

Special Educational Needs and Disabilities (SEND) Information Report

Sellindge Primary School



Inclusion Team

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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:



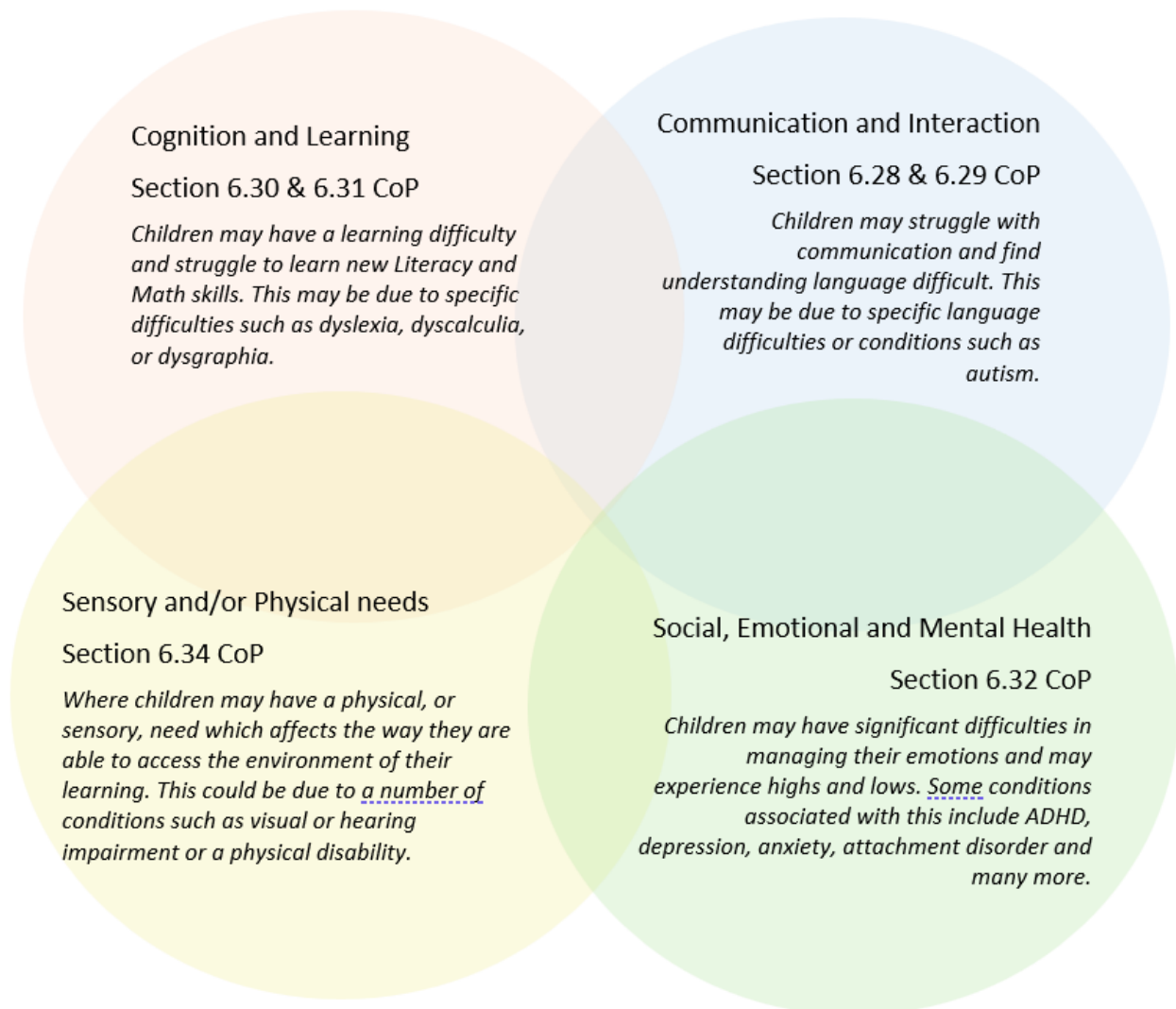
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: [Special Educational Needs \(SEN\) and Disabilities | Sellindge Primary School](#).

Note: If there are any terms we have used in this information report that you are 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 \(publishing.service.gov.uk\)](#)

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



At Sellindge 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.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Matt Griffin.

Matt Griffin has one year of experience as a SENCO and has worked as an Assistant Principal and Deputy Headteacher for 9 years. He is a qualified teacher.

Our SENCO is working towards achieving the National Award in Special Education Needs Co-ordination (NPQSENCo). Matt Griffin also holds a National Professional Qualification in Headship (NPQH 2024).

