

Special Educational Needs and Disabilities (SEND) Information Report

St James' CE (Aided) Primary School



SEND Team:

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SEND Governor:

Nina Skomorowski-Brown

Approved by:	FGB	Date: 3.12.25
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Last review:	March 2025
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Next review due by:	November 2026
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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.

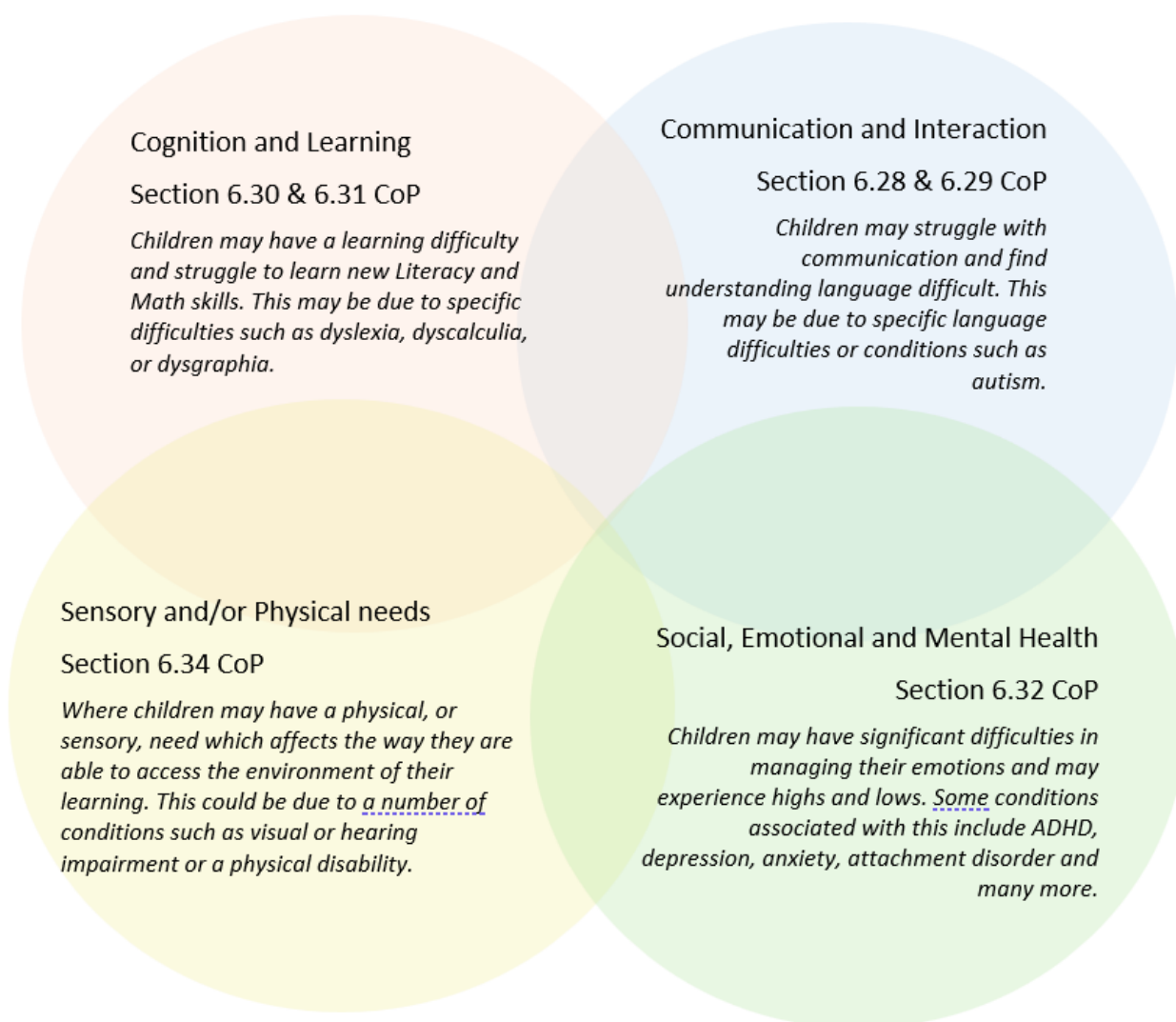
As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



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/262312/SEND_Code_of_Practice_January_2015.pdf)

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



At St James' Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs and Disabilities Team

Penny Wardell is Assistant Headteacher and SENCO. She is also the Senior Mental Health Lead and a Designated Safeguarding Lead. She works full time.

