

Special Educational Needs and Disabilities (SEND) Information Report



Inclusion Team

**Inclusion Lead/SENCO:
Amanda Flaherty (AHT)**

Contact No. 01732 352367

Email Contact: schooloffice@sussex-road.kent.sch.uk

**SEND Governor:
Olly Swann**

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Sussex Road School 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.

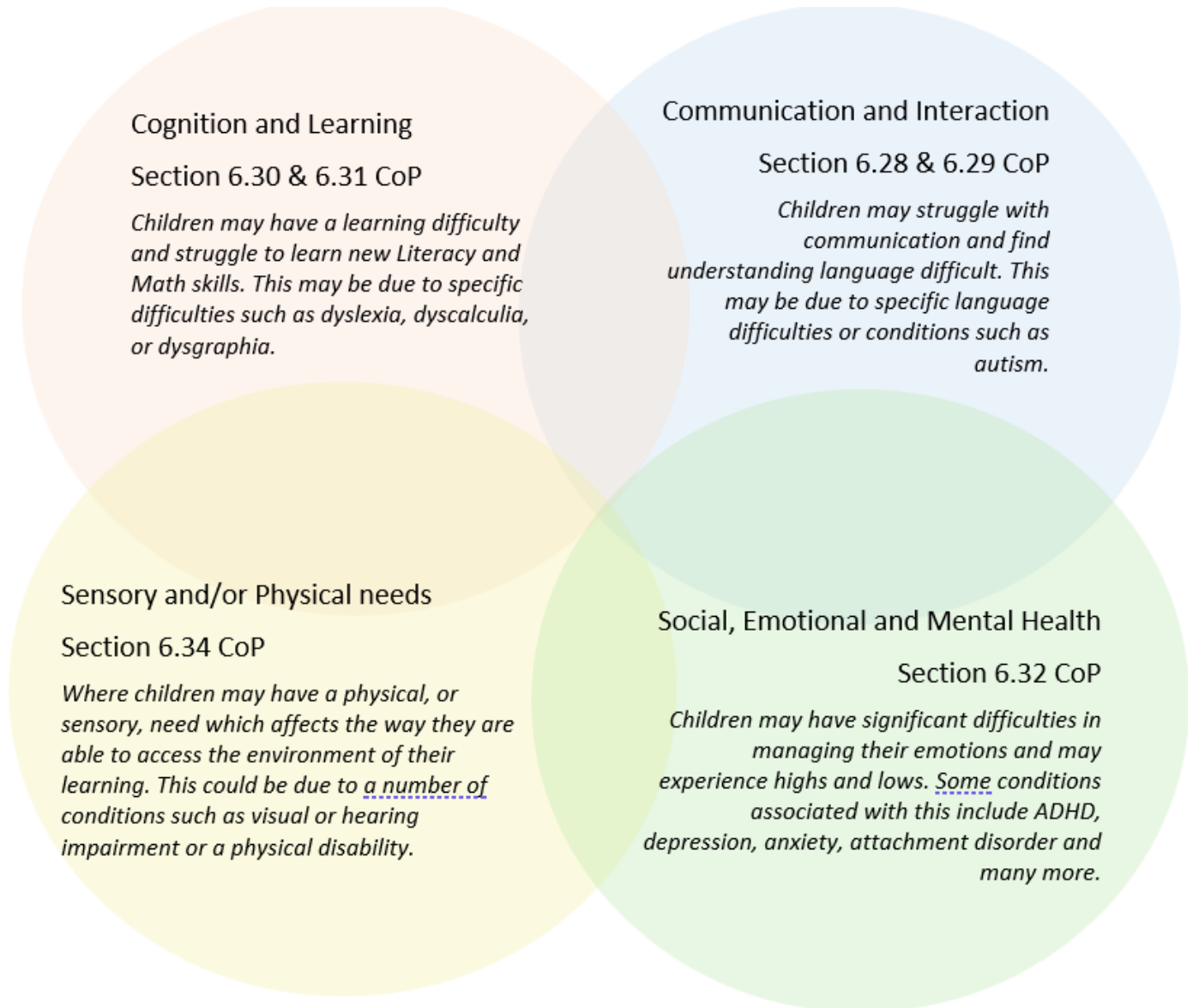
You can find our SEND policy on our school website policy page:

<https://www.sussex-road.kent.sch.uk/page/?title=Policies&pid=19>

Note: If you are unsure of any terms used in this information report please refer to the glossary at the end.