Class/subject teachers

All of our teachers receive in-house SEN training, as well as training delivered by the Specialist Teaching and Learning Service, and are supported by the SENCO to meet the needs of pupils who have SEN.

Within the last two years, all school staff have been trained in the Mainstream Cores Standards. In addition, all staff have been completed Autism Education Trust training. This means that staff have completed the following modules: Autism Awareness and Good Autism Practice. School staff receive regular SEND updates and are able to access specific types of training based on identified needs, for example training to deliver an Occupational Therapy programme, or a programme of speech and language therapy. Furthermore, teachers are able to access clinics run by the Specialist Teaching and Learning Service (STLS). Clinics, which support the four broad areas of need, are an opportunity for teachers to learn more about: a pupil's particular difficulties or needs; methods of assessment that help to unpick areas of difficulty; and appropriate strategies to support progress.

Teaching assistants (TAs)

We have a team of 10 TAs who are trained to deliver a range of SEN provision and have had training alongside our class teachers in Good Autism Practice and many of the training programmes previously mentioned.

In the last academic year, TAs have been trained in Good Autism Practice, Fresh Start Phonics (KS2), English as an additional language (EAL), Speech and Language Therapy, Emotional Literacy Support, Moving & Handling, Speech & Language interventions, cognitive behaviour approaches, co-regulation and self-regulation skills.

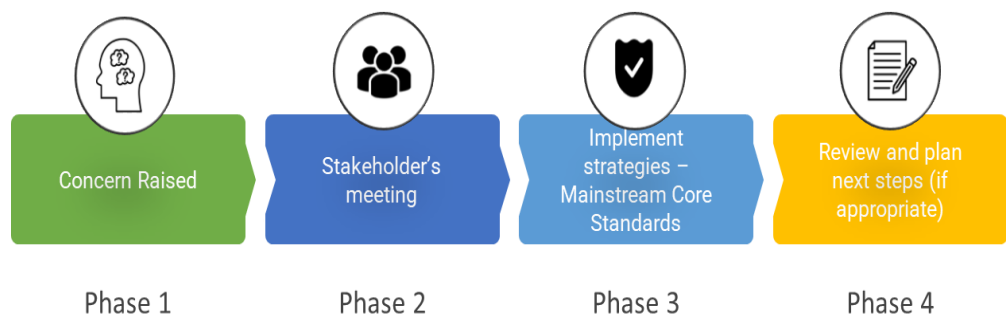
External agencies

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)
- Speech and language therapists
- 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



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

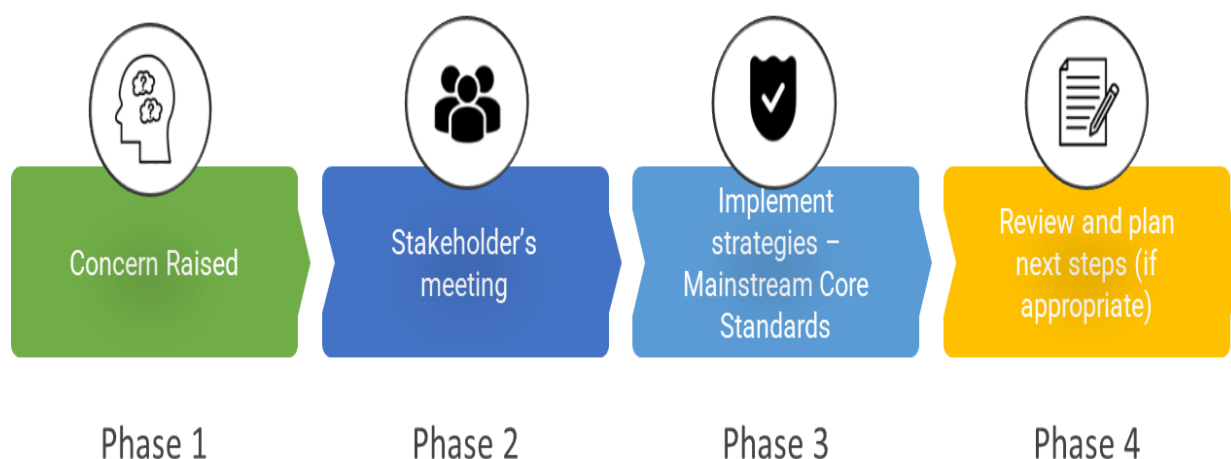


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCo is aware. Please either email, or speak to your child's class teacher, so that they can organise a meeting with the SENCo.
Phase 2	We will meet with you to discuss your concerns and try to get a better 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 has 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?