Penny Wardell BSc (Hons) PGCE. Penny is a qualified teacher and has 20 years' experience in this role. She is therefore not required to undertake the National Award for SEN Co-ordination, although she did undertake a similar qualification, Coordination for Inclusion, in 2006. Penny also completed a Postgraduate Certificate in Education in Cognition and Learning in 2015.

Jo Mill BEd Primary (Hons) is Deputy SENCO on Mondays and Tuesdays. She is also in charge of medical needs.

Jo has 2 years' experience in the role of SENCO, and she has worked as an intervention teacher for many years. She is a qualified teacher, and has worked at the school for 20 years. She achieved the National Award in Special Educational Needs Co-ordination in 2024.

Jo has a particular interest in physical development and runs BEAM and Jump Ahead groups. She has a wealth of experience in the development of phonics and early reading.

Marissa Noble BA (Hons) PGCE. Marissa is Deputy SENCO on Wednesdays and Thursdays. She qualified as a SENCO in 2015 and has 8 years' experience as a SENCO in a previous setting. Marissa is also a qualified and experienced primary teacher of 18 years.

Marissa qualified as a Specialist Teacher in 2021. She qualified as a Dyslexia assessor in April 2025 and holds a Postgraduate Certificate in Specific Learning Difficulties: Dyslexia. Marissa is also a

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trained Mindfulness teacher, has a 1 year certificate in child counselling and a diploma in Autism Awareness.

You can contact Penny, Jo and Marissa using the SEND email address: senco@st-james.kent.sch.uk or phoning us on 01892 523006 ext.2

SEND Governor?

Class teachers

All of our teachers are teachers of SEND. They receive in-house Special Educational Needs training, and are supported by the SENCO team to meet the needs of pupils who have SEND.

In recent years all teachers have been invited to attend Mainstream Core Standards, Making Sense of Autism and Good Autism Practice from Autism Education Trust, Dyslexia Friendly Classrooms, Zones of Regulation, Colourful Semantics, Edukey Provision Map and Team Teach de-escalation training. Individual teachers have also attended other courses run by Specialist Teaching and Learning Service and other providers.

Teaching assistants (TAs)

We have a large team of TAs, including some higher-level teaching assistants (HLTAs). Each class has a general TA supporting for at least part of the week.

We have a number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, Lego Therapy, Language Link, Speech Link, Power of Two, Colourful Semantics and using Clicker 8 and Communicate in Print. They have all been trained to run Little Wandle phonics keep up and catch up interventions.

In the last academic year, TAs have been invited to attend Good Autism Practice from Autism Education Trust and Team Teach de-escalation training alongside the teachers.

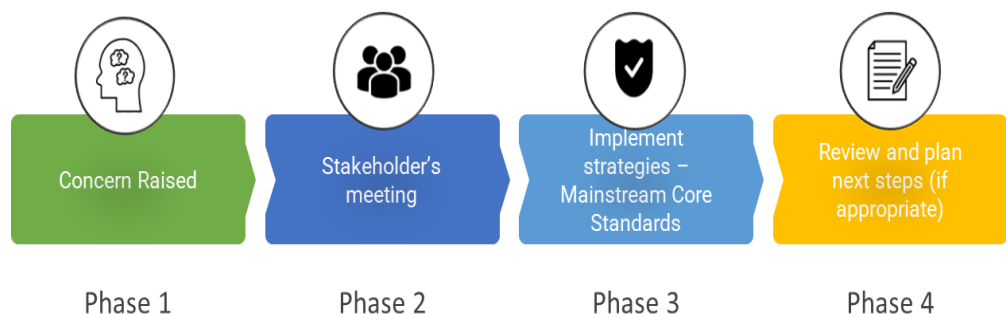
External agencies

Sometimes we need extra help to offer our pupils the support that they require. 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)
- Counsellors and play therapists
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners including the Emotional Wellbeing Team
- Occupational therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisors
- Specialist Teaching and Learning Service
- Speech and language therapists



