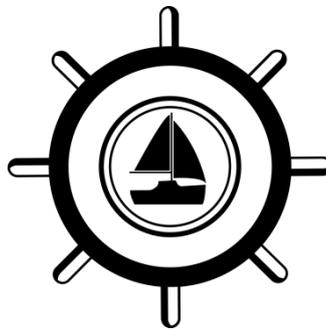


Special Educational Needs and Disabilities (SEND) Information Report

Whitstable Junior School



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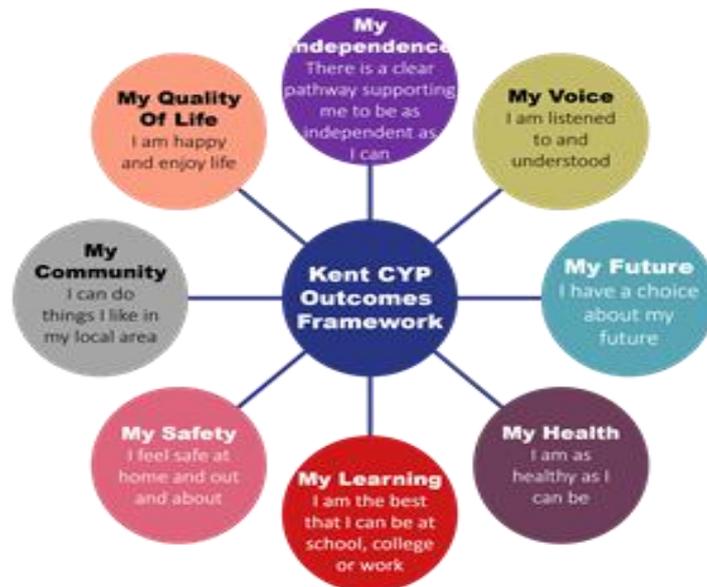
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Kent SEND Information Report

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:



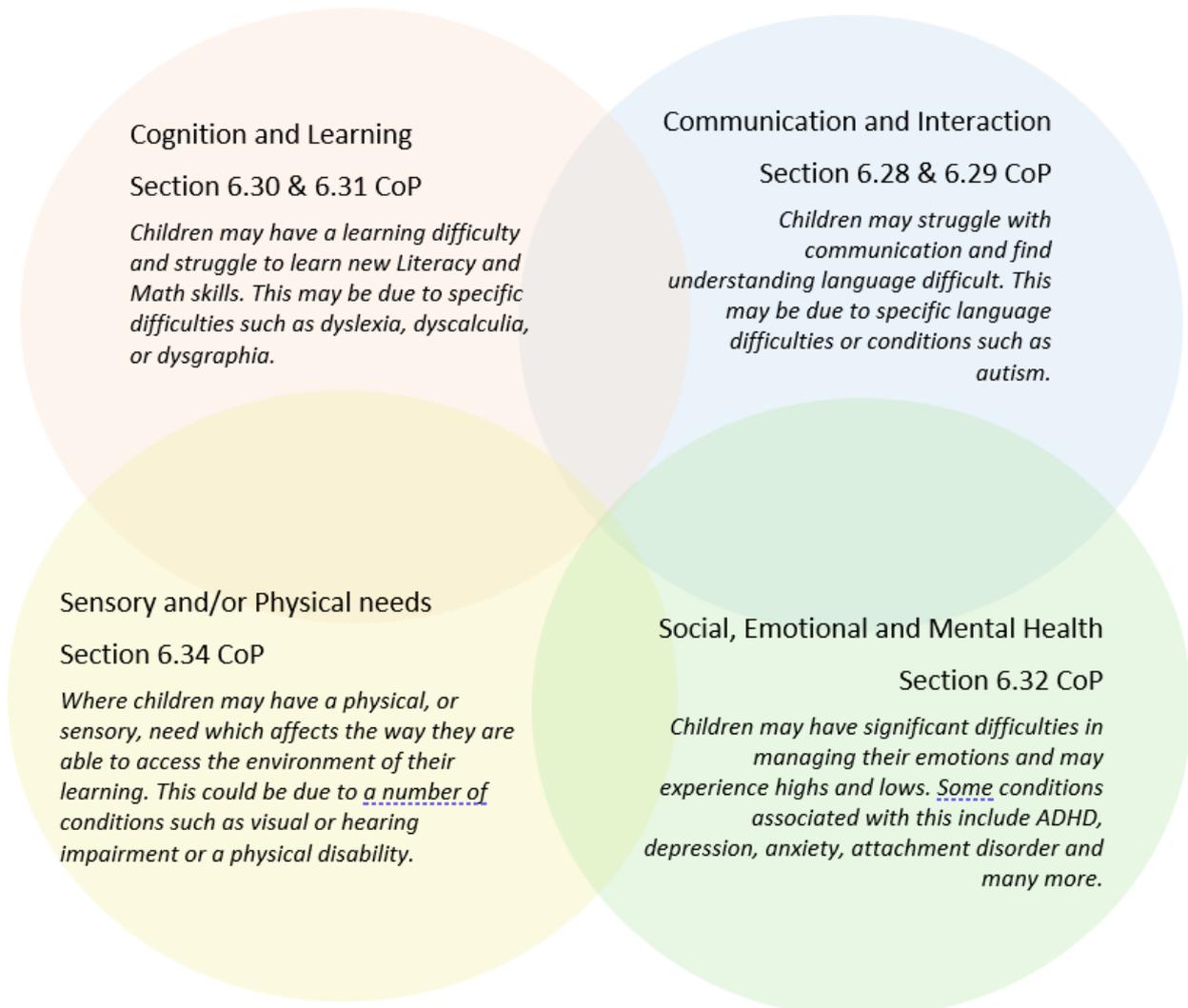
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website

