

Special Educational Needs and Disabilities (SEND) Information Report

Bapchild and Tonge CE (Aided) Primary School and Nursery



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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:



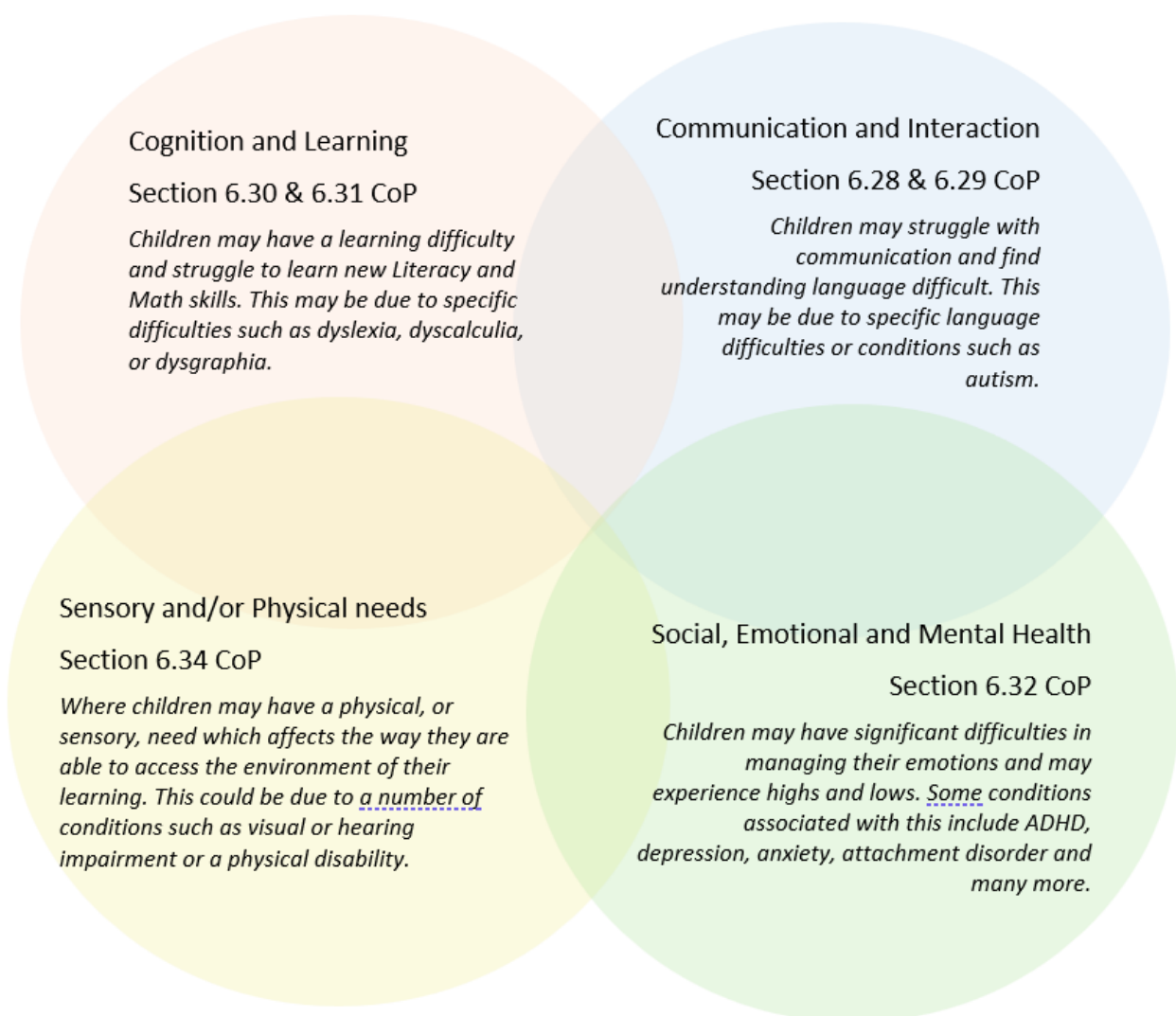
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.bapchildprimary.co.uk/send-and-inclusion>

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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262312/SEND_Code_of_Practice_January_2015.pdf)

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



At Bapchild and Tonge 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

The named SENCO is Christian Kelly and supported by Polly Long.

