

Special Educational Needs and Disabilities (SEND) Information Report

Guston Church of England Primary School



Inclusion Team

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy and how SEND works in our school. It is adapted from the Kent SEN Information Report.

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:



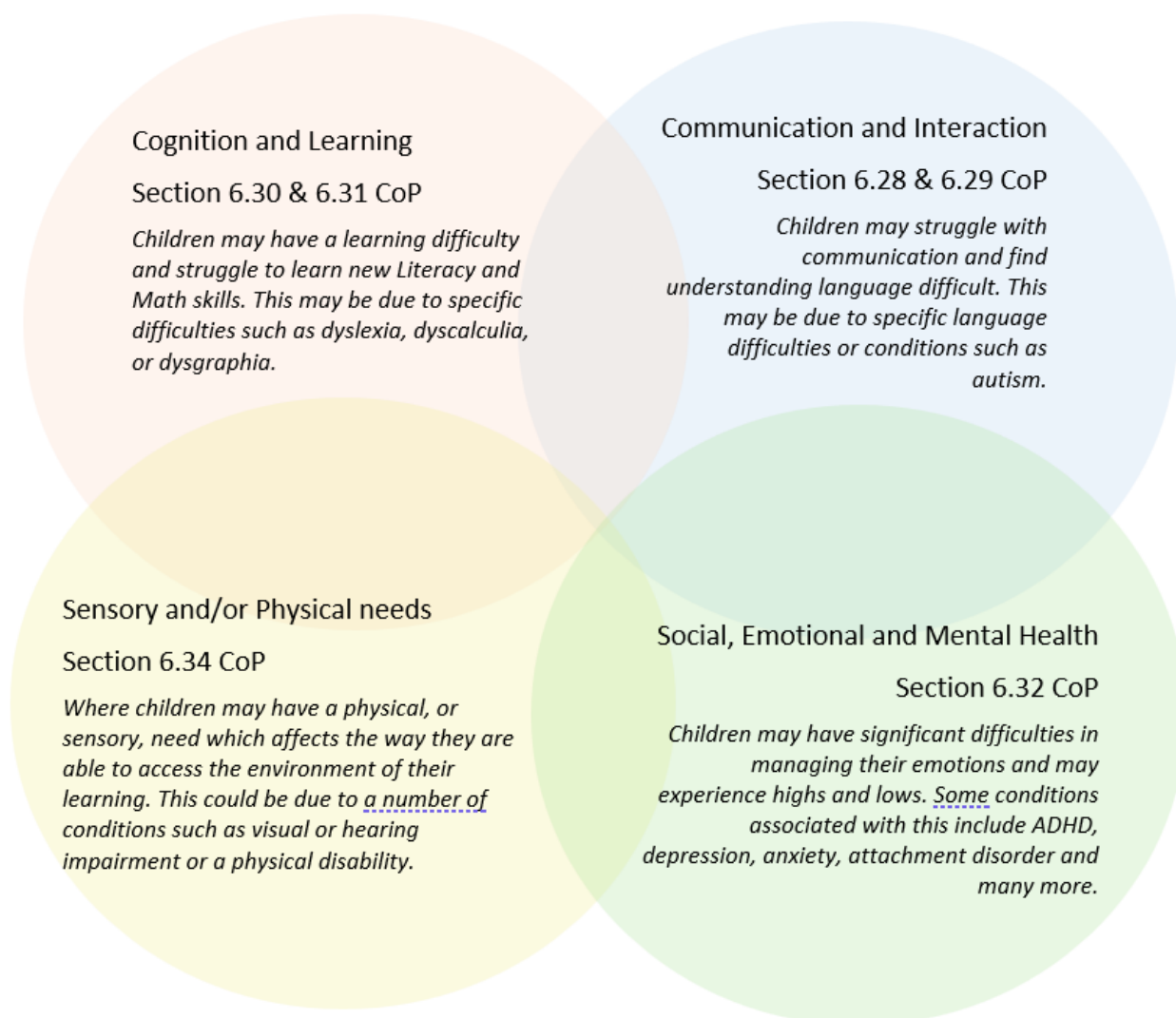
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website www.guston.kent.sch.uk