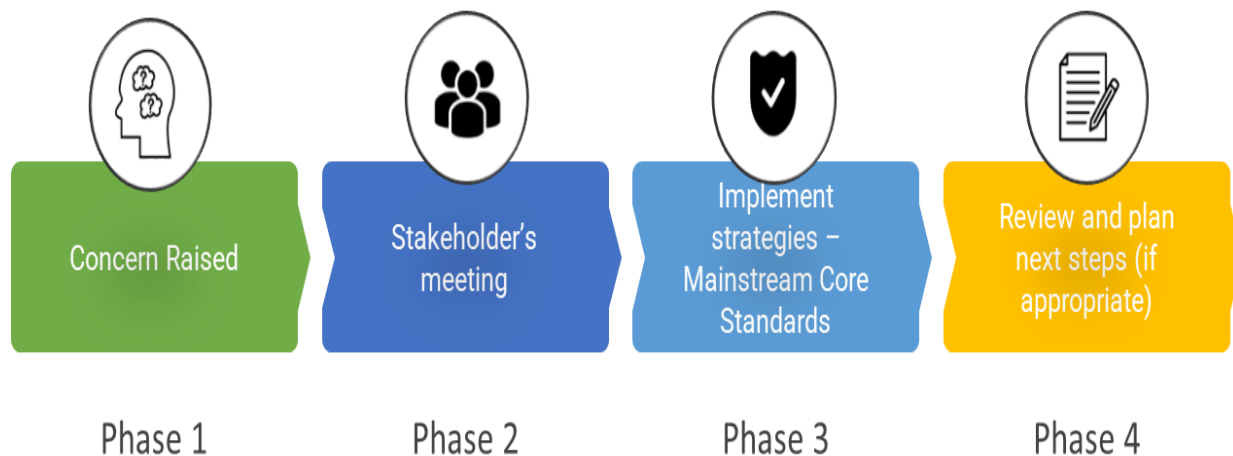
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is made aware. Speak to your child's class teacher or email them on the class email address.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what has been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

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 including those 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 and emotionally. This will include reading, writing and number work.

Quality First Teaching, planned to meet the needs of all children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

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 monitor and record the academic progress of all children twice a year (February and July) to see if they are working at the expected level for their year group in Reading, Writing, Maths, Science and Spelling Punctuation and Grammar (from Year 3). We use teacher tests and assessments, observations, reviews of children's books and discussions between teachers and children. We use in house assessments including Language Link (assessment of understanding of language) for all Year R children, Star Reader assessments (Reading Age) from Year 2, Cognitive Ability Tests (CATs) in Year 5, Rising Stars Spelling Punctuation and Grammar tests (SPaG) and NFER and White Rose maths tests. Adaptations to assessment arrangements are made as part of normal everyday practice including rest breaks, use of a reader/scribe/laptop and extra time. Children working well below the expected level for their age may be assessed using an alternative assessment system called the BSquared Progression Steps.

