

Special Educational Needs and Disabilities (SEND) Information Report

St. George's CofE Primary School

Aquila Diocese of Canterbury Academies Trust



Inclusion Team

SEND Governor: Mrs Lucie Wilson

Inclusion Lead/SENCO/SEND Team: Miss Emma Hill

01795 877667 option 6 / senco@sgps.aquilatrust.co.uk

Inclusion Team: Pastoral Support

Mrs Sandra Sheppard (Monday-Thursday) and Mrs Laura Timmons (Friday)

01795 866776 option 4

Approved by:	Howard Fisher	Date: 2 nd September 2025
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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.

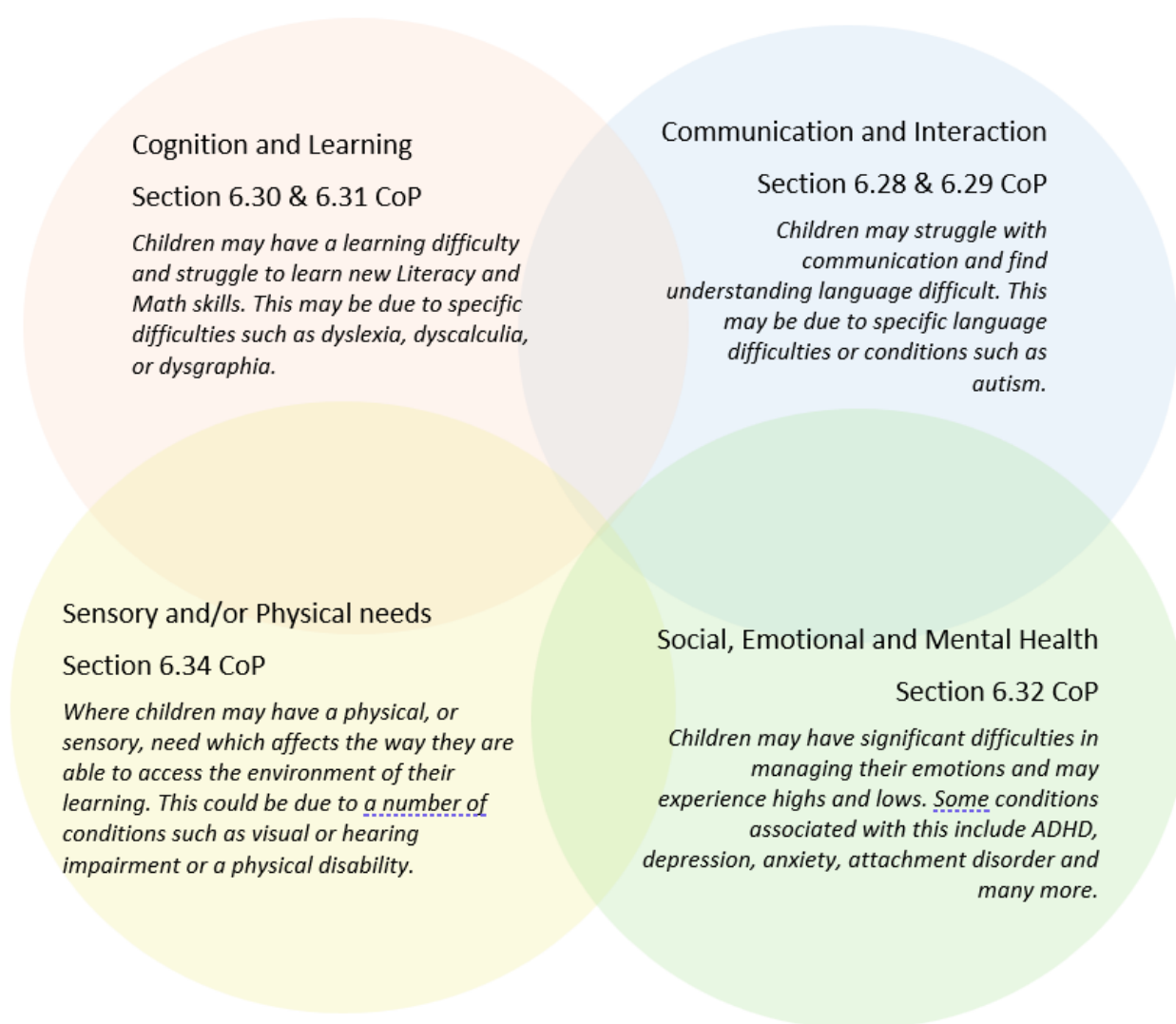
You can find our SEND policy on our website <https://www.st-georges-sheppey.kent.sch.uk/key-information/special-educational-needs-and-inclusion/>

