Special Educational Needs and Disabilities (SEND) Information Report

Bobbing Village 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:



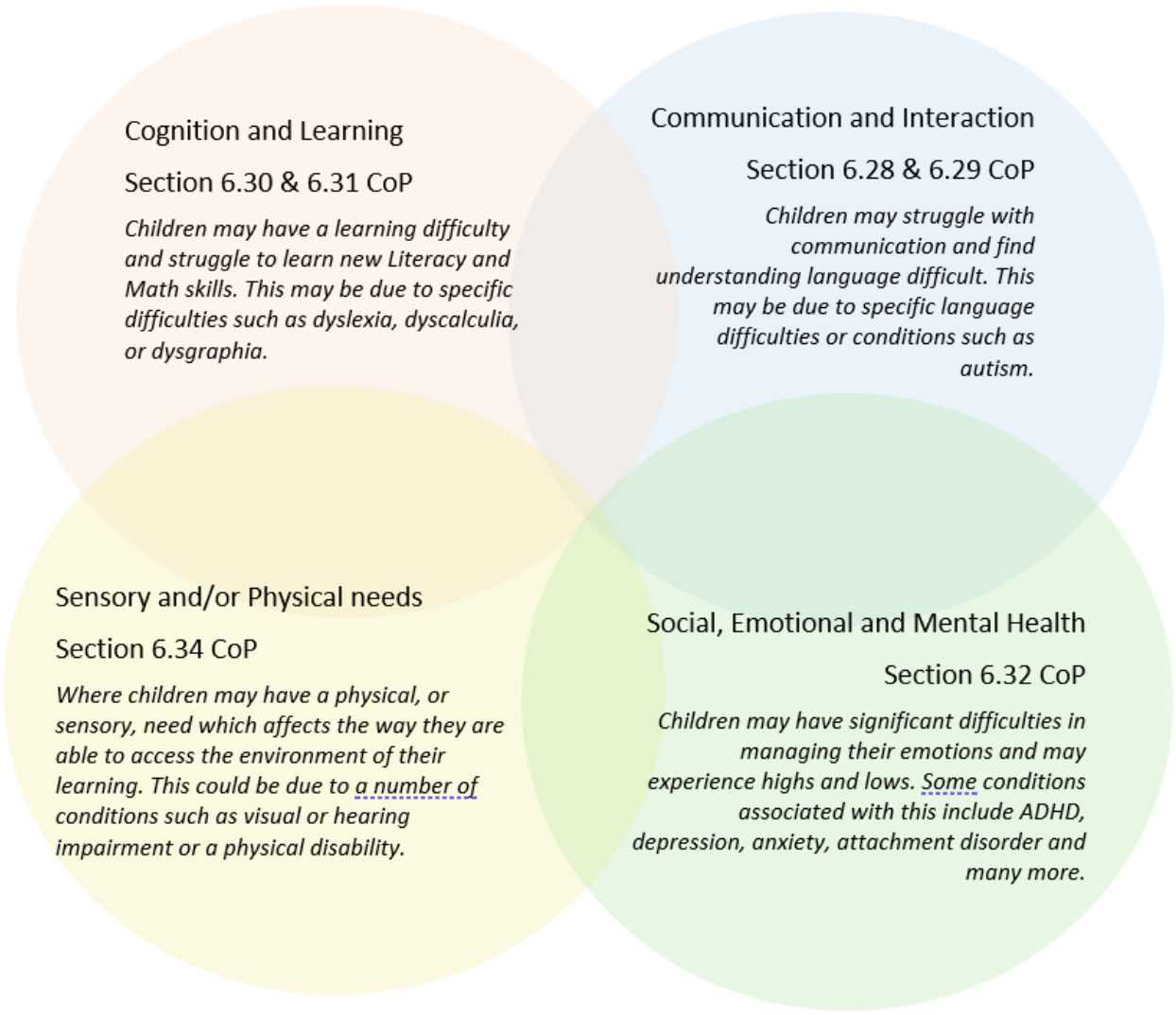
If you want to know more about our arrangements for SEND, you can read our SEND policy alongside this Information Report.

