

Special Educational Needs and Disabilities (SEND) Information Report

Wrotham School

Inclusion Team
SEND Governor:
Inclusion

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DRAFT SUBJECT TO COMMITTEE APPROVAL

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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:



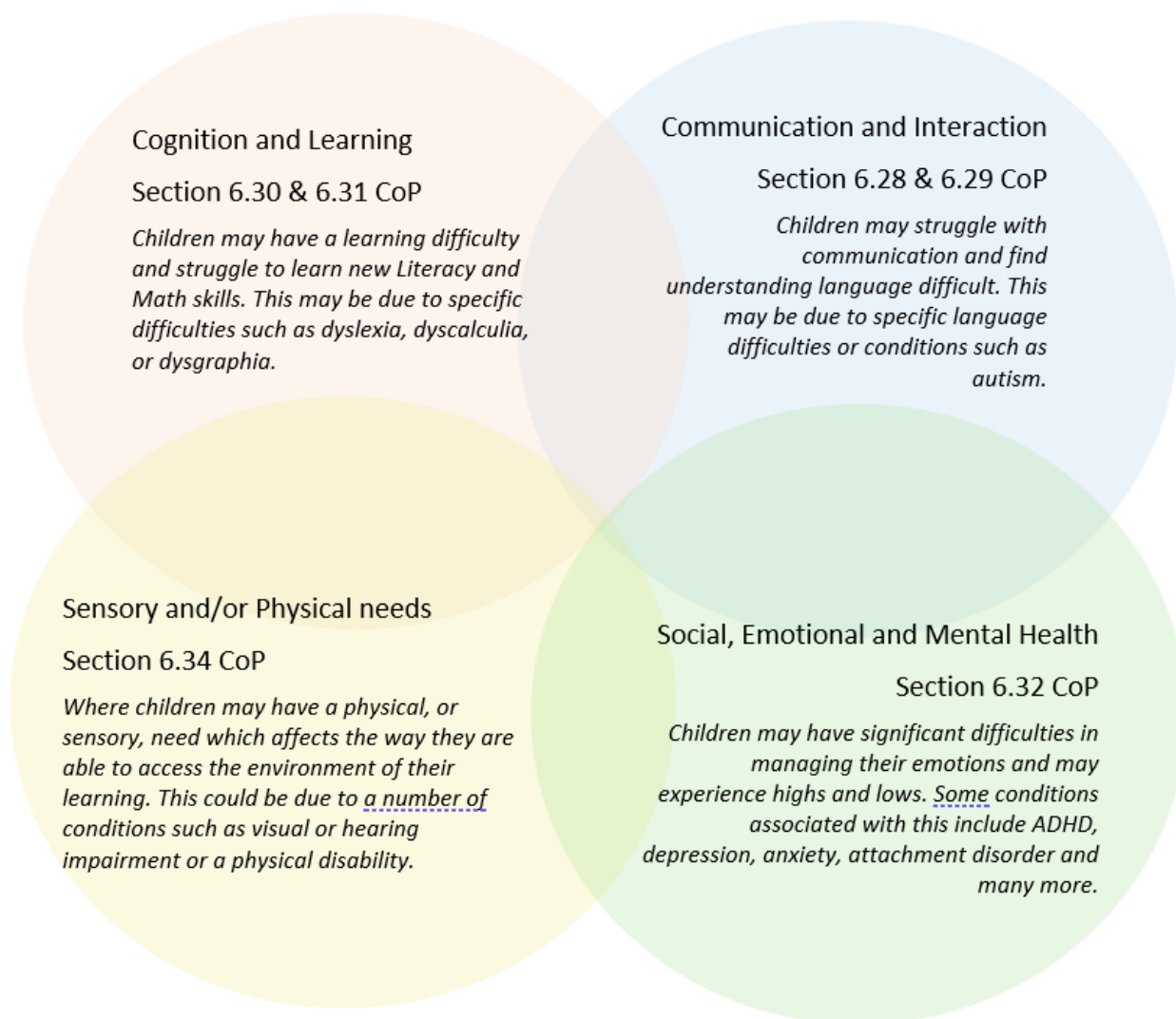
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: <https://www.wrothamschool.com/information/sen/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

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

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

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

At Wrotham 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-ordinators, or SENCOs

The named SENCO is Mrs Hann.

Our SENCO has achieved the National Award in Special Educational Needs Co-Ordination.

Mrs Abbott (Head teacher) and Mrs Knott (Assistant Headteacher for Teaching and Learning) have achieved the NPQSENCo

Class/subject teachers

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

Support Staff

We have a team of four Teaching Assistants (TAs) who are trained to deliver SEN provision.

We have four teaching assistants who are trained to deliver interventions such as metacognition, Lego therapy, touch typing, reading, numeracy, sensory circuits, ELSA and social stories. Our TAs also offer in-class support where necessary.