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 holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

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

At Guston Church of England Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Key staff are detailed below:

Our Special Educational Needs Co-ordinator, or SENCO

Our named SENCO is Tracey Tee, Assistant Headteacher Inclusion. She has seventeen years of experience as a SENCO and achieved the National Award in Special Educational Needs in 2008. She works as a Deputy Safeguarding Lead, ELSA (Emotional Literacy Support Assistant) and across the school as a qualified teacher. The work of the SENCO is overseen by the Headteacher, Deby Day and the Governing Body. The SENCO is responsible for co-ordinating the SEND provision in the school, supporting teachers, liaising with outside agencies and raising referrals where required. The SENCO will advise the Headteacher with respect to reasonable adjustments and access arrangements across the school.

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. Teachers are responsible for checking and reporting on the progress of children, personalising teaching and ensuring the SEN policy is followed. They are your first point of contact for SEN enquiries and concerns about your child. As a team they have received training in:

- Mainstream Core Standards
- Language Through Colour
- De-escalation
- Trauma Informed Practice
- EAL Best Practice
- Portage
- Maths Mastery
- Dyslexia Best Practice
- Autism Education Trust Training
- Anaphylaxis
- Diabetes Awareness Training
- Makaton
- Sensory Processing
- Boxall Nurture Group Training

In addition:

Our Mental Health Lead, Claire Lawrence, has had Mental Health Champion, Drawing and Talking and Lego Therapy training.

Our Sensory Lead, Karen Powell has had Sensory Champion, Portage, and Language Impaired Children in the classroom training.

Teaching assistants (TAs)

We have a team of eleven teaching assistants, TAs who are trained to deliver SEN provision.

The TAs are also trained in paediatric First Aid. As a team they have received the following training:

- Fizzy
- Clever Hands
- Autism Education Trust Training
- Makaton
- Portage
- Language Through Colour
- Intensive Interaction
- Attention Autism
- Precision Teaching – Toe by Toe, Sounds Progress, Minute a day, Plus One etc

External agencies

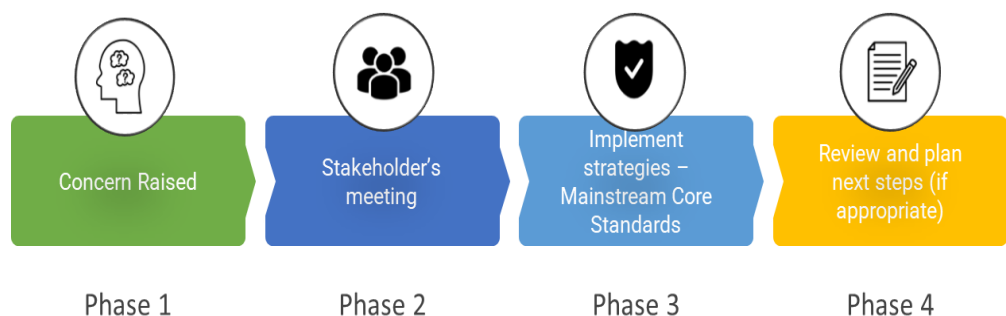
Sometimes we need extra help to support our pupils and work with people outside the school.