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Note: If there are any terms that 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 holistic overview of your child.

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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/uploads/system/uploads/attachment_data/file/262221/SEND_Code_of_Practice_January_2015.pdf)

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

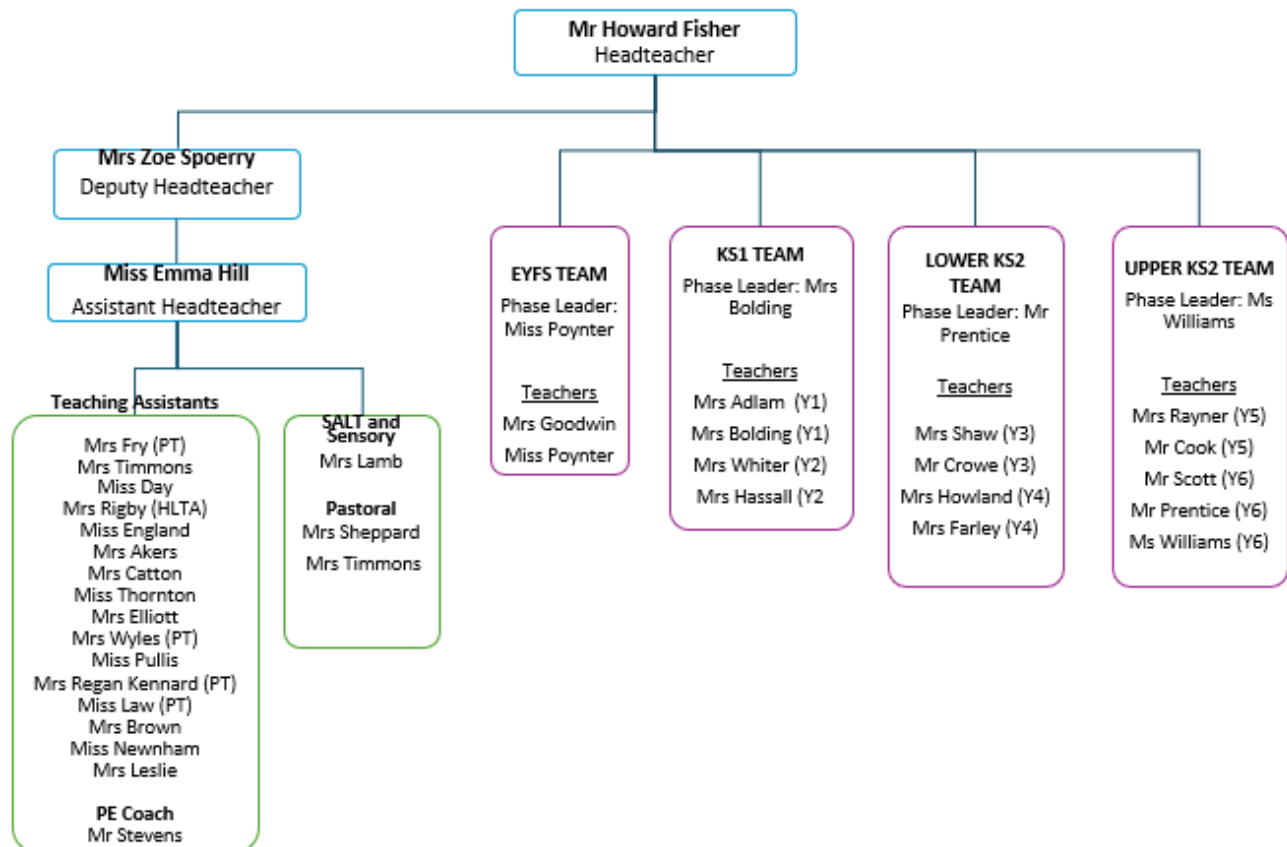
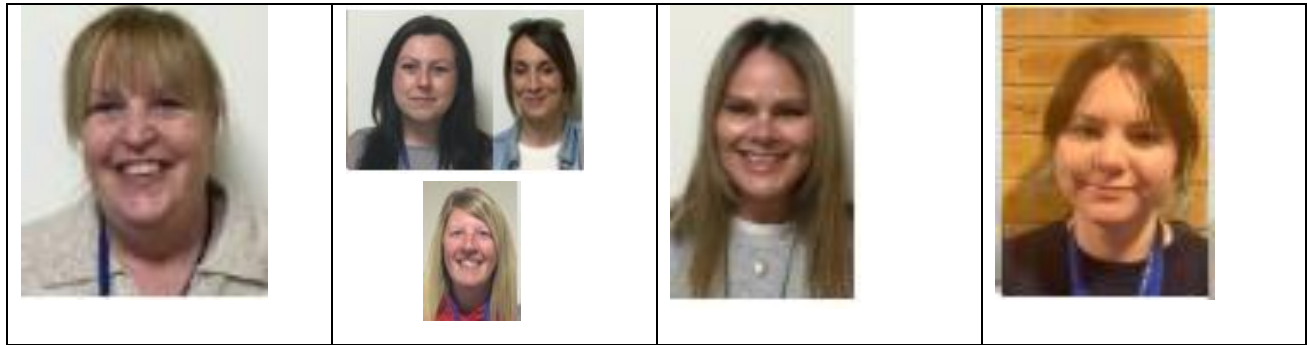