1. What types of SEND does our 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 a child's needs overlap and are rarely defined by one area. We aim to understand the 'whole' child so that we can meet their needs most effectively.

More information about the areas of need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years [here](#).

[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 Sussex Road Primary School all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure they have the knowledge and skills to meet a wide range of pupil needs.

The member of the Senior Leadership Team responsible for co-ordinating provision for pupils with SEND is Ms Amanda Flaherty.

[Our Special Educational Needs Co-ordinator, or SENCO](#)

Our SENCO is Ms Amanda Flaherty.

Ms Flaherty has 25 years of experience in the role of SENCo gained across many schools and contexts. Ms Flaherty is also recognised across Kent for her expertise in SEND through her wider roles as a KCC Inclusion Champion and Inclusion Leader of Education. Ms Flaherty is a qualified teacher.

Ms Flaherty has a Masters Level qualification in Special Educational Needs which includes the National Award for SENCo qualification and specialist modules in Specific Learning Difficulties (Dyslexia) and Understanding Behaviour.

[Class/subject teachers](#)

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We follow an inclusive teaching pedagogy which embraces the principles of the 'Five a Day model' advocated by the Education Endowment Fund. This model adopts five principles of high-quality teaching which includes explicit instruction (I do – We do -You do), cognitive and metacognitive strategies, scaffolding, flexible grouping and technology.

Our staff have completed a range of training with external providers including Developmental Language Disorder, Autism awareness (Autism Education Trust), Zones of Regulation and Emotional Wellbeing.

In addition, all staff have access to the training provided by the National College. This training provides accessible, online modules addressing a range of topics related to SEND.

[Teaching assistants \(TAs\)](#)

We have a team of Teaching Assistants, who work across the school to support the teaching and learning of all pupils. We operate a 'Team around the child' approach, so that a group of staff take responsibility for pupils across a year group. Staff at Sussex Road empower children to be metacognitive and independent.

A number of our Teaching Assistants deliver specific interventions such as Lexia, Spellzone, Toe by Toe, BEAM, Clever Fingers and synthetic phonics. These interventions are organised by the SENCo.

Our Teaching Assistants access relevant training via our NHS health teams, specialist teachers and special school outreach teams. In addition, all Teaching Assistants have access to the training provided by the National College. This training provides accessible, online modules addressing a range of topics related to SEND. Teaching Assistants are also invited to attend relevant school-based INSET.

External agencies

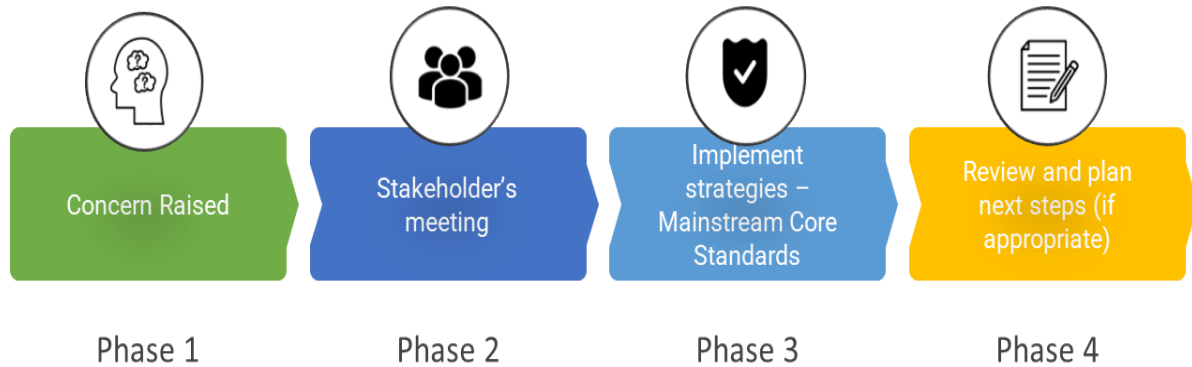
Sometimes we seek additional advice to guide us with offering our pupils more specialist support. Whenever necessary we work with external support agencies to meet the needs of our pupils with SEND and their families.



