

## Special Educational Needs and Disabilities (SEND) Information Report



Temple Ewell Church of England Primary School

### Inclusion Team

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**Approved by:** Adam Tomaszewski (Chair of Governing Body) on behalf of Local Governing Body

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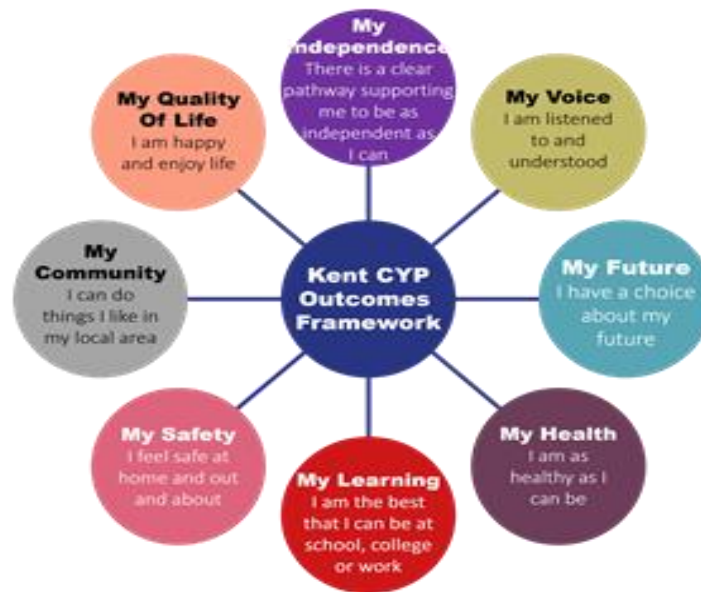
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Dear parents and carers,

# Kent SEND Information Report

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



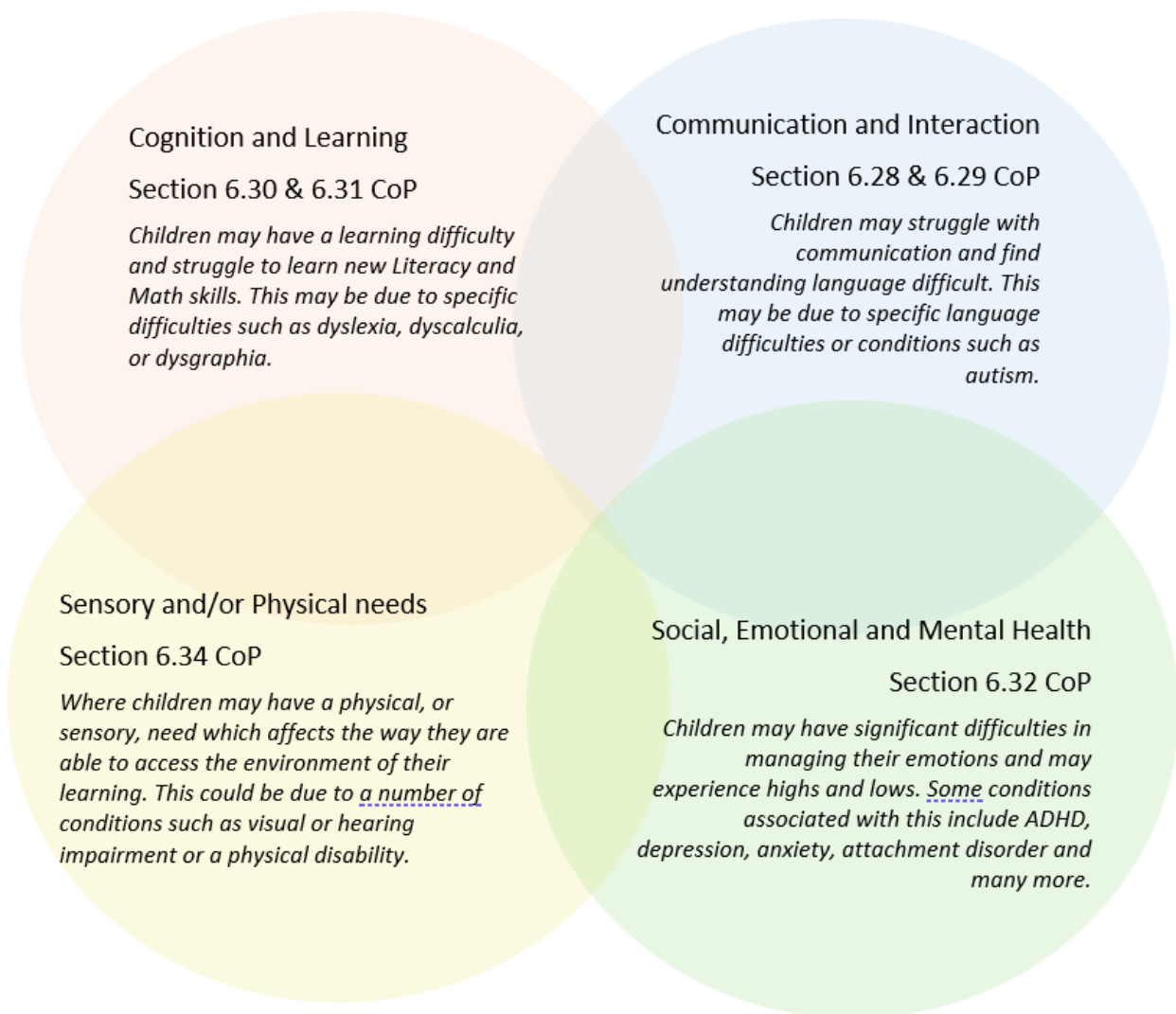
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.temple-ewell.kent.sch.uk/page/?title=Policies&pid=27>

