You can find more information on their website: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

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

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

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

Complaints about the SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. 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. To initiate the process, please contact Global Mediation at 0800 064 4488 or email [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk).

## 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
- **SENCO** – the special educational needs coordinator
- **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