These may include:

- Child and adolescent mental health services
- CHATTS Talking Therapy Services
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching Learning Service Service
- Speech and language therapists
- Play therapist
- Voluntary sector organisation



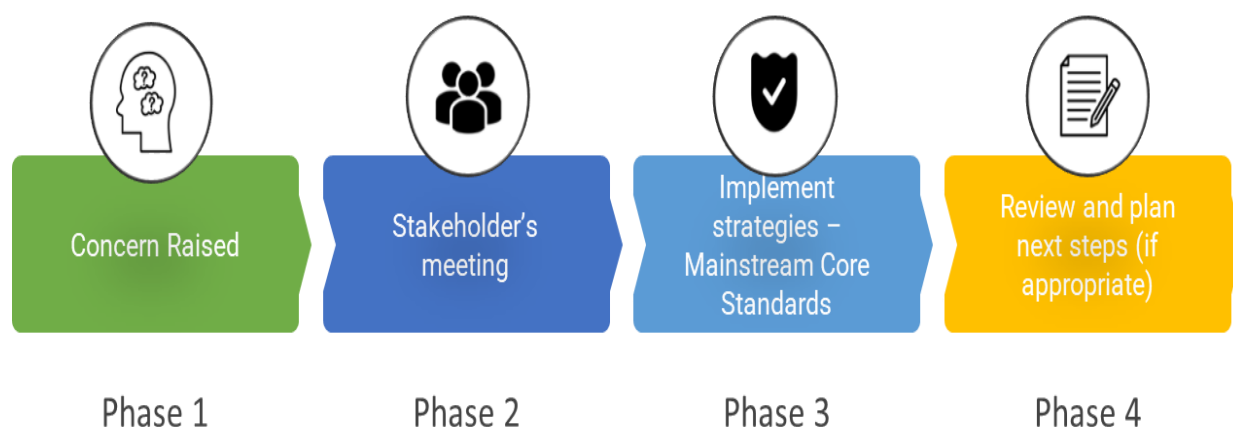
3. What should I do if I think my child has SEND?



Phase 1	<p>If you think your child might have SEND talk to your teacher, do not wait. They are on the playground daily. Or you can email on:</p> <p>Classname@guston.kent.sch.uk</p> <p>Class names are: Potters (5/6), Hiccups (4/5), Cheshirecats (3), Paddingtons (1/2), Tiggywinkles R/1</p>
Phase 2	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties. Together we will decide what outcomes to seek for your child and agree next steps. We will note 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. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
Phase 4	<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. They will receive additional support and this will be reviewed using an assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

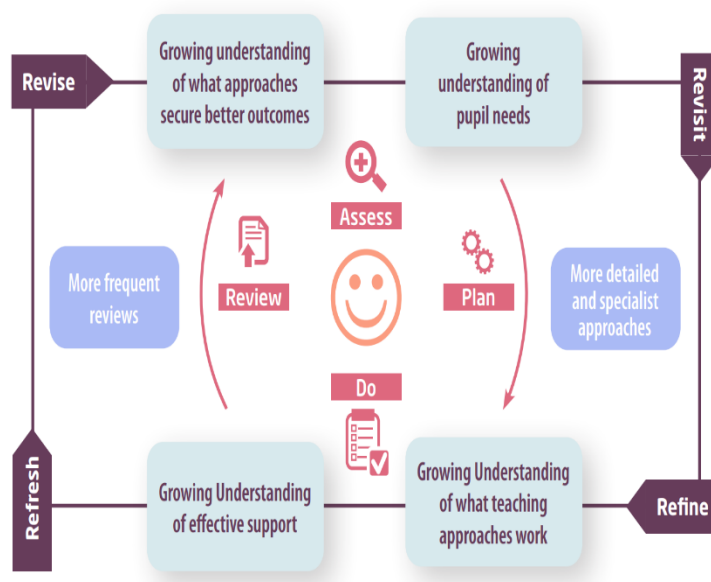
The same process is followed if a concern is raised by the school.



Phase 1	Class teacher raises a concern. They will plan a short term intervention (6 weeks or so) or use identified strategies from the mainstream core standards to support or adapt classroom environment to close the gap. Progress monitored.
Phase 2	Class teacher presents evidence in termly pupil progress meeting of adapted lessons, shares progress, attainment and observations. Senior teachers and SENCO discuss and formulate a plan to follow up that may include further observations, screens, alternative interventions, class teacher will feedback to parent.
Phase 3	Strategies implemented 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.

