Special Educational Needs and Disabilities (SEND) Information Report

[Sholden Primary School]

Inclusion Team
SEND Governor:
Inclusion Governor

Inclusion Lead/SENCO/SEND Team:
Dave Vellani
Contact No.01304 374852

senco@sholdenprimary.org.uk

Kent SEND Information Report

Approved by:	LGB	**Date:** Sept 2026
Last reviewed on:	[September 2026]	
Next review due by:	[September 2027. This document should be updated **annually** and as soon as possible when any of the information in it changes]	

Contents

1. What types of SEND does the school provide for? 4

2. Which staff will support my child? 5

3. What should I do if I think my child has SEND? 7

4. What happens if the school identifies a need? 8

5. How will the school measure my child's progress? 9

6. How will I be involved in decisions made about my child's education? 10

7. How will my child be involved in decisions made about their education? 11

8. How will the school adapt its teaching for my child? 122

9. How will the school evaluate whether the support in place is helping my child? 143

10. How will the school ensure my child has appropriate resources? 153

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 164

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 175

13. How does the school support pupils with disabilities? 175

14. How will the school support my child's mental health and emotional and social development? 186

15. What support is in place for looked-after and previously looked-after children with SEN? 196

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 17

17. What support is available for me and my family? (Local Offer) 218

18. What should I do if I have a complaint about my child's SEND support? 19

19. Supporting Documents 19

20. Glossary.....20

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:

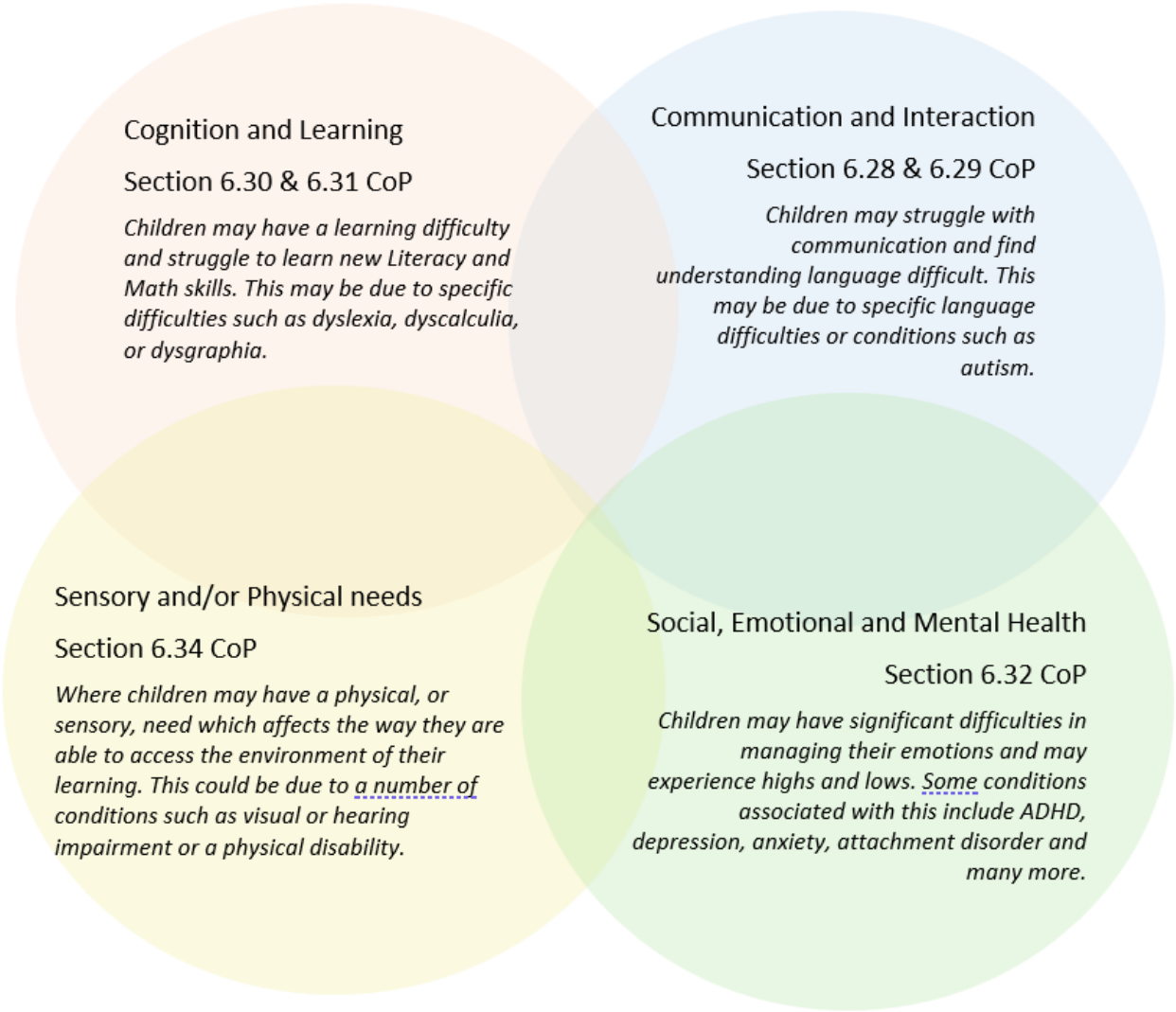
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website Sholden Church of England Primary - Policies