Mr Kelly has over 28 years experience as a teacher, Deputy Headteacher and now Headteacher for the last 9 years in both primary, middle school and Pupil Referral Units as well as working for the Local Authority. He is a qualified teacher and has Med., NPQH and NPQEL.

Mrs Long has worked at the school for over 5 years and acts as Wellbeing Leader in addition to her inclusion role. They are a Trauma Informed Practitioner as well as experienced in Drawing and Talk Therapy, Sandplay and Emotional Based Literacy Assistant.

Class/subject teachers

At Bapchild and Tonge we have 11 Teachers; this includes our Nursery Teacher and our Music Teacher. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Where necessary staff will receive external training, ensuring we are engaging with specialists and remaining as current as possible.

At Bapchild and Tonge we have received regular training sessions from STLS (Specialist Teaching and Learning Service) covering a wide range of topics such as Autism and Supporting Hearing Impaired Students. As a school we also engage with other external agencies to develop our knowledge and understanding such as the NHS and Speech and Language Services.

Teaching assistants (TAs)

We have a team of 11 TAs, each with varied experience and expertise. Every experienced TA has a specialism and they deliver interventions within that learning area for example Communication and Interaction. This ensures that we are able to deliver bespoke training to the TAs in their field but also that our children are working with a TA who is confident and highly skilled in delivering that particular intervention. In our Nursery we have four Nursery Assistants who each have a key group of children to work with. Whilst the Nursery Teacher remains ultimately responsible for the teaching and learning of the Nursery Classes, the Nursery Assistants build and maintain close, nurturing relationships. They will complete activities with all of their key children and this includes any children identified with an additional need or disability.

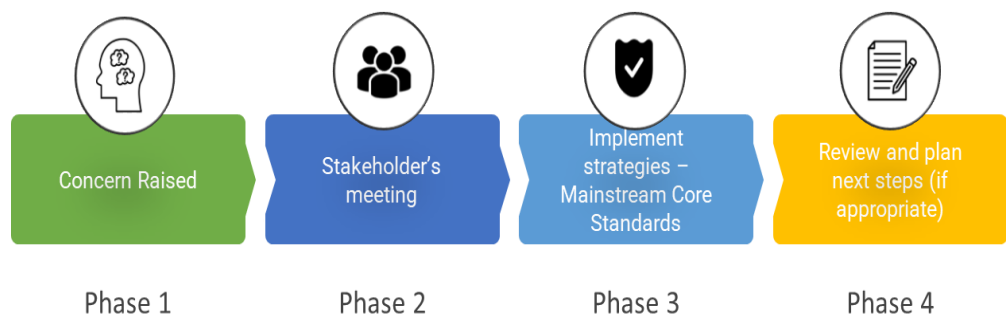
External agencies

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. This could either be through training opportunities for staff or to conduct specialist visits and assessments with children. These external agencies may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- 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 organisation