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/362823/SEND_Code_of_Practice_January_2015.pdf)

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



At Whitstable Junior 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 Kirsten Collin

Kirsten Collin has completed her Post Graduate certificate in Special Educational Needs Coordination at The Institute of Education in 2014 and has worked as the SENCo at Whitstable Junior School for the last 6 years. She is a qualified Attachment Aware, Trauma Informed Lead and a senior Mental Health lead.

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.

Throughout the last academic year teachers and learning Support Assistants have had training in safeguarding children, Autism Education Trust training, nurture, using Boxall profiles, zones of regulation, when the adults change (behaviour), adaptation, maths modelling and use of manipulatives, mainstream core standards and supporting reading. We also have a trained ELSA (Emotional Literacy Support Assistant). Where a training need is identified beyond what we offer, we work to find a provider who is able to deliver it. Training providers we can approach are; special schools, specialist teachers, educational psychologist, speech and language therapist, occupational therapists, physiotherapists, dyslexia specialists etc. SEND training is included in the school training budget.

Learning Support Assistants (LSAs)

We have a team of LSAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All our teaching assistants are trained to deliver interventions as appropriate.

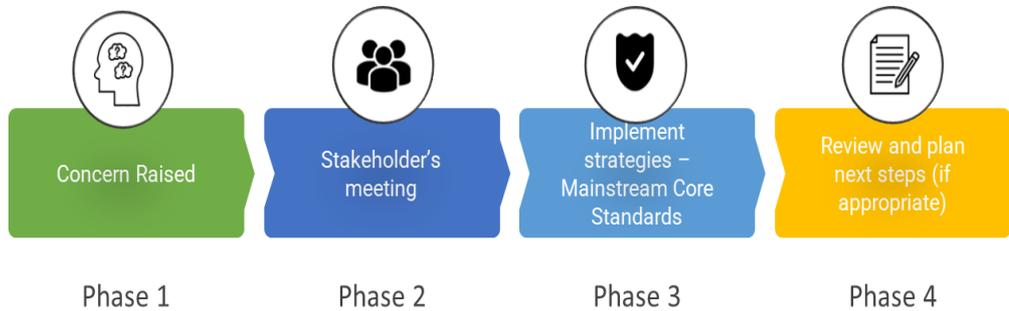
External agencies

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)
- 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