**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 Temple Ewell CE Primary School, supporting the needs of pupils with



all staff are considered responsible for 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 Ms S O'Connor

She has 14 years' experience in this role. She is a qualified teacher and have been teaching for 29 years. She works part time (3 days) but splits her hours so that she is in school every day.

She achieved the National Award in Special Educational Needs Coordination in 2012.

Ms O'Connor has completed accredited training in Sensory needs, Dyslexia (L2), Nurture, Mental Health First Aid, Autism in girls, Senior Leadership in Mental Health (Anna Freud), Foetal Alcohol Spectrum Disorder (FASD), Trauma Informed Practice, De-escalation, Disordered Eating trainer training.

Ms O'Connor has recently completed a Level 5 Diploma in Trauma and Mental Health Informed Schools Therapeutic Practitioner Status. She is currently training as an Advanced Therapeutic Practitioner focusing on Parent and Child Therapy.

She is the Mental Health First Aider for the school and is the Designated Senior Lead for Mental Health. She leads our Pastoral Team. Ms O'Connor is also the Designated Teacher for Children in Care.

## **Class teachers**

All our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEND. Most recently, teachers have received training in de-escalation, adaptive teaching, Speech, Language and Communication needs, Mainstream Core Standards. We consult the local district offer for training opportunities, this includes the Aquila Inclusion Team.

All teaching and support staff, as well as our SEND governors received training from the Autism Education Trust in June 2024 and in November 2024 Ms O'Connor led all staff in Disordered Eating and Body Neutrality in conjunction with NELFT. In October and November 2025, all staff received training in therapeutic practice.

## **Teaching assistants (TAs) and our Pastoral Team**

We have a team of 4 TAs, who are trained to deliver SEN provision as guided by class teachers under the direction of Ms O'Connor.

We have three ELSAs (Emotional Literacy Support Assistants) who are Mrs Beamish, Nurture Lead, Mr Lecarpentier, Sports and Well-Being Coach and Miss Fletcher, Teaching Assistant. They are trained to deliver therapeutic interventions and with Ms O'Connor, form the Well Being team.

In the last academic year, TAs have been trained in Sensory Circuits, Speech Language and Communication Needs, De-escalation, Mental Health and Wellbeing and Phonics.

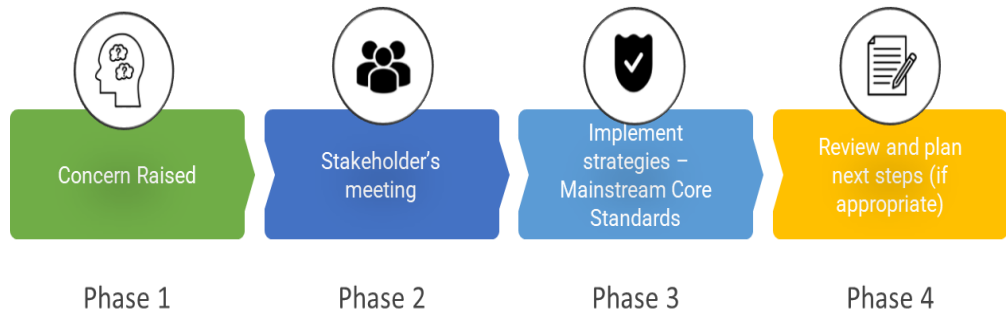
## External agencies

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)
- Counselling services
- Community Paediatricians
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Play therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