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 Sholden 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 Dave Vellani

He has 9 years' experience in this role and has worked as a Class Teacher and a member of Leadership teams across the Early Years, Key Stage 1 and 2 for 28 years. He has also worked as a Senior mental Health Lead, Mental Health 1st Aider, Deputy Safeguarding Lead, Designated Teacher for Looked After Children and an Irlen's assessor.

He achieved the National Award in Special Needs Co-ordination in 2019.

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. Training has been offered in the following areas to specific members of staff and whole school.

- Adaptive teaching
- Precision Teaching
- Clicker Software
- Attention Autism
- Intensive Interaction
- Gestalt Language Processing
- AET Training (Autism) (Whole School)
- Zones of Regulation (Whole School)
- Draw and Talk
- Lego Therapy
- Clever hands and Fizzy
- Sensory Circuits
- Boxall Training
- SLCN – Identifying Speech. Language and communication needs/using visual supports/communication boards/Cued Articulation
- Engagement Model for Learning
- Communities of Schools

Teaching assistants (TAs)

We have a team of 4 Class TAs, and 2.5 SEN Support TAs

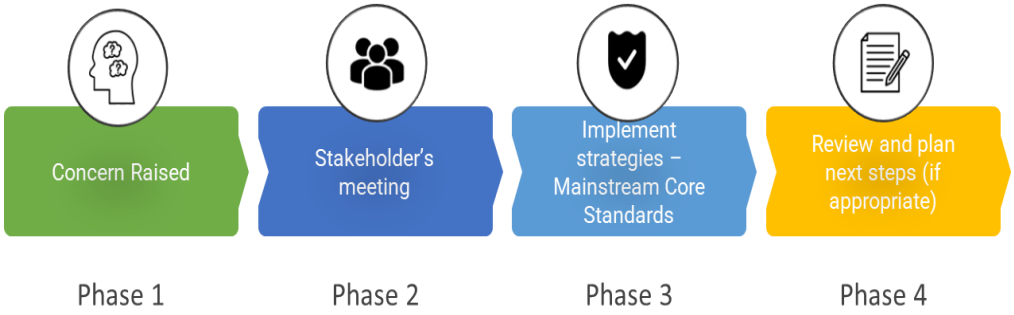
We have teaching assistants who are trained to deliver interventions such as Draw&talk, Fizzy, Clever hands, Speech and language and Sensory Circuits.

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)
- Deal Family Hub
- Early Help
- Education welfare officers
- Educational psychologists
- Emotional Wellbeing Team
- 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?