At St. George's CofE Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Headteacher Mr Howard Fisher	Deputy Headteacher (Safeguarding Lead) Mrs Zoe Spoerry	AHT for Inclusion (SENCO) Miss Emma Hill	Pastoral Support Mrs Sandra Sheppard Mrs Laura Timmons
			
SEND Teaching Assistant (Supporting SALT and Sensory) Mrs Lamb	Emotional Literacy Support Assistants (ELSA) Mrs Rigby Miss England Mrs Catton	Drawing and Talking Trained Assistant Ms Elliott	Forest School Qualified Assistant Miss Day

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Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Miss Emma Hill

They have three years' experience in this role and have worked as both Class Teacher and Phase Leader across the school before taking on their current role as Assistant Headteacher for Inclusion. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in July 2024.

In addition, Miss Hill has also achieved her NPQ in Middle and Senior Leadership.

Miss Hill is responsible for strategically leading the pastoral team and will take the lead for behaviour and supporting staff, pupils and parents towards our aim of outstanding behaviour from all. Miss Hill is also the Special Educational Needs Co-Ordinator and is responsible for coordinating

all the support for pupils who have additional needs. She can support pupils through access external help.

For all parents who have concerns or worries relating to their child's needs the class teacher should always be the first port of call, however for any specific support or ongoing concerns, Miss Hill is available to meet 5 days a week, and can be contacted via email and telephone.

01795 877667 option 6

senco@sgps.aquilatrust.co.uk

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.

Class teachers at St. George's CofE Primary school are committed to providing a safe, nurturing and engaging environment that is adapted to ensure learning for all. They provide quality first teaching that supports inclusion and work alongside SENCO, Pastoral and Support Staff to ensure that needs are identified early and supported through appropriate and effective interventions to help address gaps in attainment and progress.

All staff have undertaken training provided by AET (Autism Education Trust) – Making Sense of Autism.