At Sellindge Primary School, we hold termly pupil progress meetings. We will discuss each child in terms of their academic progress, wellbeing and any other factors that may be affecting them at a given time. If the school identify a need, we may need to carry out some further assessments or carry out observations to gather evidence. The SENCO, Senior Leadership Team and Class Teacher will then be able to make an informed decision as to whether initiate the 'Graduated Approach' and add the pupil to the class provision map. Depending on the impact of interventions and the outcome of the Graduated Response, the child may then be added to the SEND register. If a child is added to the SEND register, it is important to be aware that this may be for a short, or longer, period of time.

The image below outlines the process that is followed if a concern is raised.



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 do not have SEND usually make progress quickly once the gap in their learning has been filled.

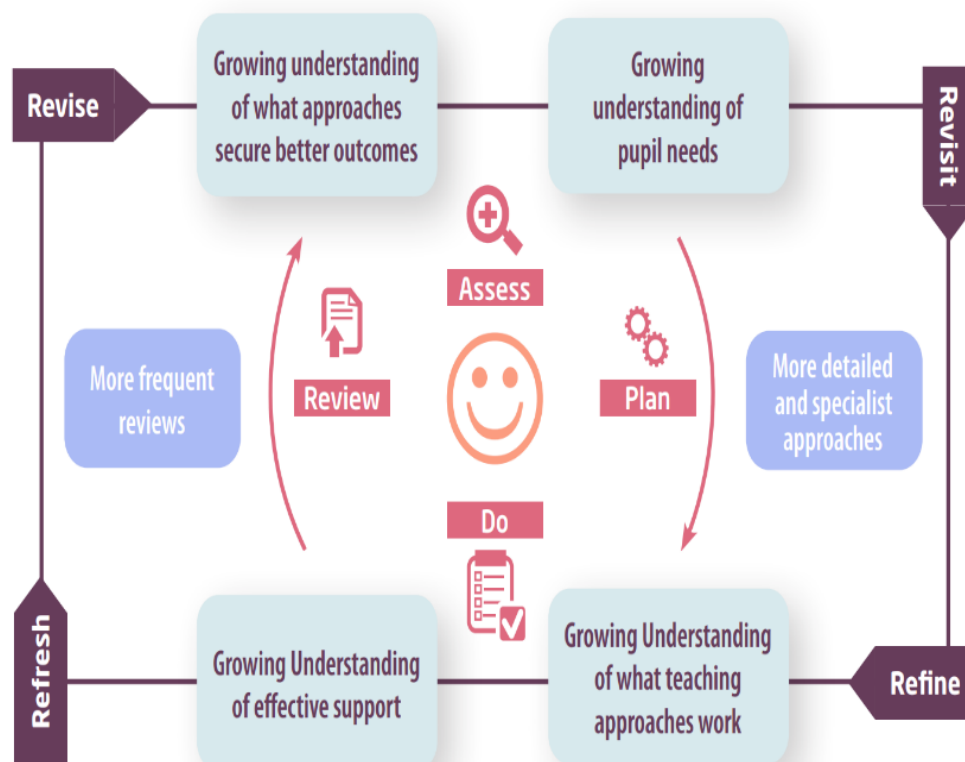
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If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

At Sellindge Primary School, we employ the graduated approach to assess a child's progress, based on the identified areas of need from our assessments. Initially, the child will be added to the class provision map and be set a SMART target. The target will be linked to their need and have an entry data point (this may be statistical data or a noted observation) and an outcome data point (again, statistical data or an observed improvement). We will follow the 'graduated approach' to meeting your child's SEND needs. Once the cycle has been completed and the data outcomes have been assessed, depending on the outcome, the pupil may be given another SMART target to address the area of need or be removed from the class provision map as the area of need is no longer observable. If a pupil were to go through two cycles of the graduated response without making measurable progress, or the area of needs becomes more significant, the school would seek advice and support from external agencies and the pupil would be given a personalised plan.

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 make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide annual reports on your child's progress if they have a personalised plan. If your child is on the class provision map, this will be discussed with parents during Parent's Evenings, dependent on the level of provision required.

A member of staff who knows your child well will provide information and updates through parents evening and the end of year report. This information will include:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact the class teacher, or the SENCO. Enquires around concerns can be sent to the SENCO using the email: mgriffin@sellindge-ashford.kent.sch.uk

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 (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 the following examples:



➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing, or putting in place group interventions led by similar needs, rather than by similar age (sensory circuits is a good example of this).



➤ Using recommended aids, such as laptops, iPads, 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 - e.g. word banks, visual images, communicate in print resources, simplifying questions, Russian Scaffolding.

We may also provide the following interventions:

- Maths, Writing (language through colour), Phonics, Reading fluency/comprehension, Dictation, Emotional Regulation, All About Me as a few examples.