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

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

Where the school completes assess, plan, do, review and is unable to ensure progress to close a gap we will seek advice from the Specialist Teaching Service or other external agencies, we will include you in this process.

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

We will provide three parent meetings annually with data on attainment and progress. We will arrange additional meetings for parents of children with SEND. Referrals and outside agency involvement will be shared and wherever possible joint meetings held. Parents receive an annual report with end of year outcomes in Reading, Writing and Mathematics.

The class teacher will meet with you a minimum of three times yearly 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
- Share professional reports

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

As parents you know your child best. Developmental milestones, how they are at home, changes in behaviour in the wider family or changes in the family have a massive impact on a child's wellbeing and ability to learn, so please keep the school informed wherever you can and always share medical reports as these are not shared with schools under data protection rules.

The school operate an open door policy so if you have concerns that arise between these meetings, please contact their class teacher on the playground, the SENCO, senco@guston.kent.sch.uk, the headteacher, headteacher@guston.kent.sch.uk orring the office 01304 206847.

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:

- Come to meetings to discuss their progress and outcomes
- Draw how they are feeling or think they are doing etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey which can be shared
- Score themselves on a scale that has been explained to them
- Share assessment outcomes and set targets with them.



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 strive to give your child access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches and these may include:

- Adapting our resources – larger print, simplified text, visuals rather than words
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adaptations to teaching staff and group sizes
- Scaffolding lesson materials

Our whole school provision plan lists whole school, targeted and personal approaches that may be used. Please see this on the school website <https://www.guston.kent.sch.uk>.

Examples of school provision include:

- ICT support with alternative recording, tailored Maths and reading activities
- Speech and Language programmes
- TA specialist support with individualised programmes for Phonics, Maths and English

- Therapeutic approaches-lego, drawing and talking, play
- Mental health support through ELSA, Boxall, Nurture UKs
- Physical support through FIZZY, Clever Hands Programmes

We may also seek training and equipment to support more specialised need as and when needed. 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:

- Ongoing assessment by the class teacher
- Reviewing their progress towards their goals each term through the pupil progress meeting with SENCO and leadership team
- Reviewing impact of individual interventions at their end point
- Assessments/Observations
- Pupil/Parent Voice
- Using provision maps to record progress
- External agency observation and assessment where appropriate
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

It may be that your child's needs mean we need to provide additional resources such as:

- Task boards and visual supports
- 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.

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



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all pupils subject to risk assessment. Decisions around attendance are taken with the parents. All pupils are encouraged to go on our school trips, including our Year 6 residential trip. All pupils are encouraged to take part in: Sports Day, school plays and concerts. 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. In a small number of cases parents and children may choose to not attend because of anxiety, sensory processing difficulties or religious objection. These choices will be respected.

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

The admissions arrangements for children with Education, Health and Care Plans are the responsibility of Kent County Council. For advice on the arrangements to admit your child into school, you should contact your local SEN Officer through your local Additional Educational Needs and Resources office which is listed below:

South Kent SEN Team, Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU

Telephone: 03000 420889 Email: SENsouth@kent.gov.uk

Once a child with SEND is known to be starting, school will liaise with parents and the previous setting to best understand need and access arrangements needed for a transition.

13. How does the school support pupils with disabilities?



The Christian ethos of the school is inclusive. The school has an accessibility plan and policy that details how we seek to ensure that the school is accessible for children with a disability. This can be found at:

www.Guston.kent.sch.uk/page/policies/36628

Physical environment

- It is a single storey building and most doorways have ramps or easy access
- The semi-open plan design enables pupils to move freely from one area to another
- Main doorways linking different areas of the school have a moveable panel to widen the aperture, if necessary
- The Upper and Lower school classes can be accessed easily from the related play areas or entrances to the school premises
- The school hall is situated between the Upper and Lower schools, and is easily accessible to all classes
- Two WCs are DDA compliant.
- One designated disabled parking bay is allocated directly outside the main entrance. A dipped curb exists to support wheelchair access.
- All classrooms have large interactive whiteboards, with sound capability, background adjustable for colour, brightness, contrast Features to enable auditory impairment
- Many classes have access to an outside area to allow teachers to plan for outside activities to minimise noise to other classes.
- Healthcare plans in place for specific children.
- Epi-pen training for all staff, when necessary.
- Diabetes training for teaching teams updated annually, when necessary

- TAs and Office staff have First Aid training every two years

These arrangements should be read in conjunction with the SEN Policy and Medical Care Policy.