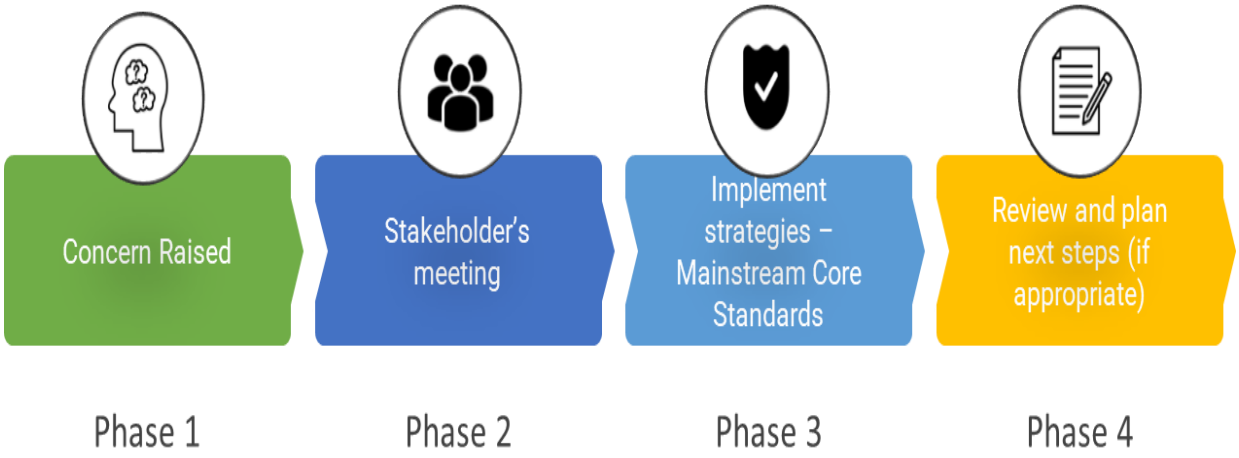


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance, you should speak with your child's Class teacher. They will complete a Cause For Concern document outlining the issues. This is sent to the SENCO so he is aware.
Phase 2	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.
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.

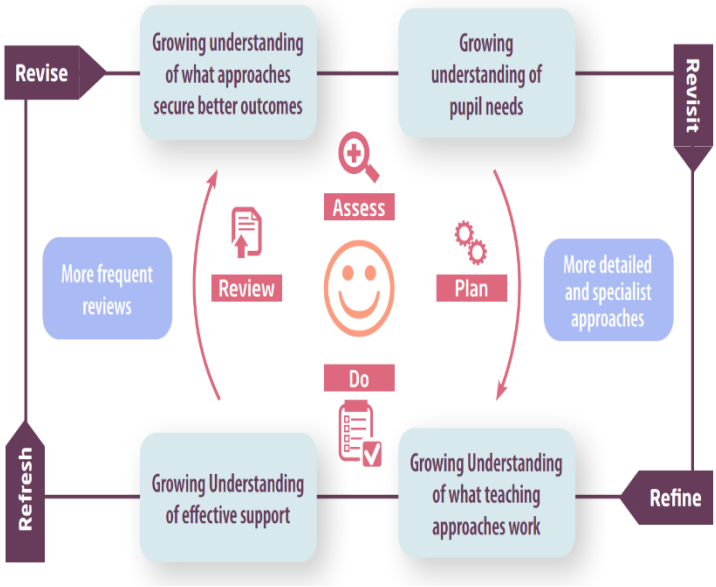
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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.

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 (or analyse), plan, do, review**.



Assess (analyse)	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 annual reports on your child's progress

A member of staff who knows your child well will meet you formally 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.

If you have concerns that arise between these meetings, please contact the school office and either the Class teacher and/or Senco will arrange an additional meeting.