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

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a set number of weeks
- 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)



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

UK primary schools gain SEN funding through several key mechanisms:

1. **Notional SEN Budget:**
 - Each school receives a notional SEN budget as part of their overall funding allocation. This budget is intended to cover the costs of additional support for pupils with SEN, up to a certain threshold (typically £6,000 per pupil).
2. **High Needs Block Funding:**
 - For pupils whose support needs exceed the notional SEN budget, schools can apply for additional funding from their Community of Schools, however, this would not be for a provision for a 1:1 adult.
 - This funding is used to support pupils with more complex needs, often those with Education, Health and Care (EHC) plans.
3. **Education, Health and Care (EHC) Plans:**
 - Pupils with significant and complex needs may have an EHC plan, which outlines the specific support required. Schools can receive additional funding to meet the provisions detailed in these plans.
4. **Local Authority Top-Up Funding:**
 - Schools can request exceptional top-up funding from their local authority if the cost of supporting a pupil with SEN exceeds the funding available through the notional SEN budget and high needs block.
5. **Pupil Premium:**
 - Although not exclusively for SEN, the pupil premium provides additional funding for disadvantaged pupils, which can be used to support those with SEN.

These funding mechanisms ensure that schools have the necessary resources to provide tailored support for pupils with SEN.

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
- Additional adult support where necessary

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 do not have SEND?



The expectation is that Sellindge Primary School provides 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 in Year 6 to Kingswood.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



At Sellindge Primary School, we will consult with parents of prospective pupils as well as the child's previous school or nursery. We may need to seek advice from health/education professionals, who have been involved with a child with SEND, before they are admitted. This enables us to ensure that we have staffing and resources available to meet a child's needs. The school aims to provide a place for all local children, whatever their needs or abilities. For pupils with an EHC Plan, we will respond to a consultation from the Local Authority. We will keep places open for pupils with an EHCP during the consultation process. Our pupil admission number (PAN) is 30 per year group. If a parent applies for a place for their child in a year group that is full, parents can request for their child to go on the school's waiting list and if places become available the school will offer directly to parents. This applies to all pupils including those with SEND.

13. How does the school support pupils with disabilities?



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.

The school is fully equipped to cater for pupils with physical disabilities. Doorways are particularly wide, ramps provided and lavatory cubicles have been converted to be fully accessible to pupils. Parents/carers of pupils with physical and/or sensory impairments are asked to notify the Headteacher at the time of enrolment. Sometimes, other agencies will be involved in ensuring the building is adapted to meet the needs of individual pupils and sometimes staff need training in order

to support the pupils appropriately. We aim to provide a place for all local children whatever their needs or abilities, but we do need advance notice to ensure that the needs of all children can be met.

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

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

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by offering nurture provision. We are able to offer Emotional Literacy support for pupils who need extra support to develop their understanding and use of language related to emotions.
 - Emotional regulation/coaching sessions are 1-1. Support can also be offered in small groups where pupils have similar identified needs. Sometimes this is followed up in the classroom.
- We are also able to offer nurture group support. This group focuses on, for example, developing a sense of belonging, or improving pupils' confidence to work together - or share ideas within a group.
- We continue to work closely with the NELFT (NHS Foundation Trust), who, via referrals, offer counselling and therapy sessions depending on need. Sometimes, families are signposted to other support pathways.

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



Jo Wren (Headteacher) will work with Matt Griffin, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan

(PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

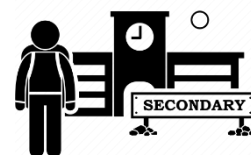
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

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

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Completing their own pupil profile, where appropriate
- Visiting the new school and finding out who else is going to attend.



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. Kent County Council publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

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

SEND Information Hub

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

SEND Enquiries Hub

<https://www.kent.gov.uk/education-and-children/special-educational-needs/contact-our-special-educational-needs-and-disabled-team>

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

IASK (Information Advice and Support Kent)

Tel: 03000 412 000

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

KENT PACT (Parents and Carers Together)

A forum for parents and carers of children and young people who have special educational needs and disabilities (SEND) within the Kent local authority.

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

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?

Link to the school's Complaints Policy and Procedure:

[Policies | Sellindge Primary School](#)

Complaints about SEND provision in our school should be made to SENCO/Headteacher/SEND Governor in the first instance. They will then be referred to the school's complaints policy.

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 Policy*
- *Child Protection Policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEN 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

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- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Community of Schools** – A Community of Schools in Folkestone and Hythe which share access to a Higher Needs Funding allocation, as well as share resources and expertise.
- **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 do not 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