You can find our SEND policy on our website Bobbing Village School - 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)

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



At Bobbing Village 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 Amy Stuckey

She has 8 years' experience in teaching and has worked in both key-stage 1 and 2. She is committed to ensuring that all pupils receive the support they need to thrive both academically and personally. Although she is new to the SENCO role, she has a strong interest in Special Educational Needs and Disabilities (SEND) and is passionate about inclusive education.

Our SEN assistant is Suzanne Ferdinand.

She started this role in September 2024 and has had prior experience as a Teaching Assistant, HLTA and Teacher.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO and SEN assistant to meet the needs of pupils who have SEN.

Our teachers have also had training from outside professionals. Some examples of this training are:

- Autism Education Trust Training
- Adapt, Adjust, Enable: Adapting the curriculum for SEND
- Classroom Culture
- Zones of Regulation

Teaching assistants (TAs)

We have a team of 11 TAs, including 1 higher-level teaching assistant (HLTA) who receive CPD to deliver SEN provision.

In the last academic year, our TAs have received training such as:

- Adapt, Adjust, Enable: Adapting the curriculum for SEND
- Safeguarding
- Classroom Culture

As well as training to carry out interventions such as:

Precision Teaching, Letter Join, OPAL, Zones of Regulation and Little Wandle including Catch Up and SEN programmes.

External agencies

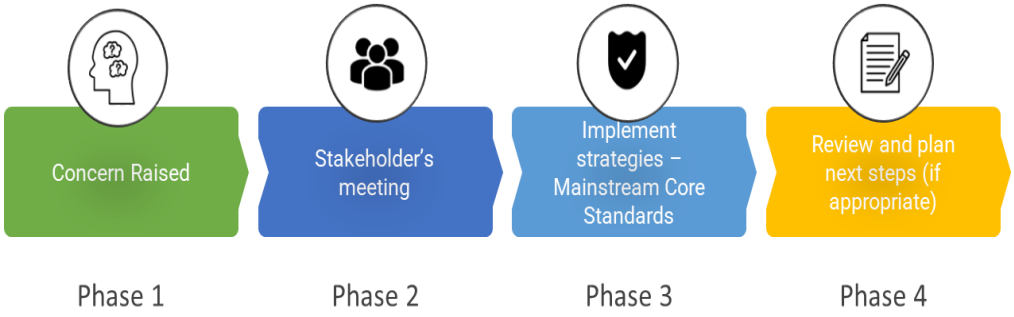
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

Examples of these include:

- Speech and Language Therapists,
- School Health,
- Early Help,
- Counselling/Therapeutic services,
- Young Carers,
- GPs or paediatricians,
- Occupational Therapists,
- Safeguarding Services,
- SEND Inclusion Advisor
- Community of Schools

We also work closely with Aspire Special School which is part of our Trust. They offer specialist support with ASD and Communication and Language.

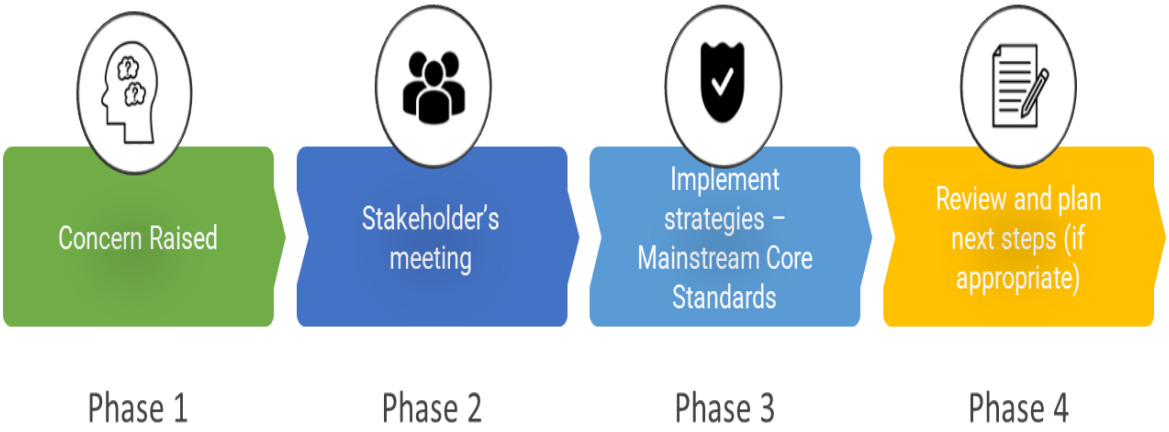
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school, so that the Class Teacher and SENCO are aware. Parents can contact the School Office (01795 423939 or email bobbing@ba-mat.org.uk) to request a meeting with the Class Teacher and SENCo/SEN assistant.
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 reviewed and next steps planned (if appropriate).
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, which will be set out in an Individual Learning Plan and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