Groups of targeted staff have also undertaken training in:

- De-escalation and Positive Behaviour Strategies
- Dyslexia and Dyscalculia Awareness
- Stage Not Age Training
- Adapt, Adjust, Enable Training (adapting the curriculum for SEND)
- Demand Avoidant Profiles Training
- Emotionally Based School Avoidance Awareness
- Zones of Regulation
- Makaton

This training is cascaded to the wide school team through staff meetings and twilights.

Teaching assistants (TAs)

We have a team of 17 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

We have 17 teaching assistants who are trained to deliver interventions such as:

- Precision Teaching
- Read, Write, Inc Phonics
- Clever Fingers
- Lego Intervention
- Zones of Regulation
- Play Skills and Friendship Skills

- Language Through Colour
- NELI (Nuffield Early Language Intervention)

In the last academic year, TAs have been trained in; AET Module One, Making Sense of Autism, Makaton, Bucket Time, Use of Visuals, Precision Teaching, Restorative Practices, Regulation Strategies and Adapting the Curriculum to enable learning for all.

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)

➤ Educational psychologists

➤ GPs or paediatricians

➤ NELFT practitioners

➤ Occupational therapists

➤ Safeguarding services

➤ School nurses

➤ SEND Inclusion Advisor

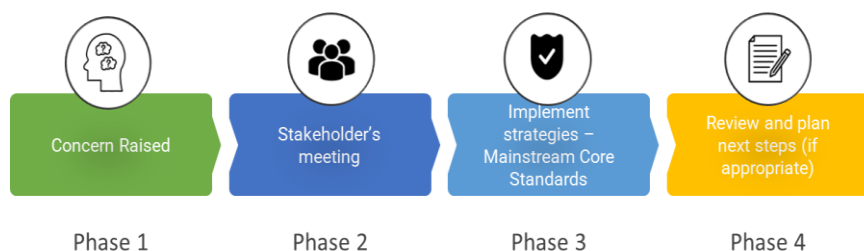
➤ Specialist Teacher Service





➤ Speech and language therapists



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

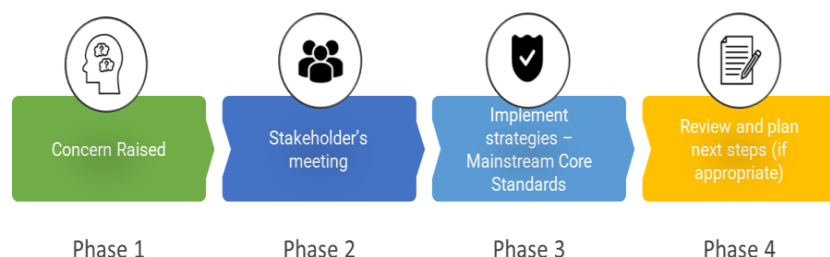


<p>Phase 1</p>  <p>Concern Raised</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>First make an appointment to speak to your child's class teacher. They work with your child on a daily basis and will be able to share information on their attainment, progress and presentation during structured and unstructured times. You can make an appointment with your Child's Class Teacher, at morning drop-off or afternoon collection. Class Teachers are available at the classroom door during these times, or alternatively you can request an appointment through the school office either via telephone (01795 877667 option 2) or email office@sgps.aquilatrust.co.uk</p> <p>Your child's Class Teacher may ask you to complete a school cause for concern referral form, to ensure that the meeting at phase 2 is as effective as possible in identifying the next steps.</p>
<p>Phase 2</p>  <p>Stakeholder's meeting</p>	<p>A meeting will be arranged with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>  <p>Implement strategies – Mainstream Core Standards</p>	<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:</p> <p>https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</p> <p>This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>  <p>Review and plan next steps (if appropriate)</p>	<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.</p> <p>They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>




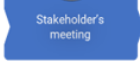

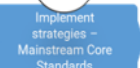

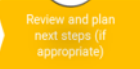
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