These agencies may include:

- Child and adolescent mental health services (CAMHS)
- Emotional Wellbeing Team (NHS)
- Inclusion and Attendance
- Educational psychologists
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching Service
- Speech and language therapists
- Voluntary sector organisations

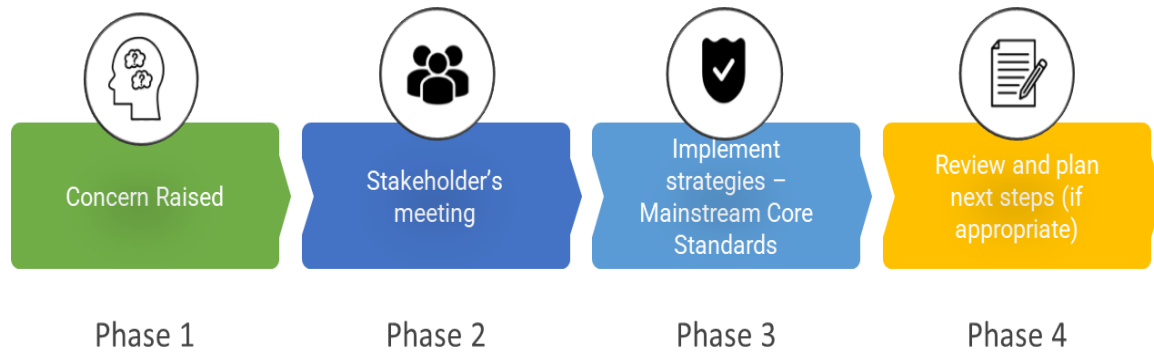
3. What should I do if I think my child has SEND?



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| <p>Phase 1</p> | <p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can get in touch with the SENCO (Ms Flaherty) by emailing the school office at schooloffice@sussex-road.kent.sch.uk or by asking for an appointment at the school office.</p> |
| <p>Phase 2</p> | <p>We will meet with you to discuss your concerns so that we have a full understanding of your child's strengths and challenges. Together we will decide on the outcomes we seek for your child and agree next steps as actions.</p> |
| <p>Phase 3</p> | <p>We will implement the agreed actions and monitor these over an agreed period of time. All of the teachers at Sussex Road use the Mainstream Core Standards document to plan provision for pupils with SEND. Relevant strategies are documented in the Class Provision Plan.</p> <p>A copy of the Mainstream Core Standards 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>This process will initiate the 'Graduated Approach' where support will be implemented and reviewed. See next page for more details.</p> |
| <p>Phase 4</p> | <p>If we decide that your child needs support that is additional to that which would normally be provided for all pupils, we will formally notify you that your child will be included on the school's SEND register. Any additional support will be reviewed using the assess, plan, do, review model.</p> |

4. What happens if the school identifies a need?

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



Class teachers are responsible for monitoring the progress of all pupils including those who have SEND. Teachers use ongoing assessment and formal assessment to track the progress of all pupils. Teachers are mindful of the emotional development of all pupils.

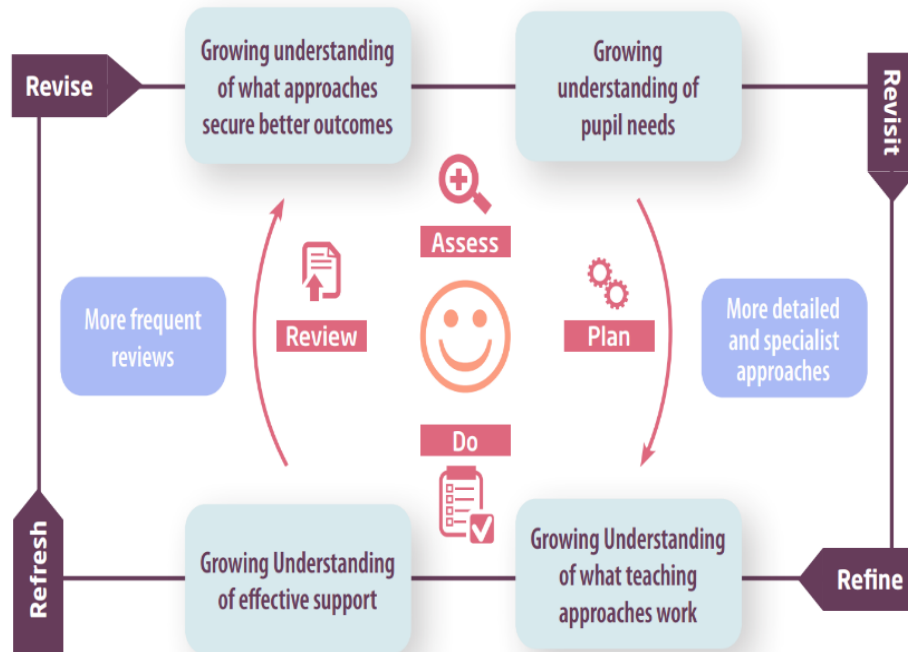
If a teacher notices that a pupil is not making expected progress, the teacher will identify the learning gaps that need to be addressed. Often the teacher will consult with the SENCo for advice. Teaching strategies will be adapted, and intervention may be put in place to address these learning gaps. Pupils can often make progress with this additional support especially in terms of their confidence.