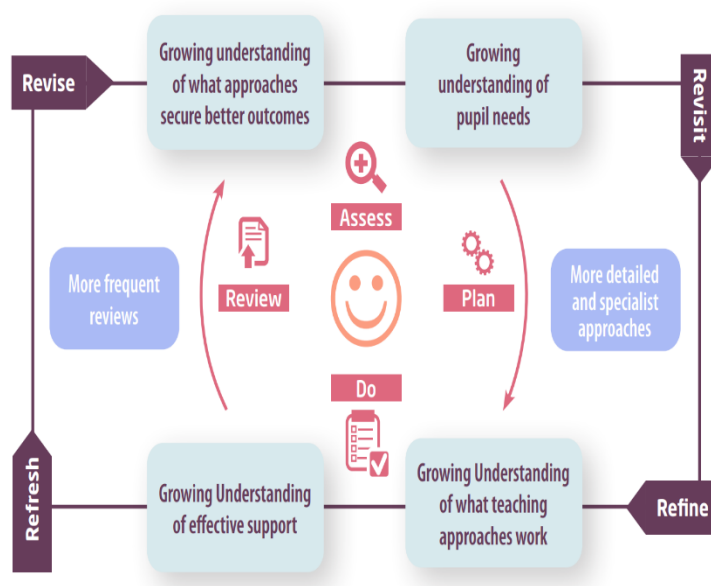
We also carry out a range of statutory assessments with all the children - Year R Baseline Assessments, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, Year 6 Statutory Attainment Tests (SATs).

We hold pupil progress meetings twice a year in school following the completion of the assessments. Class teachers, phase leaders and SENCO review progress of pupils and agree actions. Where progress is not in line with expectations, even if SEN has not been identified, we put in place interventions to support the needs of the child. This may be support in class or an intervention group outside class. At this stage we may put the child on our SEN concern list for internal monitoring.

For children making inadequate progress, in consultation with parents, we may use a range of assessment tools to try to determine the cause of the learning difficulty. We use a wide range of assessment tools including Dyslexia Portfolio, Dyslexia Screening Test (DST), Infant and Junior-Language Link, Speech Link, Dyscalculia Assessment, British Picture Vocabulary Scale (BPVS), York Assessment of Reading for Comprehension (YARC), Phonological Assessment Battery (PhAB), Test of Auditory Processing Skills (TAPS), Wide Range Intelligence Test (WRIT) and Wechsler Individual Achievement Test (WIAT).

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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.

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

We will provide an annual report on your child's progress in Spring and offer two parent consultations per year (Autumn and Summer). If your child has been identified as having SEND we will offer additional meetings and a member of the SEND team will attend.

At these meetings we will:

- 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

We know that you are 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 would like to arrange a meeting please contact your child's class teacher using the class email address.

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 if they are upper Key Stage 2
- Prepare a written statement or drawing with the support of an adult
- Answer some questions about their support and discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

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

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

These adaptations may include:

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, other visual aids such as Now and Next boards and Task Organisers.
- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching assistants will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials, for example, learning aids such as tables, graphs, worksheets, visual images, word mats

We also provide the following interventions:

We offer in-class support by the teacher or teaching assistant, regular reading, booster groups, pre-teaching, Little Wandle phonics keep up or catch up groups and specific intervention programmes. The provisions in place for each child are all recorded centrally on Edukey Provision Map software and monitored termly by the SEND team.

The interventions we provide are part of our contribution to Kent County Council's local offer and are listed in the Appendix at the end of this information report.

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

We record the provision (resources, strategies and interventions) which each child in the school is accessing on Edukey Provision Map software. Progress made in interventions is reviewed each term by the class teacher or the member of staff running the intervention and decisions are made whether to continue or not accordingly. Parents are welcome to request a copy of their child's learning plan which can be downloaded and provided.

Children with an education health and care (EHC) plan and/or a high level of support requiring High Needs Funding have detailed Provision Plans on which all in school provision is recorded and progress is reviewed each term. Parents will receive these by email each term and are invited to come in and discuss them.