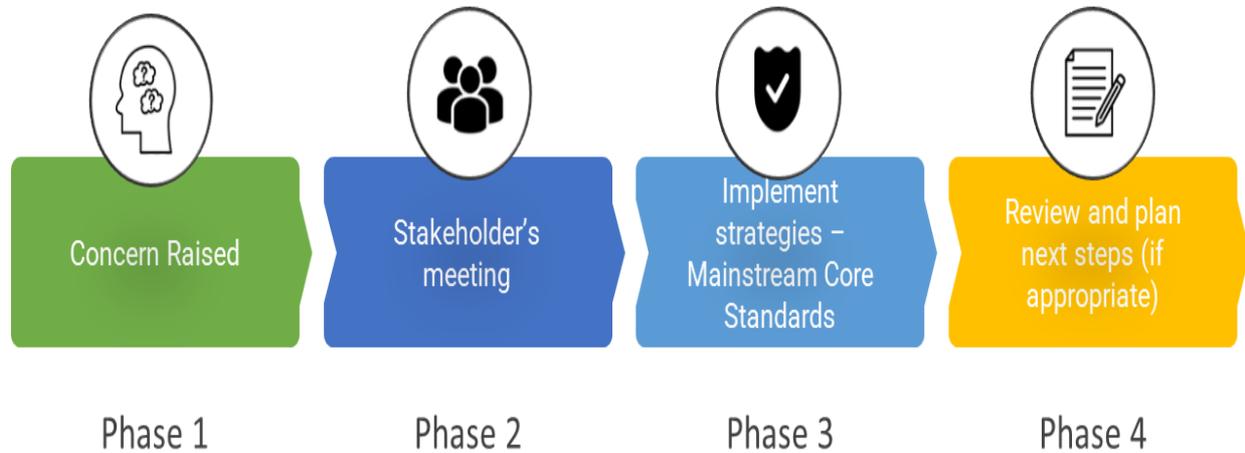
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the class teacher by contacting the school office on 01227 272385 or manager@whitstable-junior.kent.sch.uk. The class teacher will make the SENCo aware.</p>
<p>Phase 2</p>	<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 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.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: 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>
<p>Phase 4</p>	<p>If following a period of monitoring at phase 3, 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 as receiving SEN Support. They will receive additional targeted support and this 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.



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.

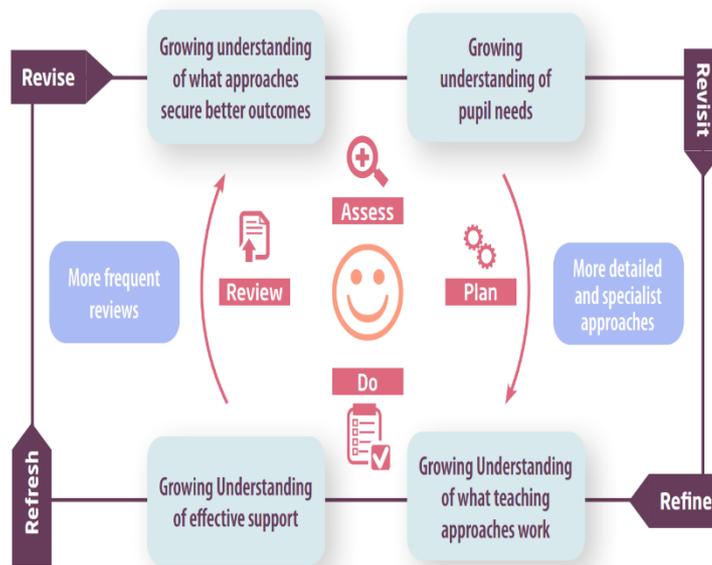
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 next page). At this point your child may be put on the school SEN register and identified as needing SEN Support.

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. This may be through the implementation of an Individual Provision Map.
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 bi-termly reports on your child's progress.

For children on SEN Support or who have an EHCP, a member of staff who knows your child well will meet you a minimum of 3 times a year to:

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

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

For children with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

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 if your child's needs or aspirations change at any time so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's teacher via manager@whitstable-junior.kent.sch.uk or the SENCo at kcollin@whitstable-junior.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 is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

Strategies to support/develop Literacy:

- Scaffolding of work in lessons
- Additional / Targeted small group literacy support in class
- Multi-sensory phonics programme
- Reading support outside of class from volunteers
- Differentiated and multi-sensory activities
- Dyslexia friendly classrooms and teaching
- Language Through Colour
- Alternative methods of recording
- Clicker 8
- Use of visuals
- Use of task managers

Strategies to support/develop Maths:

- Scaffolding of work in lessons
- Additional / Targeted small group numeracy support in class
- Diagnostic assessments
- Small groups or individual children for additional numeracy support
- Use of support resources such as Numicon
- Provision of resources to ensure maths is taught using representation and manipulatives (practical resources such as-beads, Numicon, cards etc.) alongside more formal written methods to ensure that learning is multi-sensory and practical
- Multi-sensory approach
- Alternative methods of recording
- Use of visuals

- Use of task managers

Strategies/programmes to support speech and language:

- Initial assessment by school using Junior Language Link
- Further assessment by and support from a speech and language therapist on referral.
- Additional support and interventions within class.
- Strategies to Support Speech and Language in the classroom.
- Switch on Words
- Language through Colour
- Use of visuals