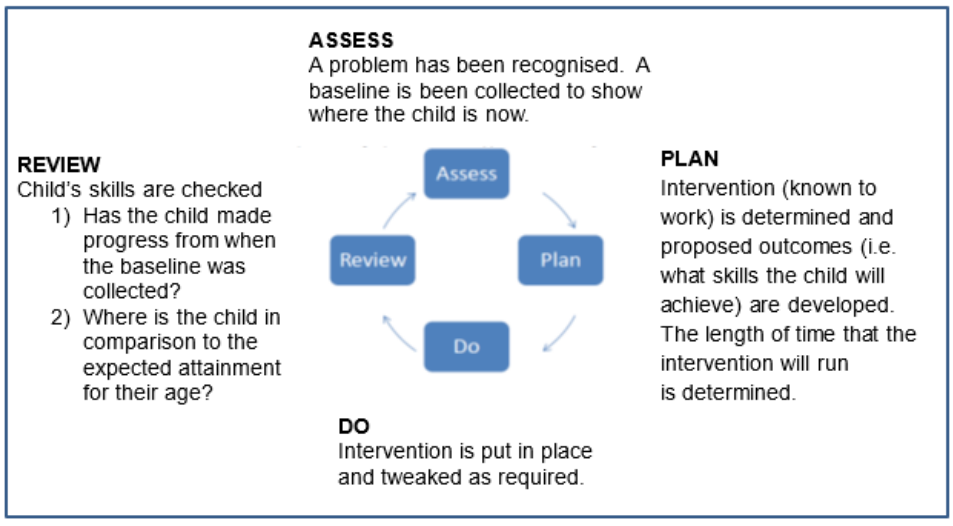
The same process is followed if a concern is raised by the school.



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. This might include their reading, writing, maths, or communication skills for example.

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.

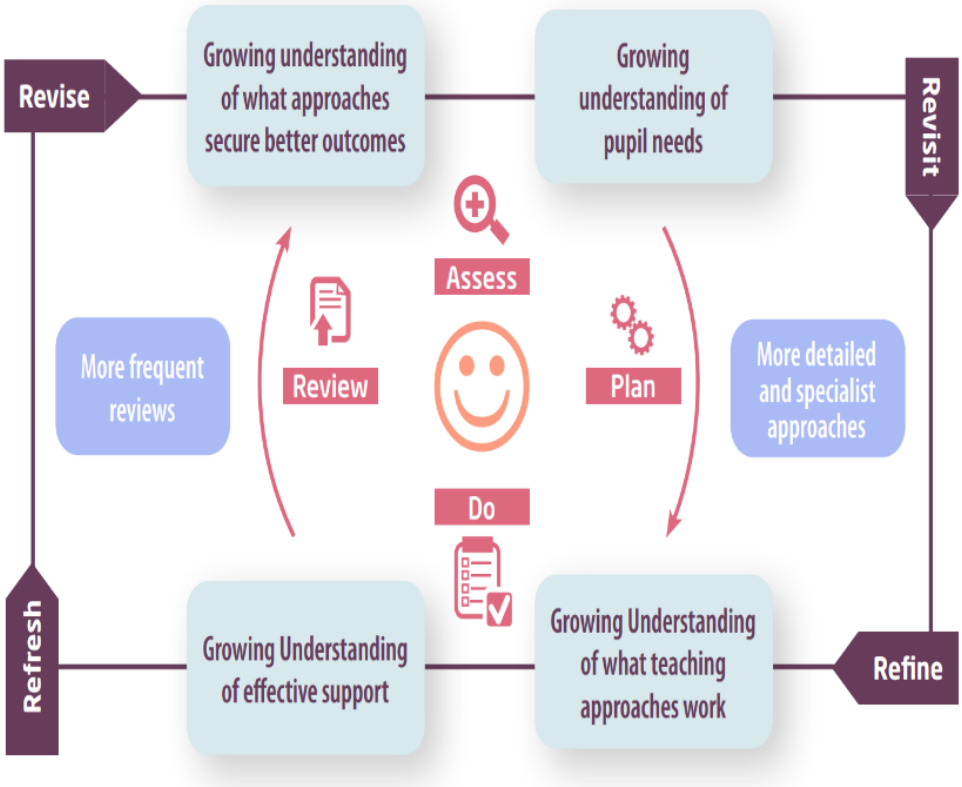
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND. This is called the graduated approach. It is based on an assess, plan, do, review cycle.