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

- Reviewing the impact of interventions after a period of 6 to 12 weeks
- Talking to pupils/using pupil questionnaires
- Monitoring by the SENCO team
- Using Insight and Edukey Provision Map software 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 – we have a range of additional resources available including laptops with appropriate software, wedge cushions, weighted blankets, ear defenders, fiddle toys, chew toys, pencil grips and ergo-nomic pens and rulers, manipulatives in maths. Some children have individual workstations in classrooms. We can also access specialist seating from the therapies team for individual children requiring it.
- Adaptations to in class support – these may include scaffolding including worksheets/tables/graph provided to reduce the barrier of recording, differentiated tasks or quantity, regular check ins, small group work, careful seating position.
- Further training for our staff – in house training and external for whole groups and/or individual staff members.
- Support with strategies from external advisors with parental consent. These include the Kent Educational Psychology Service (KEPS), and Speech and Language Therapy Service

(SALT). We can access advice on groups of children from the Specialist Teaching and Learning Service through our link Specialist Teacher. STLS may make observations of children, set targets and review them in consultation with the SEN team and class teacher. We can make referrals to NHS Children's Therapies (Speech and Language Therapy, Occupational Therapy, Physiotherapy), Community Paediatrics and Kent School Health team. We always endeavour to implement any recommendations made by these outside agencies.

Where a high level of 1:1 support is required, with the agreement of parents, the school may apply to Kent County Council for an Education Health and Care Plan (EHCP) for your child.

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



We aim to provide an inclusive education for all pupils including those with SEN and disabilities. It will be necessary for some pupils to receive adaptations and interventions in order to support them to access a broad and balanced curriculum.

All of our school provided extra-curricular activities and school visits are available to all our pupils. Our breakfast and after school wrap around care providers, SJOut, are independent of the school, but we encourage them to include all pupils.

All pupils are encouraged to take part in special events including Sports Day, RE days and church services.

All pupils are encouraged to go on our school trips, including our Year 3 and Year 6 residential trips. Some children with SEND benefit from having visuals including photos and an itinerary shared before a school trip so that they know what to expect. An individual risk assessment will be carried out for particular children and saved on the Evolve website for each trip. We may provide additional adult support to enable the safe participation of the pupil in the activity. In exceptional circumstances, it may necessary to adjust the plan and/or request that a parent attends to support their child on a school trip in order to ensure the safety of the child and other children on the visit.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and in discussion with parents 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?



Our approach to the admission of pupils with SEN or a disability is as follows:

- A member of the SENCO team will meet with the parents of prospective pupils with SEN or a disability to discuss needs and provision
- All prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- We have fair access for children with SEND and follow our oversubscription criteria which is as follows:
 1. Children in local authority care
 2. Children who physically reside within the area described in Annex A
 3. Children who have a parent/foster parent/guardian who is a practising member of St James' church
 4. Children who have a brother or sister at this school at the time of admission

13. How does the school support pupils with disabilities?



You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We are constantly evaluating the physical environment to improve accessibility of our site for all. We have a care suite, three disabled toilets, handrails and ramps to the entrances of both school buildings, and a lift in the 2-storey building. This is monitored through our [Accessibility Plan](#)

See also our [Equality and Information Statement](#)

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:

- Through our personal social and health education (PSHE) curriculum and growth mindset approach
- Children are encouraged to share their concerns through use of the class Worry Monsters which teachers check regularly
- Pupils with SEND are offered opportunities to be part of additional Forest School sessions and Lego therapy to promote teamwork and building friendships
- Pupils with SEND are encouraged to be part of extra-curricular groups including the school council
- We provide Time to Talk, play therapy and counselling to pupils with and without SEND that require this support
- We have an Emotional Literacy Support Assistant (ELSA) who works with individuals on improving emotional wellbeing
- We work with the NELFT Emotional Wellbeing Team who provide courses for parents on supporting children with anxiety or behaviour needs and work with pupils from Year 4 and above
- We provide social stories to support children to understand social situations
- We provide extra pastoral support for listening to the views of pupils with SEND by pupil voice
- We have a 'zero tolerance' approach to bullying. Behaviour is very well managed at our school, and we take steps to prevent bullying. All staff are guided by our [Anti-Bullying Policy](#).

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



As well as being SENCO, Penny Wardell is the designated teacher for looked-after children and previously looked-after children.