If a pupil is still not making expected progress despite adaptive teaching strategies and intervention, the teacher and SENCO, will contact the parent to discuss next steps. These steps will follow the graduated approach (see previous page).

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

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

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



| | |
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| Assess | If your child is not making the expected level of progress, we will assess the current strengths and challenges in your child's learning profile. We will ask you and your child to share your views with us so that we have a shared understanding. We may seek advice from external professionals if needed. |
| Plan | In discussion with you and your child, we will decide on the outcomes we hope to achieve. We will plan the support needed for your child to meet these outcomes. This support (provision) will be documented within the Class Provision Plan or an Individual Provision Plan. The type of plan will be determined by the SENCo based on the level of provision needed. |
| Do | We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for teaching your child on a daily basis, and ensuring that the support (provision) we have put in place is having the intended impact. |
| Review | We will assess how well the planned support has helped the pupil to meet the agreed outcomes. If the pupil has made sufficient progress the plan will cease. If the pupil has not made sufficient progress the Assess- Plan- Do – Review cycle will start again. |

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

We provide termly reports which document your child's progress. These are shared with you during the Autumn and Spring parent consultation meetings. An end of year report is provided in the summer term.

If your child has SEND, a member of staff who knows your child well will meet with you at least three 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 will attend these meetings as needed.

We know you are the expert about your child's needs and aspirations. We want to ensure that you fully understand how we are meeting your child's needs, so that we can work together to achieve the very best outcomes for your child.

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

If you have concerns that arise between meetings, please contact the SENCo, Ms Flaherty via the school office.

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

The level of involvement that your child has in discussions with school staff, will depend on their age and individual needs. We recognise that no two pupils are the same, so we will be flexible with the type and amount of involvement. We will be guided by the parent about the level of involvement that seems appropriate.

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 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 throughout their education at Sussex Road.

At our school, we follow an inclusive teaching pedagogy which embraces the principles of the 'Five a Day Model' as advocated by the Education Endowment Fund. This model adopts five principles of high-quality teaching which includes explicit instruction (I do – We do -You do), cognitive and metacognitive strategies, scaffolding, flexible grouping and technology. Every teacher adapts their teaching to meet the needs of pupils in their class.

These adaptations may include:

- Giving additional processing time, pre-teaching key vocabulary, reading instructions aloud
- Adapting resources so that scaffolds and manipulatives support learning 
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font 
- Providing guided workshops during lessons which offer additional practice 
- Ensuring that we re-visit learning through rehearsal and quizzing so that learning is well remembered 

[We may also provide the following interventions:](#)

Clever Fingers, BEAM, Lexia, Spellzone, Toe by Toe, Synthetic Phonics, Emotional Regulation, ELSA (Emotional Literacy Support Assistant), Drawing and Talking, Speech and Language, Language Link, Speech Link

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 evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their targets each term
- Using both formal and informal assessment processes
- Reviewing the impact of interventions
- Using pupil questionnaires, surveys and pupil voice
- Monitoring of learning by the SENCO and senior leaders
- Using provision plans to measure progress against group and individual targets
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)
- Discussing your child's progress with their teacher and senior leaders (including the SENCo) during termly pupil progress meetings

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

Most pupil's needs can be met through the delegated school budget.

Some children will need additional provision to meet their needs.

These may include.

- Additional resources to support their learning
- Adaptations to in class support
- Further training for staff
- External specialist expertise

Where appropriate, we will consult with external agencies to seek recommendations regarding how best to support your child to access their learning. We will use our best endeavours to ensure this advice is followed.

11. How will the school make sure my child is included in all aspects of the curriculum?



The expectation is that all schools will provide an inclusive provision for all pupils. It may be necessary for some pupils to receive intervention 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 attend school visits including the residential visits in Years 5 and 6.

All pupils are encouraged to take part in additional events such as sports days and celebration days.

No pupil is ever excluded from taking part in school events because of their SEN or disability. We make reasonable adjustments to ensure all pupils are included to the best of their ability.