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:

- We are a nurture UK school and all staff use Boxall training to identify needs and strategies
- Specific staff trained as Mental Health Champion, ELSA (Emotional Literacy Support Assistant), Lego therapist, Drawing and Talking practitioner.
- Peer mentors trained and supporting in place
- Behaviour plan based on Colour Monster and Zones of Regulation promotes children's understanding of emotions, mental health and energy levels equipping them with the language and strategies to start to support their self-regulation and well-being.

Pupils with SEND are supported at lunch and breaktimes through nurture space, quiet areas, mindful activities, Lego Club, Gardening club, being in nature.

- We track behaviour on our child protection online Monitoring system CPOMS to look for patterns and seek to support before a child is in crisis. run a nurture club for pupils who need extra support with social or emotional development
- We have an open door policy to ensure we work with families and can support with the wider family needs
- We put well-being at the centre of everything we do as part of our Christian ethos.

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

Tracey Tee, our SENCO is the designated teacher for looked-after-children.

Tracey Tee will work with all teachers to ensure they understand the need to mitigate the difficulties and disadvantages these children have already experienced. The designated teacher will plan a personalised plan to meet needs across academic and emotional areas. They will attend PEP (personalised education plan) meetings and be responsible for planning the individualised personal plans aimed at ensuring the best outcomes. They will work with foster and adoptive parents, teachers, outside agencies including children's social services through the LAC review process both within and outside the county.

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 ensure sharing of information between year groups and relevant staff
- Ensure in class support is transferred to subsequent classes to prevent delays for progress
- Ensure children have opportunities to meet new supporting staff and work in new classroom to minimise anxiety
- Work with you as a parent to share needs and concerns
- Schedule lessons with the incoming teacher towards the end of the summer term
- Some children may have a transition booklet to help them know what to expect and minimise their anxieties

Between schools

When your child is moving on from our school, we will share the information we feel relevant to meet their needs and share both attainment, progress and strategies and support programmes that have worked well. We will support you to contact and communicate with the new school yourselves to give a parental view.

Between phases (for primary schools)

- The secondary school year 7 head or other senior staff will meet the current class teacher and the children on our school site.
- The SENCO will share vulnerable pupil transition forms that share your child's key information - strengths, difficulties, diagnoses, attainment, progress and successful strategies.
- Children will have an experience day at their new school.
- Additional transition days can be arranged in some cases.
- Parents are invited to complete forms about their children's needs and can meet the SENCO on request.

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 our website guston.kent.uk this has links to a range of support groups and advice in each area of need. The Kent Local Authority offer can be read using the link below:

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

The Iask site offers independent support for parents of children with SEND:

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

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

<https://www.includesus2.org.uk/>

<https://www.scope.org.uk/navigate>

<https://kentpactnew2022.co.uk/>

https://local.kent.gov.uk/kb5/kent/directory/service.page?id=i_xDS2NL6xk&localofferchannel=0

<https://www.kentautistictrust.org/>

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 class teacher, SENCO and then Headteacher in the first instance. They will then be referred to the school's complaints policy. This can be found here:

https://www.guston.kent.sch.uk/serve_file/30898185

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 can seek advice from <https://www.iask.org.uk> in the first instance. They can independently advise you of the way to appeal decisions in school and from the Local Authority. You can also make a claim through the first tier SEND tribunal service. 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. The contact details for mediation are included below:

<https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

19. Supporting documents

- Accessibility and Equality Policy
- *Child protection policy*
- *Behaviour Policy*
- *Attendance 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