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

Children's progress is assessed and reviewed regularly using on-going teacher assessment, pupil progress meetings and a range of academic assessments (e.g. reading age, phonics, times tables, NFER assessments). If your child is on the SEND register, they will have an Individual Learning Plan which will be reviewed on a termly basis to measure progress against their targets and set new targets as appropriate.

We use a 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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

We will provide an evaluated Individual Learning Plan for your child on a termly (at least 5 times per year) basis. You will have opportunities to attend 2 parent/teacher meetings per year and if your child has an ILP 3 further meetings with the SENCO/SEN Assistant will be offered. Over and above this, children with an EHCP will have an annual review meeting. At these meetings we can discuss:

- Clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support 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 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 main school office if you would like to arrange a meeting with your child's teacher and/or the SENCO/SEN Assistant:

01795 423939 or bobbing@ba-mat.org.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, including those with SEND.

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 adaptions may include:

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

- Adapting our resources or environment, for example an individualised visual timetable, use of pastel backing rather than bright colours, etc.
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need, for example daily check-ins, extra movement breaks, etc.
- Scaffolding lesson materials

We may also provide interventions such as:

Little Wandle rapid catch up

Sensory Circuits

Extra reading practice

Extra times-table practice

Access to social support via adult supported small group games or Zen Den

Use of visual support such as visual timetable, now/next, task board, word banks, social stories

These are some examples of the interventions which 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?

These are examples of how we can evaluate the effectiveness of provision for your child :



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil feedback
- Monitoring by the SENCO/SEN assistant
- Using ongoing teacher assessment, NFER (and other) assessments, to measure progress
- Termly ILP reviews
- 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?

By following the graduated approach, it may be found 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 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.

We make reasonable adjustments to try and ensure that all of our extra-curricular activities and school visits are available to all of our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and to apply for pupil roles such as Head Pupil, STEAM Ambassadors, librarians and Restorative Justice Champions (to name a few)

All pupils are encouraged to take part in clubs, sports day, performances (such as the Nativity Play), Forest School sessions and themed days, to name a few.

We will make a range of reasonable adjustments for all pupils to take part, so that they are not excluded from such events because of their SEN or disability.

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



Admissions are dealt with under the Kent County Council admissions process.

Kent County Council has a Fair Access Protocol (FAP) as required by the School Admission code. This sets out the following criteria for an in year fair access referral which can be found on https://www.kelsi.org.uk/admissions/in-year-fair-access-protocol

Our EYFS admissions include:

During October our school holds school tours for prospective parents, to give them the opportunity to look around and ask questions. We offer a range of dates to ensure we give parents ample flexibility to be able to attend one of these tours. In certain circumstances, parents who are not able to attend one of these sessions can arrange to view the school at another time. Parents of children with SEND can request a meeting with the SENCO.