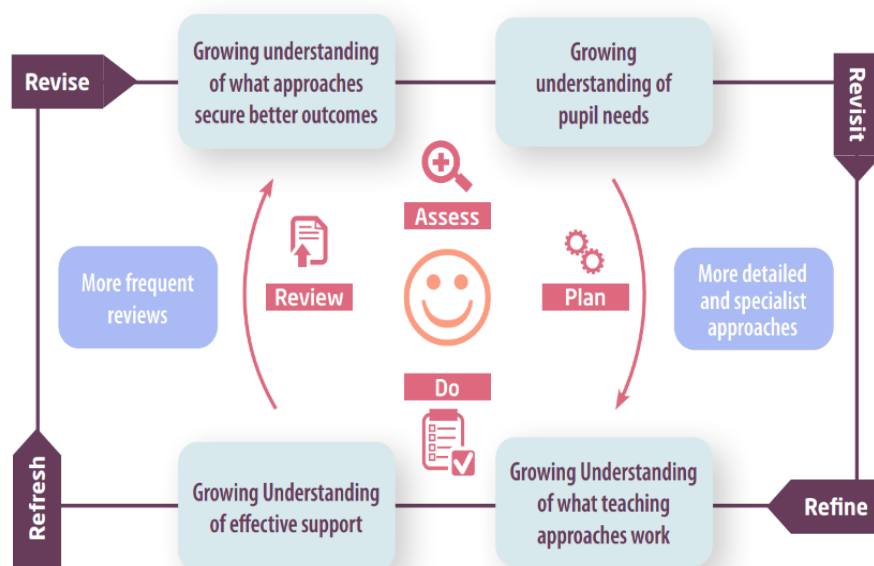
All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

Phase 1  	<p>If the teacher notices that a pupil is having difficulties, they will explore possible barriers to learning that the pupil may have through assessments and screeners. 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.</p> <p>If the pupil is still finding it difficult to make the expected progress, the teacher will contact you to discuss their concern, before completing a cause for concern referral form which will go to the school SENCO.</p> <p>When the SENCO receives a cause for concern from a member of staff, the cause for concern is discussed at a termly Pastoral Meeting to include the wider Inclusion Team to ensure the best next steps are identified.</p>
Phase 2  	<p>A meeting will be arranged with the appropriate team of staff to discuss the concerns and an in-class observation will take place try to get a better understanding of what your child's strengths and difficulties are.</p> <p>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>
Phase 3  	<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: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</p> <p>You will be notified by your Child's Class Teacher of the agreed actions and support that has been put in place. The progress of these interventions will be shared with you at your child's parents evening meetings, but you can arrange a meeting with your child's Class Teacher at any time during the academic year.</p>
Phase 4  	<p>If we decide that your child needs SEND support, we will formally notify you and a meeting with the SENCO will be arranged.</p> <p>This may result in your child being added to the school's SEND register.</p> <p>They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

At St. George's C of E Primary School, we monitor the progress of all pupils three times a year to review their academic progress, through a range of formative and summative assessments. We use

a range of assessment tools with all (or many of) the pupils at various points e.g., Y1 Phonics Screening, Speech Link, Language link, reading ages using Accelerated Reader, Key Stage 2 SATs, White Rose maths assessment, Comprehension Reading, Times Table assessments, book monitoring, continuous formative assessment and strength and difficulty questionnaires - to monitor pupils' emotional well-being and involvement in class. These assessments will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, with support from the Mainstream Core Standards, or whether something different or additional is needed. Our aim is to identify need at the earliest point, making effective provision to improve long-term outcomes for the pupil.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, Class Provision Maps/Personalised Provision Plans, reviewed regularly and refined/revised if necessary. Supportive strategies identified with the child will be recorded on their One Page Profile. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional to and different from to what is typically available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is changed, parents will be notified.