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



Community primary schools such as Sussex Road Primary School have Kent County Council as their admissions authority. Details of the admissions process can be found in the following link:

<https://www.sussex-road.kent.sch.uk/page/?title=Policies&pid=19>

13. How does the school support pupils with disabilities



Under the terms of the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to carry out normal daily activities.

Our Equality and Accessibility Policy outlines our response to meeting the needs of staff, pupils and parents who have a disability. This policy can be viewed here:

<https://www.sussex-road.kent.sch.uk/attachments/download.asp?file=827&type=pdf>

The Equality Act also introduced a Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools, which extends to all protected characteristics. When carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share these characteristics.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share these characteristics.

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

At SRS our provision for pupils with emotional needs is documented on our school website here:

<https://www.sussex-road.kent.sch.uk/page/?title=Wellbeing&pid=24>

We adopt a tiered approach to emotional support at universal, targeted and specialist level. This approach delivers graduated support according to the level of need. We follow the Five Steps to Wellbeing programme advocated by the Anna Freud Centre for Children and Families. This is a whole school approach for supporting the mental health of all members of the school community.

At Sussex Road children can receive emotional intervention with our ELSA (Emotional Literacy Support Assistant) and our NHS Emotional Wellbeing Practitioner. Intervention is co-ordinated by our SENCo) in discussion with the child's teacher and parents.

If you have concerns about your child's emotional wellbeing, please contact our SENCo (Ms Flaherty) via the school office. The SENCo, who is also our Senior Mental Health Lead, will arrange a discussion with you so that any next steps for your child can be identified and addressed.

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



Sarah Miles – the Head Teacher is the designated lead for pupils who are looked after or previously looked after. She will work with our SENCO, to ensure that all teachers understand how the experiences of a looked-after or previously looked-after pupil may impact on their learning and emotional wellbeing.

Pupils who are looked-after or previously looked-after will be supported in the same way as other children with SEND. Looked-after pupils will have a Personal Education Plan (PEP) which documents their provision and is shared with all professionals who support the child. We will make sure that the PEP, 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?

[Starting at our school](#)

Before your child starts at our school, we will gather relevant information about your child from their previous educational setting. This may be from a nursery or pre-school setting or another school. We will also meet with you to find out more about your child. If your child has identified SEND, we will use our best endeavours to meet your child's needs as explained earlier in this document.

Specific arrangements for transition to our Reception class are documented on the admissions page of our school website:

<https://www.sussex-road.kent.sch.uk/page/?title=Admissions+%26amp%3B+School+Tours&pid=27>

[Moving between years](#)

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

- Arrange a transition meeting so that information about your child can be shared between the current and future teacher
- Plan and hold a transition session in the summer term so that your child can meet their new teacher
- Provide a social story and calendar so that your child knows what to expect in their new class and is aware of the passage of time until they return to school

[Moving between schools](#)

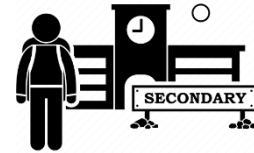
When your child is moving on from our school, we will share relevant information with your child's new school so that the staff there understand any identified SEND and the provision that has previously been offered.

Moving between phases – moving on to Secondary school

Before your child moves on to secondary school, the SENCO of the secondary school will usually meet with our SENCO/class teacher to share relevant information about your child.

Pupils will be prepared for transition to secondary school in a number of ways which could include:

- Practising using a secondary school timetable
- Learning how to be independent
- Knowing the key staff who will be available to help them
- Being able to follow a map of the school
- Knowing how to ask for help



For some pupils with SEND, it may be important to arrange a meeting with parents, child and secondary school colleagues so that information can be shared before the child moves on to the next school.

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

If you have questions about, SEND, or need more support, please get in touch with us. We want to support you, your child and your family.

The support available to you locally is explained In Kent's Local Offer which is available here:

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

Information about our local Special Educational Needs and Disabilities information advice and support services (SENDIASS) is available here:

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

Information about local charities that offer information and support to families of children with SEND can be found at the Tonbridge Family Hub. Information about this service is here:

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=U4gzK7I19C0>

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?

In the first instance, informal complaints about SEND provision in our school should be made to the SENCo via the school office.

If you are not satisfied with the school's response, you can escalate the complaint to a formal complaint. The complaint policy is available on the school website here:

<https://www.sussex-road.kent.sch.uk/page/?title=Policies&pid=19>

To see a full explanation of complaint procedures relating to SEND, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has 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 engage with processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal stage. Kent County Council has engaged mediation with Global Mediation Services. Information can be found here:

<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



Copies of many of these documents may be found on the School's website.

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