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:

Intervention	Focus	Impact
Zones of Regulation	To develop improved self-regulation and emotional control	Children learn about the varied emotions they feel, how it impacts on their body and state of regulation and what they can do to help themselves regulate.
Language for Thinking	To develop skills of comprehension and inference based around a specific image/ social scenario.	Children develop their ability to infer and deduce information.
Speech Link	To develop speech sounds.	Children become more successful at hearing and saying a particular speech sound and start to apply it to sound production within words

Language Link	The use and understanding of language.	Children, primarily in Reception class and Year 1 are better able to follow instructions within the class and teaching activities, developing vocabulary and good sentence structure.
Sensory Circuits	Programme to support children to integrate sensory processes to enable them to be more focused for lessons following carefully structured exercise.	Children are better able to enter the classroom in a calm manner, organise themselves and be ready for learning.
Fizzy	Occupational Therapy programme focussing on developing balance, ball skills and spatial awareness.	Children become more confident in using their body in PE and play activities.
Clever Hands	Occupational Therapy programme focussing on developing fine motor skills through strengthening hands and developing coordination.	Children's handwriting, cutting and other fine motor skills improve.
EBSA	To explore Emotionally Based School Avoidance	Children and parents have the opportunity to speak openly and to an adult they feel secure with about how they are feeling about school and are given strategies to support them.
Memory Magic	To develop strategies to improve memory.	Children can better follow instructions and retain information in their memory to manipulate and work with.
Precision Teaching – used for spelling and reading	To support children who are displaying persistent literacy difficulties	Children have overlearning opportunities that enable them to embed common exception words.

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

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks (approximately 1 old term)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision plans and 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. From 2025, this will be accessed through our Community of Schools Group. This is a group of Local Primary and Secondary Mainstream Schools (and Specialist Schools) that are located in the same area. The group holds a small budget to provide appropriate resources to support cohorts of children with identified needs. Through this, we can access a Professionals' Resource Group for more bespoke guidance from The Specialist Teaching and Learning Service (STLS) and Kent Educational Psychology Service (KEPS). **We can also consult with Speech and language Therapists through our SALT Balanced System Link Therapist.**

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.

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 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 residential trips.

All pupils are encouraged to take part in our activity days, visits to the church, local swimming pool/sports club, sports day, school productions 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?

- The admission of children to the school will be decided by an Admissions Panel which is constituted as defined in the School and Community Policy. Admissions will be based on the number of places available and our admission criteria.
- Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. Consequently, the published admissions number will be reduced accordingly.
- If the school is oversubscribed, applications are considered by the Admissions Panel, consisting of members from the school's Full Governing Body. School places will be allocated in line with order of priorities (see our full Admissions Policy) and in line with the LEA co-ordinated scheme. Any parents/carers who are refused the offer of a school place for their child have the right of appeal and should in the first instance write to the Chair of the Governing Body (via the School Office) requesting that an independent appeal be heard.

13. How does the school support pupils with disabilities?

Equality Act 2010:
The definition is set out in section 6 of the Equality Act 2010. It says you're disabled if: you have a physical or mental impairment. your impairment has a substantial and long-term adverse effect on your ability to do normal day-to-day activities.

All children are included in all activities wherever possible we will work closely with parents and outside agencies to ensure our best endeavours. This may mean that some special arrangements and/or equipment will be put in place, or a risk assessment carried out beforehand.
All school clubs and activities are made available to all pupils, and suitable adjustments will be made to support all pupils.

Our school is always looking at ways to improve the school environment by making it more accessible to pupils, parents and visitors. This allows pupils to become more independent. Our building is all on ground level and where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to 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.