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

We will provide 1 autumn term and 1 spring term report on your child's progress which is shared with you at your child's parents evening – this is now shared via the MCAS (My Child at School) app. We provide a final more comprehensive annual report at the end of the summer term outlining your child's progress and attainment for the academic year, and offer the opportunity for a meeting with your child's class teacher if you require this. Again, this report is shared via the MCAS app. If you have any problems accessing this, please contact the school office who will be happy to help.

A member of staff who knows your child well will offer the opportunity to 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 attend these meetings to provide extra support.

The SENCO also holds parent evening appointments alongside those offered by Class Teachers during the autumn and spring term.

In addition, if your child has an Education Health Care Plan (EHCP), an annual review meeting will be held to assess the child or young person's progress towards their outcomes, ensure the information and support in the plan remain accurate and effective, and make any necessary changes to meet

their current and future needs, in line with the legal requirement to review the plan at least once every 12 months.

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 and/or the SENCO/Pastoral Team by:

- Making a direct appointment with Class Teacher
- Requesting an appointment through the school office – 01795 877667 (option 2) or office@sgps.aquilatrust.co.uk
- Or contacting Miss Hill, SENCO on 01795 877667 (option 6)/senco@sgps.aquilatrust.co.uk and Pastoral Team on 01795 877667 (option 4).

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?

Please see our School's Accessibility Plan which covers increasing the extent to which disabled pupils can participate in the curriculum: <https://www.st-georges-sheppey.kent.sch.uk/key-information/policies/>

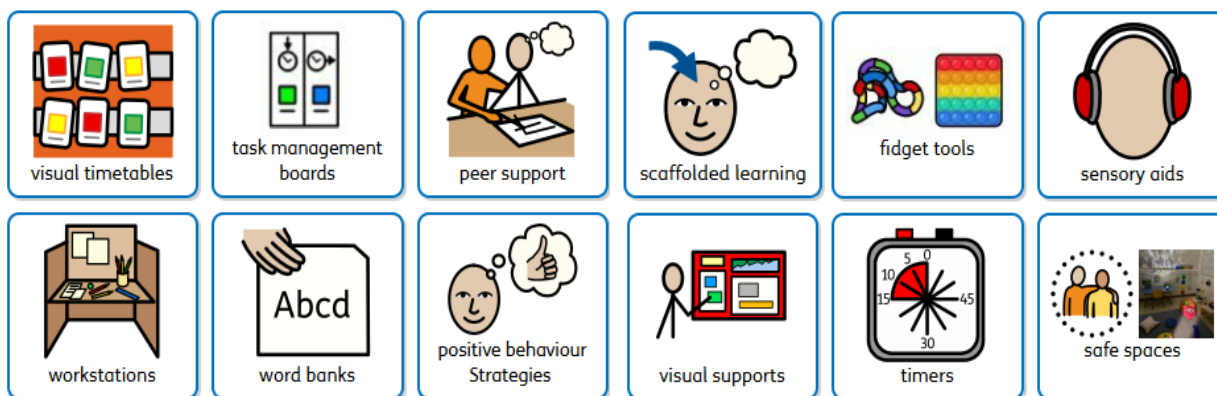
Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

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:



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

We may also provide the following interventions:

- Speech and language interventions
- Clever fingers – fine motor intervention
- Sensory circuits
- Write from the Start and Letter Join – handwriting intervention and support
- Additional phonics intervention using Read, Write, Inc
- Language through colour
- Friendship/Playground Skills
- Nurture groups
- Bucket time
- Lego intervention
- Forest School
- ELSA (Emotional Literacy Support Assistants)
- Small group or 1:1 targeted Reading, Writing and Maths intervention
- NELI (Nuffield Early Language Intervention)
- Precision Teaching
- Pre-Teach and Over-Teach
- Drawing and Talking
- Inside Out – Outreach Services for Young People <https://insideoutosyp.co.uk/>
- Zones of Regulation

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 at the end of Term 2, 4 and 6
- Reviewing the impact of interventions after 12 weeks
- Using pupil voice (on their one-page profile – updated 3 times a year)
- Monitoring by the SENCO, Senior Leadership Team and Subject Leaders



- 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?