Strategies to support Gross Motor Skills. Fine Motor Skills and Sensory Difficulties

- Move 'n' Sit cushions
- Ear defenders
- Chair bands
- Writing slopes
- Work stations
- Clicker 8

Strategies to support children with ADD/ADHD/ASC

- Use of visuals
- Use of task managers
- Work stations
- Move 'n' Sit cushions
- Ear Defenders
- Sensory Circuits
- Task Manager Boards
- Communicate in print
- Fiddle toys

Provision and strategies to support children with SEMH needs

- Provide a secure base (safe and predictable environment)
- Consider the reason/purpose of behaviour – what is the context/history?
- Routines and changes are communicated in advance.
- Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.
- Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts
- Use of Boxall Profiling.
- Movement breaks.
- Support co-regulation
- Adopt a Key Person approach.
- Provide support and/or organised activities during unstructured times.
- Exit cards.
- Backward chaining.
- Offer a safe place within the classroom and offer to co-regulate when necessary.
- Offer a 'safe' and familiar task when emotions are heightened.
- Support verbal input with visuals (demonstration, images, objects, key words).
- 5 Point Scale
- Zones of Regulation
- Nurture group – Amigos
- Nurture Lunch provision

Access to a supportive environment – IT facilities/equipment/ resources:

- Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards – with pale coloured backgrounds
- Regular access to ICT equipment, iPad, lap tops
- Provision of resources to enhance independent learning
- Supportive computer programmes e.g. Communicate in Print, Clicker 8

We may also provide the following interventions:

- SPAG interventions
- Spelling interventions
- Toe by Toe
- Precision teaching
- Pre-teaching
- Additional handwriting support
- Comprehension skills focus groups
- Inference training groups
- Making Numbers Matter intervention
- Precision teaching
- Plus 1
- Dynamo Maths
- Implementation of Speech and Language programmes by Learning Support Assistants supported by local Speech and Language Therapists
- Fizzy Programme
- Clever Fingers
- Additional handwriting support
- Sensory Pathways
- ELSA
- Nurture
- Lego Therapy

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
- Holding Pupil Progress meetings and Well Being Team meetings
- Reviewing the impact of interventions in December, April and July
- Using pupil questionnaires/pupil voice
- 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?

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.

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



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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip(s).
- All pupils are encouraged to take part in (sports day/school plays/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?



All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

The admission arrangements for a child without an Education Health Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

13. How does the school support pupils with disabilities?



Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014)*

Please see the school Accessibility Plan for details on how we ensure our school is accessible for all.

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
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND through our wellbeing and nurture team
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a ‘zero tolerance’ approach to bullying. Please see our anti-bullying policy for information on how we respond to any incidents of bullying.

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



Kirsten Collin is the designated teacher for looked after children and she ensures 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?

The SEN Code of practice states:

To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process (6.57)

At Whitstable Junior school we ensure that Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit. To enable this to happen:

Information is actively sought and shared about learners (from previous settings, parents/carers and where appropriate the pupil) to support successful transitions and manage change both within the school and beyond.

Between years

Kent SEND Information Report

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



- Create transition sheets with detailed information for each child.
- The current teacher and the next year's teacher attend a meeting when the pupil's SEND is discussed
- The teacher shares this information with the LSA
- Children attend a transition morning with their new teacher
- We create social stories around transition
- Extra transition is provided where needed

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

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

In addition:

- The school attends the Canterbury District Transition Event in term 5 to discuss the needs of Year 6 children with SEND with the receiving secondary school. Transition forms are also completed.
- The school liaises with secondary school regarding additional transition support for children with SEND, where needed.
- Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.
- This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.

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



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's local offer. Kent publishes information about the local offer on their website:

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

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

Information, Advice and Support Kent (IASK) who provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They can be contacted on

Helpline Phone Number 03000 41 3000

Office Phone Number 0300 333 6474 and

Minicom 0300 333 6484

Email iask@kent.gov.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?

The normal arrangements for the treatment of complaints at Whitstable Junior School are used for complaints about provision made for special educational needs. A copy of the complaints policy can be found on the school website. We encourage parents to discuss their concerns with the class teacher, SENCO/AHT or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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.

The mediation body used by Kent is Global Mediation

<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 Policy*
- *Attendance policy*
- *Attendance strategy*
- *Nurture policy*
- *Children's mental health policy*
- *Medical needs policy*
- *Intimate care 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