Please see our school's Accessibility Plan:
Sholden Church of England Primary - Policies see accessibility plan

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
- We provide extra pastoral support for listening to the views of pupils with SEND by completing pupil voice questionnaires and always listening to their views through informal discussions in whole class, group and individually.
- At our school we run a range of interventions to support pupils with social skills, behaviour management and emotional wellbeing:
- Time with emotionally attuned adults
- Zones of Regulation
    - Positivity Journals
    - Daily Check Ins
    - Time with specific adults within the school
    - Friendship Programmes
- Nurture activities
- Access to Draw&Talk Therapy
- We use the Boxall Profile to plan and provide strategies and programmes at a class, group or individual level.
- **We are a CAMHs mental Health School with access to a Mental Health Support Team (MHST), also known as an Emotional Wellbeing Team (EWT). We discuss pupils and where appropriate,**

can ask the MHST to work with small groups of pupils or with individual pupils and their families.

We have a 'zero tolerance' approach to bullying and recognise that pupils with SENd maybe at an increased risk of experiencing bullying.

Please see our school Anti Bullying Policy:

Sholden Church of England Primary - Policies

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

Mrs Theaker (Headteacher) is the designated teacher for looked-after children and previously looked-after children.

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

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

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

Between years

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

- The current teacher and the new teacher will meet and discuss effective strategies and resources and the child's strengths and difficulties. The new teacher will attend a parent SEND review meeting with the SENCO at the end of the school year.

- Sessions will be timetabled with the incoming teacher towards the end of the summer term.
- Children will complete transition booklets for their new class teacher.
- Pupil Profiles (as recommended by the Autism Education Trust (AET) have been started.
- We have started to use the NEN (Formally Autism Education Trust) Progression framework to identify with parents, areas of difficulty, and set appropriate agreed targets to support pupils.

Between schools

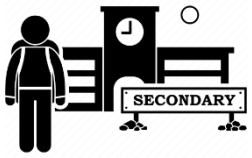
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary to Secondary Transition

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising new skills, for example using a secondary school timetable
- Learning how to get organised independently
- Following a structured SEND Transition Programme (Black Sheep Press)



Transition from nursery to our school:

Our reception staff provide a package that is organised to promote a successful transition for all children starting at our school. We support a smooth transition to Reception class by offering settling in sessions, family visits and through the use of social stories which all children have access to.

The Reception class teacher and SENCO take part in a handover day where Nursery settings are met with to gain key handover information.

The SENCO will contact nurseries about key pupils who may need additional support when they start school in September.

Specialist Teaching and Learning Service will notify us if we have pupils with significant need joining us from Nursery. They will offer follow up visits and guidance when the pupil is settled with us.

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

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

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

About the SEND local offer - Kent County Council

Our local special educational needs and disabilities information advice and support services (IASK) organisation:

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent

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

https://local.kent.gov.uk/kb5/kent/directory/service.page?id=qwAub156n5E&youthchannel=1 (KCC Youth Services, Linwood Hub)

https://www.forustoo.org/ For Us Too

Home - Includes Us Too Includes Us 2

https://kentpactnew2022.co.uk/ Kent Parent and Carers Together

https://wonderful.org/charities/299301 Pegasus Playscheme for neurodiverse children

https://www.dover.gov.uk/Community/Grants-Funding/Inspire-Project/Inspire-Project.aspx Inspire Project (activities and clubs for children with SEND)

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?

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.

We highly encourage parents to speak to the child's class teacher/SENCO or Headteacher if ever they are unsatisfied with arrangements for their child. This allows us the chance to listen to all involved (including the child) and the opportunity to make changes or put things right. However, if at any time you have a complaint about the provision your child is receiving, please refer to the school complaints procedure policy on our school website.

DEALT Complaints Policy

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.globalmediation.co.uk/service/special-educational-needs-disability/

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
- **Community Of Schools –** A group of schools clustered by their primary Care Network (NHS). Usually placed together by proximity, which meets termly to discuss cohort issues and has a small budget to support cohorts of pupils who may formally have benefited from High Needs Funding or who have needs that cannot be met with reasonable adjustments but do not require an EHCP.
- **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/analysing 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
- **MHST –** Mental Health Support Team, also known as the Emotional Wellbeing Team. This is CAMHs outreach and directly support schools, pupils and their parents.
- **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