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional to and different from teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress, will be different in each case and is listed on Class Provision Maps/Personalised Provision Plans.

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

In a very small minority of cases, a very high level of resource is required. The funding arrangements require schools to provide some funding from their core budget before applying for extra through the community of schools fund, for pupils with high needs, and above the amount that the community fund can provide, then the Local Authority should provide additional funding in order for schools to meet the needs outlined in their EHC plan.

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 providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Norfolk Lakes.

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

All pupils have the opportunity to represent our school in competitions and apply for leadership roles such as; school councillor, worship warrior, playground buddy and prefect.

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 Admission Policy States:

St, George's CofE Primary School will accordingly admit to the PAN each year if sufficient applications are received. The PAN for our school is 60 pupils per year group. All applicants will be admitted if the number of applications is equal to or fewer than the PAN. If more applications are received than PAN, the oversubscription criteria, which can be found by following the below link to our admissions policy, will be applied in order to rank all the applications and identify a priority for the offer of places up to PAN.

<https://www.st-georges-sheppey.kent.sch.uk/key-information/policies/>

In line with the DFE School Admissions Code, children with Statements of Special Educational Need which name a School within the policy in the statement will be allocated a place at the school before

the oversubscription criteria are applied. As a result of this, the published admissions number will be reduced accordingly.

The County Admissions procedure is followed on an annual basis, which includes the advice to apply for a school place online. Please see the following link to find the admissions booklet detailing the application process:

<http://www.kent.gov.uk/education-and-children/schools/schoolplaces/primary-school-places>

Parents are informed by the Local Authority of the decision regarding a place for their child. After you have been informed that your child has been offered a place, you will receive information regarding our induction programme for children joining our Foundation Stage so that you and your child can become familiar with school and can start in September with confidence.

If your child has an Education Healthcare Plan (EHCP), please contact your Local Authority caseworker to inform them of the school you would like your child to attend. They will advise you on your next steps.

13. How does the school support pupils with disabilities?



St. George's CofE Primary School has an up-to-date accessibility plan: <https://www.st-georges-sheppey.kent.sch.uk/key-information/policies/>

- Although the school buildings are across multiple levels – ramps have been added to aid accessibility and we have a lift in school that can be used to access our school library which is upstairs.
- Disabled toilets are available within the school
- EYFS and Year 1 classrooms are equipped with their own toilets.
- We ensure where possible that equipment used is accessible to all children regardless of their needs.

- Consideration is given to resources and displays to promote diversity and equality
- Extra-curricular activities are accessible for all pupils with SEN.
- Disabled parking for parents is accommodated where possible.
- Access to school for parents is considered for school events e.g., School concerts.

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.

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

At St George's CofE Primary School, we understand how important it is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

We provide support for pupils to improve their emotional and social development in the following ways:

- Curriculum teaching through our Jigsaw programme of study in PSHE
- Zones of Regulation interventions for whole class, small groups and 1:1 teaching
- Pupils with SEND are encouraged to be part of the school council/class worship warriors/prefects and other roles with responsibilities within school
- Pupils with SEND are also encouraged to become a 'Buddy' and support younger pupils at playtime

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

- Access to ELSA support
- Mentor time with member of Senior Leadership Team
- External referral to NELFT
- External referral to Solution focused counselling through School Health
- The use of our Nest spaces for pupils to use when appropriate



- External support through Inside Out (Outreach Service for Young people)
- Sessions with a trained member of staff in Drawing and Talking
- Forest School
- Direct intervention and daily/weekly check ins with our Pastoral Team

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We have a 'zero tolerance' approach to bullying. Please use the link below to access our bullying policy which outlines our commitment to preventing bullying in school.

<https://www.st-georges-sheppey.kent.sch.uk/key-information/policies/>


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



As part of her role as Assistant Headteacher for Inclusion, Miss Hill is also St. George's CofE Primary School's Designated Teacher for looked-after children and previously looked-after children.