In the last academic year, TAs have been trained in:

- Phonics
- Sensory Circuits
- ELSA
- Talking/Drawing

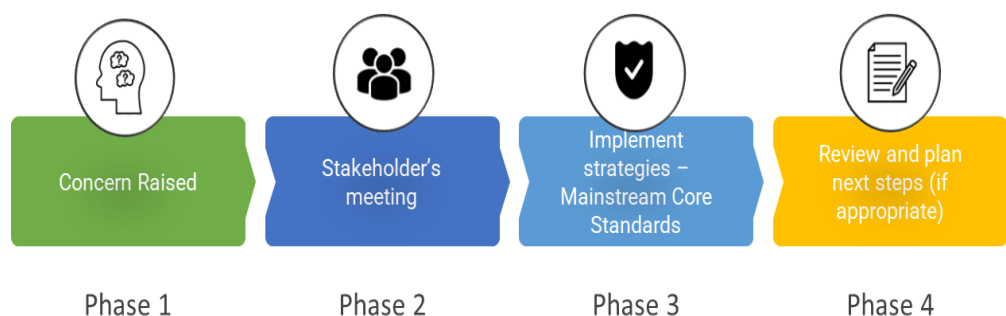
In addition, we have a Provision and Curriculum Mentor who offers 1:1 and small group bespoke academic and pastoral interventions.

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)
- EBSA support
- 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 via Local Offer
- Voluntary sector organisation

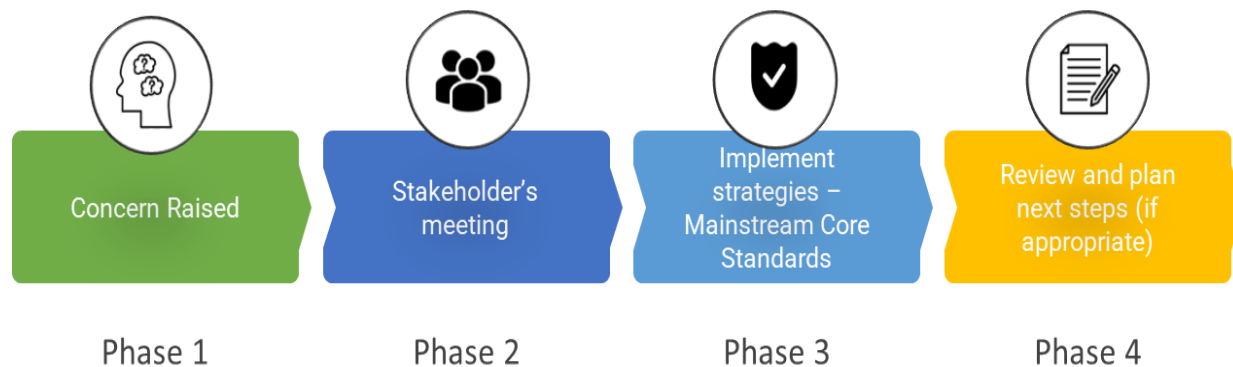
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can do this by e-mailing SHann@wrotham.kent.sch.uk
Phase 2	We will contact 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 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?

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 reading, writing, completing tasks in timed conditions, mathematics and speech and language.

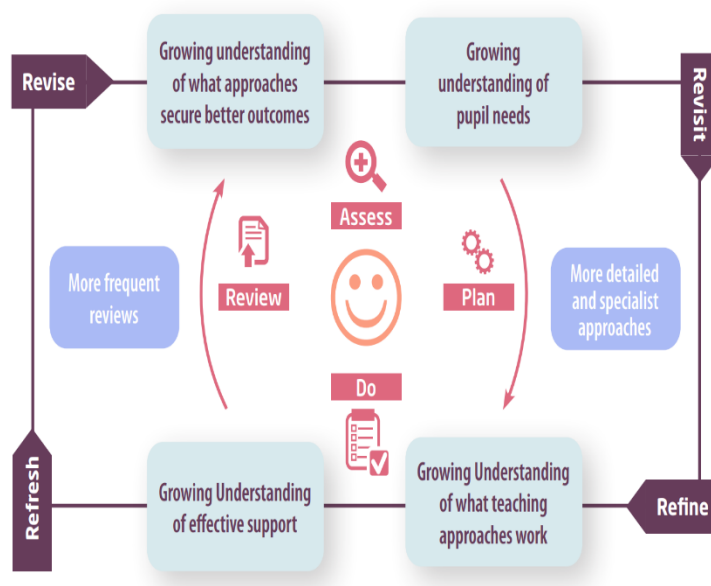
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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).

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.
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.

At Wrotham School we monitor the progress of all students throughout the year to review their academic progress. We use a range of assessments with all pupils. Where progress is not meeting

expected levels, even if a special educational need has not been identified, we put in place extra support to enable the student to accelerate their progress. Some students will continue to make less than expected progress and at this point, in consultation with parents/carers, we will use a range of assessment tools and external agencies to identify the area of need.