KCC will consult with the school in regard to any pupils who have an EHCP prior to school places being allocated. If required, parents can request another opportunity to look around the school and/or talk to the SENCO about their child's needs.

Once school places are allocated, further opportunity is given for parents and children to visit the Year R environment and complete the necessary admissions packs. At this time, parents of children with SEND or an EHCP can speak to the SENCO about the needs of their child.

If applications exceed the number of places available, the oversubscription criteria will be applied in the following order of priority, which will also be used if applications within any of the categories exceed places available and it is necessary to decide between them.

Children with EHCP (Educational Health Care Plan) will be admitted if their EHCP names the school.

1. *Children in Local Authority Care or Previously in Local Authority Care*
2. *Sibling*
3. *Children with Exceptional Compassionate, Social, Medical/Health or Special Access Needs*
4. *Children of Staff*
5. *Catchment Area*

Here is the link to the Admissions page on our Website

Bobbing Village School - Admissions

13. How does the school support pupils with disabilities?



You're 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. Our school will work with outside agencies and make reasonable adjustments to meet the needs of children with disabilities. Here is a link to our Accessibility Plan and Equality Objectives: Bobbing Village School - Bobbing Village School Specific Policies

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:

- Castle community has a Community Lead. This is a pastoral role to support the well-being, emotional and social development of pupils in their Community.
- Our Family Liaison Officer, Mrs Ferdinand, is the Pupil Well-Being Lead.
- Pupils with SEND are encouraged to put themselves forward to be part of Pupil Council, Restorative Justice Leaders, STEAM Leaders, to name a few.
- We have a staff member trained in Drawing and Talking, Sand Tray Play, ELSA and Lego Intervention to support pupils' mental health, emotional development and communication skills.
- We also provide further mental health and well-being support through Blue Sky counselling and talk time, as well as Play Therapy.
- We have SEND specific interventions (e.g. social skills for children with ASD) which can be provided by class staff.
- We run lunchtime support provision in the form of Zen Den.
- We have a 'zero tolerance' approach to bullying.

Our website gives more in-depth information about how we support children's mental health and well-being. Bobbing Village School - Inclusion

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



The Head of School, Sean Johnson will work with Lauren Gilmour, our SENCO and Suzanne Ferdinand our SEN assistant and FLO, 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:



Arrange hand-over meetings between the current teacher and the next year's teacher.

Can offer a meeting with the parent/s, SENCO and next year's teacher.

Have transition afternoons in July, when the pupils get to meet their next year's teacher.

Can offer some extra short sessions with the next year's teacher or TA

(e.g. sharing a story)

Put together transition booklets for the children.

Between schools

When your child is moving on from our school, we will send their school file, SEND file (and Safeguarding file if appropriate) on to their new setting.

Between phases (primary to secondary school)

The SENCO will discuss the needs of SEND pupils with the secondary school SENCO. A staff member from the secondary school will arrange to discuss the needs of all children transferring to their setting with the Year 6 class teacher/s. The children's school file, SEND file (and safeguarding file if appropriate) will be sent on to the secondary setting.

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:

About the special educational needs and disabilities (SEND) local offer - Kent County Council

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

Information, Advice and Support Kent (IASK) - Kent County Council

Some examples of local charities that offer information and support to families of pupils with SEND are:

ADHD Sheppey

Autism Apprentice

IASK

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 Policy 14-08-13

The difference between a concern and a complaint

• A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

• A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure.

How to raise a concern or make a complaint: A concern or complaint can be made in person by parents, carers (including parents or carers of children no longer at the school) and members of the public, in writing, in person or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with the class teacher in the first instance. The class teacher will meet to address and resolve the concern. We may offer informal mediation at this stage. While this can be useful in helping the school and complainants reach an agreement and move forward, there are times when it may not be the most appropriate course of action. We will ask the parents/carers what they think may resolve the issue.

Complaints against school staff (except the Head of School or CEO) should be made in the first instance to the Head of School via the school office. If written, then please mark them as Private and Confidential.

If you are not satisfied with the school's response, you can escalate the complaint.

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