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

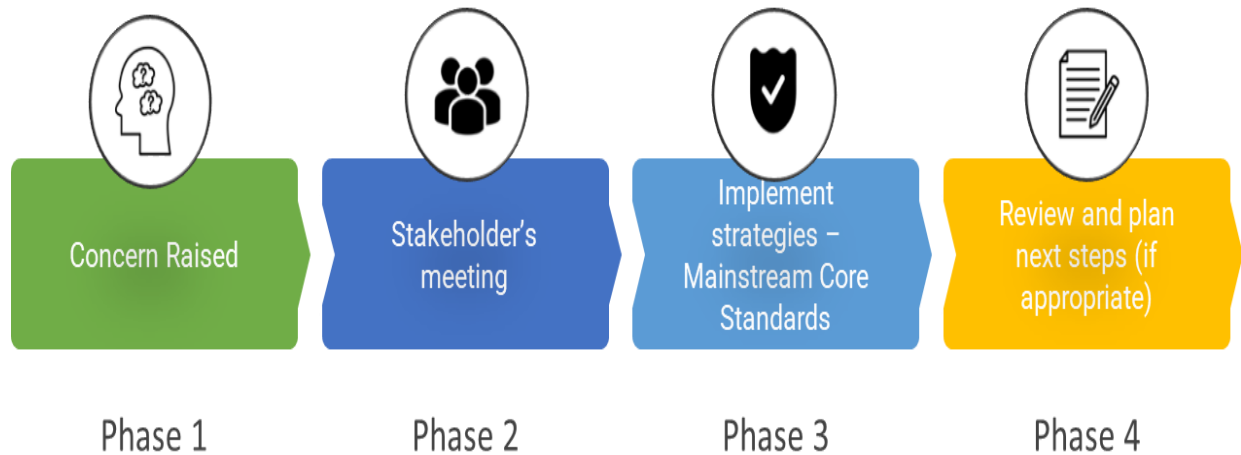


<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance, you can approach your child’s class teacher at the gate or via the school office (<a href="mailto:office@temple-ewell.kent.sch.uk">office@temple-ewell.kent.sch.uk</a> / 01303 822665) Alternatively, you can contact our SENCO via email (<a href="mailto:senco@temple-ewell.kent.sch.uk">senco@temple-ewell.kent.sch.uk</a> ) or phone 07904430167 (Direct) 01304 822665 (School Office) directly.</p>
<p><b>Phase 2</b></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><b>Phase 3</b></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: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>

<b>Phase 4</b>	If we decide that your child needs SEND support, we will 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.
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## 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 persistent literacy or maths difficulties, problems with memory, focus, processing, as well as frequent friendship issues.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in

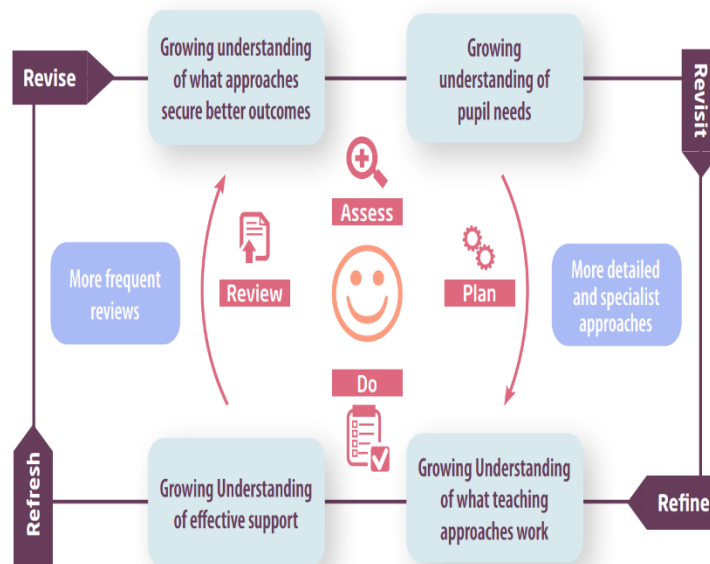
their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

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

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



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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.

A member of staff who knows your child well will meet you 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.

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 speak to your child's class teacher or the SENCO.

## 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:

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



- Sensory adaptations
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their needs

- Scaffolding lesson materials



- Alternative recording methods such as use of scribe, use of drawing, photographs etc.