Within this role Miss Hill's responsibility is 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.

	<p>Miss Emma Hill AHT for Inclusion SENCO Designated Teacher for Looked-After Children</p>	<p>Contact Details: 01795 877667 senco@sgps.aquilatrust.co.uk</p>
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16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



From a Nursery Placement:

- At St George's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.
- Transition meetings start with different Nursery settings in Term 5, earlier if a setting highlight severe needs. We meet on more than one occasion after this, with the class teachers to discuss provision. As appropriate, we visit the pupils in their setting and at their home.
- All pupils have four transition sessions in school. Before these sessions start, the liaison with the previous setting and parents ensures a child's transition can be supported further in order to meet the needs of the child.
- Class Teachers/AHT for Inclusion (SENDSCO) use information and reports collated from setting/parents and through observation to support on entry assessments regarding additional needs.
- AHT for Inclusion (SENDSCO) attends transition meetings held by the Specialist Teaching Service annually, meeting Nursery SENDCOs and engaging in professional dialogues regarding pupils with SEND.



Between years

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

- Set up transition meetings for pupils with SEND. This includes the current and next class teacher, and in some cases the pupil and the parents.
- We hold 2 full transition days for all pupils.
- As a school we recognise that transition can be difficult to manage for some pupils and therefore plan a robust 'enhanced' transition that begins in Term 6. Our 'enhanced' transition includes the use of; Social stories, activities that explore things that will be the same and things that will be

different, questions they are unsure of but also excited about and any worries that children may have.

- In addition, we also provide bespoke social stories for pupils, extra visits to their new classrooms and planned relationship building sessions with new adults.

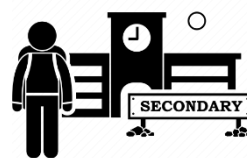


Between schools

When your child is moving on from our school, we contact key staff from the new setting to discuss the pupils' needs if appropriate.

Between phases

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. In addition to this, the AHT for Inclusion (SENDSCO) works with the secondary schools to organise extra transitional visits for vulnerable pupils. For the most vulnerable pupils we organise transition packs, including pictures of the pupil's new school, key information and what to expect plus familiar adults to attend transition week with them



Pupils will be prepared for the transition by:

- Developing independence and organisation skills
- Completing two transition projects, first a research project exploring timetables, uniform, key staff in computing lessons, and a second project in PSHE focusing on developing confidence and daring to be amazing providing pupils with different strategies as they transition to secondary school.
- Attending their schools transition day(s)/week

All secondary schools are contacted in the first week of September to ensure safe arrival of pupils at their new school, and pupil files including safeguarding and SEND are sent to correct staff/departments.

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 your local authority's: **KENT**, local offer.

Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

Kent SEND Information Report

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

- Information Advice and Support Kent (IASK) who provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

Local charities that offer information and support to families of pupils with SEND can be explored via Kent's SEND Directory on their website:

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

In addition, The Isle of Sheppey has their own charity, Sheppey Matters, an award-winning health and well-being registered charity working together with the regeneration of the Isle of Sheppey. Established in 1994, it provides over 12 health and well-being community services from the Healthy Living Centre in Sheerness, two outreach locations in Eastchurch and many other community venues around the Isle of Sheppey.

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



And ADHD Sheppey, a community that is dedicated to embracing the vibrant journey of ADHD on the Isle of Sheppey and beyond!

<https://www.adhdsheppey.com/>



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?

Kent SEND Information Report

Concerns about SEND provision in our school should be made to the Class Teacher or SENCO in the first instance. If you are not satisfied with the school's response, you can escalate by following our complaint procedure. Our school complaints policy can be found on the following link:

<https://www.st-georges-sheppey.kent.sch.uk/key-information/policies/>

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. Visit the following website for further information:

<https://www.kelsi.org.uk/special-educationneeds/special-educational-needs/mediation-and-resolution>

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 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