The purpose of this more detailed assessment is to understand what additional resources and approaches are needed to enable the student to make better progress. These will be shared with parents/carers and identified in the student's provision plan. This is reviewed three times per academic year and adjusted as necessary. When we have identified a special educational need which requires Wrotham School to make special educational provision above our universal provision the student will be added to our SEND register (if they are not already identified).

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents/carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used through the provision of Student Passports via our online software programme *Provision Map*.

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

We will provide reports on your child's progress annually. However, we collect internal academic data 3 times per academic year.

A member of the SEN team who knows your child well will meet you three times per academic 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 contact Mrs Hann

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 teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality adaptive 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.
- 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 presentation of need
- Scaffolding lesson materials

We may also provide the following interventions:

- Touch typing
- Mentoring
- Reading/literacy
- Maths/times tables
- Lego Therapy
- Social stories
- Counselling
- Boxing intervention
- Sensory Circuits
- ELSA
- EBSA Pathway

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?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching at Wrotham School is good and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each

student to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Applications for additional funding are also applied for by the SENCO to our Community of Schools to support pupils with higher levels of need.

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 residential trips such as Carroty Wood in year 8.

All pupils are encouraged to take part in Character Days, Sports Day, the Wrotham Walk, Christmas Show, Summer Concert, Duke of Edinburgh Award, Year 7 Camping, sporting teams and enrichment clubs as well as day trips and visits.

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?

Wrotham School Governors have adopted the same definition of terms as used by Kent County Council. Before the application of the oversubscription criteria, and following consultation with the school, students with an EHCP with Wrotham School as the named provision will be admitted. As a result of this, the published admissions criteria will be reduced accordingly.

In the cases of oversubscription, places will be allocated in the following priority order:

1. Children in Local Authority Care
2. Current Family Association
3. Health and Special Access Reasons: Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
4. Distance from the school to the home
5. Families of service personnel with a confirmed posting or crown servants returning from overseas

For more information please see our [Admissions Policy](#).

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Where specialist equipment is needed to facilitate a child's education Wrotham School would liaise with LEA and Health Authorities to provide the best possible support. Children with disabilities are admitted into Wrotham School following a case conference with all stakeholders to ensure access can be gained to the curriculum.

Less favourable treatment may be justified if it is the result of a permitted form of selection in relation to admissions, or if it is for a reason that is material and substantial i.e. there has to be a clear connection between the reason given and the circumstances of that particular case. Less favourable treatment may not be justified if a reasonable adjustment could have been made but wasn't.

There are two exemptions from the reasonable adjustments duty which are the provision of auxiliary aids and services, as this is met through the SEN framework and the physical adaptations to buildings, which are developed in a strategic way over time and covered by the planning duty.

More information can be found in our [Accessibility Policy](#).

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

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

- Pupils with SEND are encouraged to be part of the student voice
- Pupils with SEND are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by completing student voice
- We have a number of 'safe spaces' in school that students can access.
- We run a number of SEMH related interventions
- We employ counsellors who are able to offer counselling sessions in school
- We have an EBSA pathway

- We have a 'zero tolerance' approach to bullying. For more information on how we address bullying, please see our [Anti-Bullying Policy](#)

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

Mrs Hann, our SENCO, works with all teachers to make sure that they understand how a looked-after or previously looked-after child'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. We also work with a number of external agencies such as Social Services and VSK to ensure that the needs of our looked after children are being met.

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 offer a bespoke package of support dependent on the student's needs. This may include: meeting new pastoral staff, early access to the new timetable, visiting new classrooms etc.

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 primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We can arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We participate in the YOGI interventions delivered by the Specialist Teaching and Learning Service

We offer two transition days in term 6 where children meet key members of staff and their year groups.

In addition, we run open morning, school tours and taster sessions prior to the secondary school application deadline.

Onto adulthood

We provide all our pupils with appropriate 1:1 advice on paths into work or further education with our Careers Lead and Level 6 Registered Careers Development Professional. This includes visiting our Careers Fair, lesson delivery as part of our PSHRE curriculum and completing yearly work shadowing days.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. Our Assistant SENCO, Mrs Burrell, has completed training by Kent Supported Employment to ensure that our students are able to find work and be supported in employment.

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: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

Information, Advice and Support Kent (IASK): <https://www.iask.org.uk/>

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

For Us Too: <https://www.forustoo.org/>

Includes Us 2: <https://www.includesus2.org.uk/>

Spaces 2 Be Me: <https://space2beme.org.uk/>

Kent Resilience Hub Resources: <https://kentresiliencehub.org.uk/parent-carers/resources>

MASHs Centres: <https://www.kent.gov.uk/education-and-children/special-educational-needs/social-care-support-for-SEND/mashs>

Kent Parent and Carer Together (PACT): <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/kent-pact>

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 SENCOs 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 student 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. For more information about mediation please visit [Global Mediation](#) – the service used by Kent County Council.

19. Supporting documents

- *Equality Policy*
- *Safeguarding policy*
- *Behaviour, Character and Inclusion Policy*
- *Accessibility Policy*
- *Attendance Policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

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- **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