## We may also provide the following interventions:

Speech and language link programmes, Literacy Gold, Social Communication Programme, Memory Magic, SNIP whole word reading, Literacy and Numeracy coaching, Touch Typing, Sensory Circuits, Paired Reading, Precision teaching, etc.

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 6 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?

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. Our school holds IQM (Inclusion Quality Mark) Flagship Status.

It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. Careful consideration is made about where these interventions are delivered and the pupil's voice is key to our inclusive support and how they receive it.

All 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 Year 6 residential trip to Hindleap Warren (this takes place in March each year) : <https://hindleapwarren.org/>

All pupils are encouraged to take part in Forest School, sports day, inter-school sporting events, KIC Theatre and any special events.

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?

Any parent or carer choosing need, would have an equal and/or without their child to child. These visits give the parent or carer the opportunity to talk to key staff about provision in a way that is pertinent to their child.



Temple Ewell CEP School, regardless of opportunity to visit the school, with consider we are the right place for their

Following consultation from the Local Authority, where our school is named on a child's EHCP

(Education, Health and Care Plan), we work closely with parents, professionals including (where relevant) Early Years settings, previous schools to ensure a supportive transition into Temple Ewell CEP.

Our admissions policy can be found here:

<https://www.temple-ewell.kent.sch.uk/attachments/download.asp?file=92&type=pdf>

## 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 Accessibility plan sets out the steps taken to increase accessibility for all pupils :

<https://www.temple-ewell.kent.sch.uk/attachments/download.asp?file=92&type=pdf>

- Our school site is made up of 6 separate buildings; the majority of which are accessed via steep steps. However, access via ramps from near ground level is possible. The school has one accessible toilet.
- High visibility markings are applied throughout the school.
- Pupils with disabilities are supported to access all aspects of school life.

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

We have a well-established Wellbeing offer in our school this is lead by Ms O'Connor, who has completed her Designated Senior Lead for Mental accreditation with the Anna Freud Centre.

Key members of staff who constitute the Well Being Team can be easily identified by their green lanyards. Pupils can self-refer for 'Time to Talk' via the accessible postbox outside Ms O'Connor's room. Whole school PSHE themes are explored in termly Jigsaw Worship sessions. We have a link NHS Emotional Well Being Practitioner (Kiera) who works very closely with Ms O'Connor in

supporting children with early identification and interventions. Kiera delivers whole school, class, group and 1-1 support for pupils and their families, with colleagues from the Emotional Well Being Team.

In addition, 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 and societies to promote teamwork/building friendships
- We have a nurture space and staff who have received enhanced training in delivering nurture support and interventions
- Ms O'Connor is trained to deliver 1-1 and group therapeutic work with pupils
- We have 3 Emotional Literacy Support Assistants (ELSAs)
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through commitment to our vision and values:

#### **Our Vision**

In our school family, everyone is given the opportunity to flourish in God's love; to grow with dignity, hope and kindness. We accept, value and celebrate our achievements. We are inspired to be the very best that God trusts us to be and to treasure all that He created.

Faith in God, ourselves and each other

#### **Our Values**

Forgiveness

Acceptance

Inspiration

Trust

Hope

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

Ms S O'Connor is the designated previously looked-after children School Kent (VSK) to access up to



teacher for looked-after children and here. She works closely with Virtual date training and guidance.

She ensures 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 spring term.
- Plan for opportunities for the pupil and staff to form a bond prior to the new school year.

### 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. When new children join us, we invite parents for a transition meeting and engage the children in gathering their pupil voice to ensure they feel heard and we can respond to their thoughts and feelings.

### Between phases – moving on to secondary school.

The SENCO of the secondary school will meet with our SENCO and Year 6 teacher, Mr Robbins. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Participating in our Year 6 transition project which runs from November to March
- Practising organisation and independence skills
- Plugging any gaps in knowledge
- Additional visits and access to 'summer schools' and open days as arranged by secondary schools



- For SEND pupils and children in care, Ms O'Connor will ensure that a named Key person is known to the child before starting in Year 7.

## 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 Local Offer <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) organisation is :

[Home | IASK](#)

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

<https://www.dover.gov.uk/Community/Cost-of-Living-Webpages/Wellbeing.aspx>

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 in the first instance. These will be referred to the SENCO and onwards to the Headteacher. They will then be referred to the school's complaints policy.

<https://www.temple-ewell.kent.sch.uk/attachments/download.asp?file=99&type=pdf>

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 :

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-healthand-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

## 19. Supporting documents

- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *Mental Health and Wellbeing 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