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



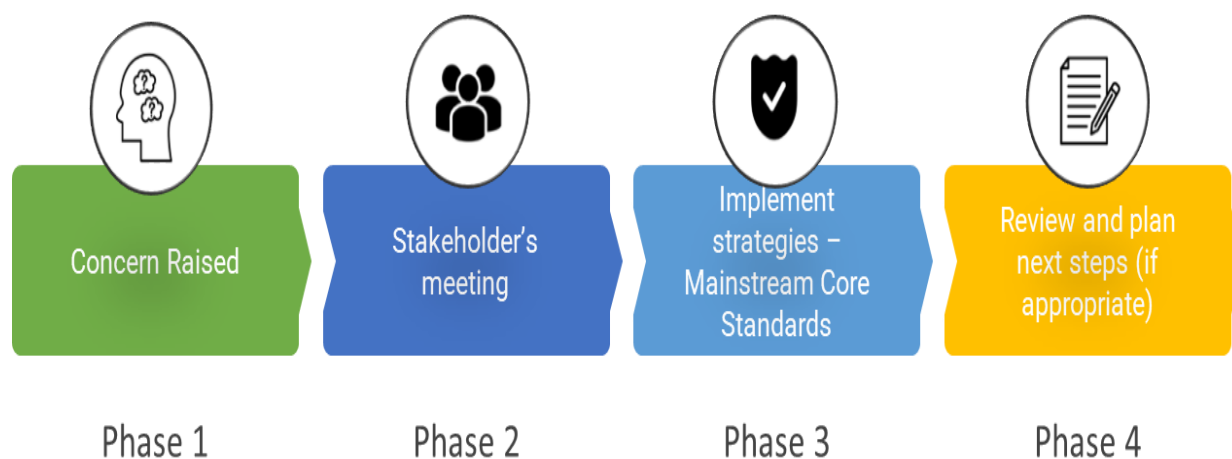
Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Your first point of contact should be your Class Teacher. He/she will be able to arrange a time to talk through your concerns in detail.
Phase 2	We will meet with you to discuss your concerns 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?

Explain your school's approach here. Insert details about how your school identifies pupils with SEND.

Please note, the below are suggestions only.

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.

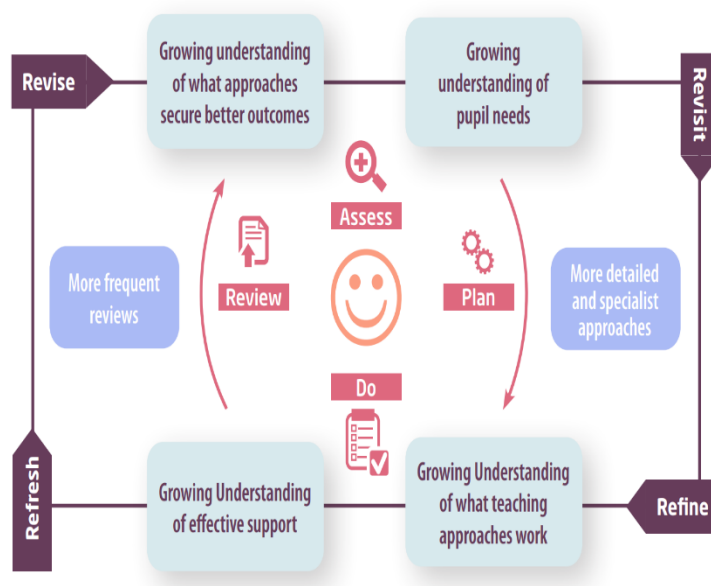
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 (see previous page).

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

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

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



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.

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

We will provide three reports a year for your child, as well as two Parents' Evenings. This is our core offer for all of our pupils at Bapchild and Tonge.

For children who are on the school's SEN Register, you will receive a letter from the SENCo at the start of the academic year. This will outline the provision that is in place for your child, all of which has been agreed by the Class Teachers and the Senior Leadership Team. You will have the option to meet with the SENCo at either or both of the Parents' Evenings or alternatively you can ring the office and arrange an additional meeting.

Should your child have an EHCP you will have an Interim and Annual Review. The Interim Review will be between the SENCo and Parents/Carers, with written input from Class Teachers. This is a check-in and to make sure things are on track. The Annual Review will involve all stakeholders with parents, the child (if appropriate), the Class Teacher and the SENCo in attendance. It is a celebration of progress as well as an opportunity to reflect on the previous year. At all meetings we will;

- Set clear outcomes for your child's progress (these can be short and/or long term targets)
- 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

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.

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. Your child's teacher/s is/are 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:

Pre/Precision Teaching

Social Skills Groups

1:1 Support

1:1 Reading

Touch-typing (Clicker)

Teaching Assistants support

ELSA

NELI

Sandplay

Phonics Interventions

Drawing and Talking

Handwriting

Sensory Circuits

Speech and Language

Play Therapy

Zones of Regulation

What's in the box?

Lego Therapy

Social Skills

Russian Writing

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 at Pupil Progress Meetings and Reviews of Provision Maps
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- At Parents Evenings (with the Class Teacher and/or SENCO)



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. There may be occasions where we seek professional advice from our Community of Schools; this maybe advice and support or a contribution towards costs regarding your child's provision. We will discuss with you our desire to do this and request your permission to proceed.

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 whether these are local or residential and we will put in the necessary support and resources to ensure these are as successful as possible. We will also risk assess to ensure they can be safe and work with you.

When the opportunity arises we welcome all children to take part in workshops or special events and we will create resources to support pupils who find change difficult e.g. social stories, transition plans.

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?



To ensure a smooth and steady start to school life at Bapchild and Tonge we will discuss your child's needs with you at the earliest opportunity. Collaboration between us and your child's previous setting will help us to make detailed, personalised plans based on your child. Should external agencies be involved, we will liaise directly with them to ascertain what level of support will need to be provided. Our admissions process is fair and we do not discriminate against any protected characteristic, please view our Admissions Criteria and Policy on the schools website by following this link - Admissions - Bapchild and Tonge Church of England Primary School. <https://www.bapchildprimary.co.uk/admissions>

13. How does the school support pupils with disabilities?



For a legal definition, you are 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. It is important for us that every child is recognised for their individuality and we will ensure our plans support any of their needs. Where necessary we work with external agencies to ensure we have the most current medical training and we have adapted our school to ensure it is accessible for all. Please see further details on our Accessibility Plan Policy, found here - accessibilityplan-policy-may-2024.docx. <https://www.bapchildprimary.co.uk/send-and-inclusion>

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:

- Our Wellbeing Team (lead by Polly Long - Wellbeing Leader) will provide therapeutic interventions that have been assessed to be most appropriate for that child and their need
- Pupils with SEND are encouraged to be part of the Inclusion Action Team
- Pupils with SEND are also encouraged to be part of groups such as School Council and PALS (Play Activity Leaders) to promote teamwork/building friendships
- Zones of Regulation used throughout the school to help support pupils with expressing their emotions and using strategies to co/self-regulate
- We have a 'zero tolerance' approach to bullying. All instances of bullying are dealt with by the Senior Leadership Team in accordance with our Anti-Bullying Policy.

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



Christian Kelly (Headteacher) is our Designated Teacher for all Looked-after Children. He will work closely with the Wellbeing Team to provide training and support to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might impact them, and what the implications are for teaching and learning. Our Wellbeing Lead is a trauma-informed practitioner and will assess which therapeutic intervention would be best, if needed.

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 will:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEND is discussed
 - Schedule sessions with the incoming teacher towards the end of the summer term
 - Plan transition activities that support the needs of our SEND learners
 - Provide pupils with a Transition Sheet with photographs and key information
 - Arrange for the pupil to visit the school before it opens for the next Academic Year, so they can become familiar with the layout and ease the pressure of the first day
- 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.

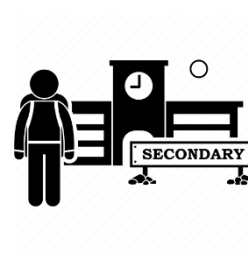
Between schools

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

The SENCo of the Secondary School will meet with our school's SENCo at a Local Phase Meeting. This involves all Primary and Secondary schools within the local area. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting the Secondary School We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.



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 County Council's Local Offer (SEND Information Hub). You can find it on the SEN and Inclusion page or follow this link - Special educational needs and disabilities (SEND) - Kent County Council

Our local special educational needs and disabilities information advice and support services (IASK) are available on the following page –

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?

Complaints about SEND provision in our school should be made to the SENCo/Headteacher in the first instance. You can contact the SENCo at headteacher@bapchild.kent.sch.uk This will then be assessed following our Complaints Policy. Please find the policy on our school website or by clicking this link here – Home | IASK

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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