Penny Wardell will work with the SEN team 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:

- Schedule transition meetings for teachers to share information
- Schedule move-up sessions with the new teacher towards the end of the summer term
- Provide transition booklets including photos of the new classroom and teaching team to go home with all children that need support with transition
- Invite new teachers to annual review meetings for children with an EHC Plan



Between schools

Our Year R teachers contact, and where possible, visit the feeder pre-schools, as well as offering a home visit for all the children joining our Reception classes. We also provide transition booklets for new starters that the nurseries have identified as requiring extra support. For in-year admissions, we aim to work closely with the schools attended by children before they transfer to us, in order to gather the information that will make the transfer as seamless as possible.

Class teachers and/or the SENCO hold meetings with individual secondary schools and share information to support children with SEN to have as smooth a transition as possible. We attend transition afternoons set up by STLS where information about children with SEND is shared with SENCOs from preschools and secondary schools.

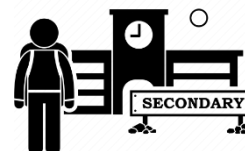
For children with an EHCP we engage parents in discussions regarding secondary placement during the Year 5 Annual Review so that they are ready to make a choice at the beginning of Year 6. We are

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happy to support parents with visits to view secondary schools. We invite the SENCO from the new secondary school to the pupils' Year 6 Annual Review so that they have all the up to date information.

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.

Pupils will be prepared for the transition by class discussions and questions, school visits and secondary school teachers visiting pupils at St James'.



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to manage at home, please get in touch at school to let us know. We want to support you, your child and your family.



The **SEND information hub, Kent's Local Offer**, is a website about all the services and support available for children with SEND from 0-25 and their families from the local area and outside the area published at <http://www.kent.gov.uk/education-and-children/special-educational-needs>

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

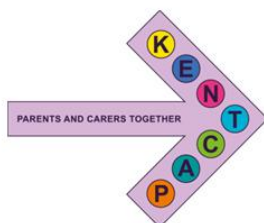
Information
Advice and
Support
Kent



IASK (Information, Advice & Support Kent) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with SEN or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on: Helpline: 03000 41 3000 (Monday – Friday 9am – 5am)

E-mail: iask@kent.gov.uk

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



Kent PACT (Parents And Carers Together) is a forum for parents and carers of children with special educational needs and disabilities (SEND) with the aim to make sure services provided by education, health and care meet the standard and need for children with SEND and their families. Kent PACT is about empowering parent and carers and giving them the chance to have their voices heard.

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

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Parents without internet access are welcome to contact a member of the school SEN team for support to gain the information they require.

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 or a member of the SEND team in the first instance, and if necessary escalated to John Tutt, Head Teacher headteacher@st-james.kent.sch.uk so that the issue can be resolved. If parents do not feel that the issue has been resolved after these discussions, they can make a formal complaint to Judith Hammill, Chair of the Governing Body jhammill@st-james.kent.sch.uk

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the Special Educational Needs and Disability Tribunal, if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, 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. You will find more details if you follow this link:

[What to do if your child is not awarded an EHC Plan](#)

19. Supporting documents

Please use this link to find our most up to date policies:

[St James' Policies.](#)

- *Accessibility Audit and Plan*
- *Anti-Bullying Policy*
- *Attendance Policy*
- *Behaviour Policy*
- *Child Protection Policy*
- *Equality Objectives and Information Policy*

In addition, these link to important information about SEND, both in Kent and nationally

- [Local Offer](#)
- [Mainstream Core Standards](#)
- [SEN & Disabilities Code of Practice 2015](#)



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

21. Appendix

Examples of Provision/Interventions offered at St James' Primary school listed according to area of need:

Communication and Interaction (includes Speech and Language)

- Language Link groups for receptive language difficulties
- Speech Link for articulation and specific speech sound difficulties
- Talk Boost groups for receptive and expressive language development and confidence
- Lego Therapy to develop giving and receiving instructions and working with others
- Social Stories often for children with social communication difficulties to help explain situations

Cognition and Learning

- Regular one to one reading and comprehension
- Little Wandle Phonics keep up, catch up 7+ and SEND groups
- Subscription to Clicker 8, for school and home use. The children have access to a school laptop with relevant software
- Visual Timetables evident in all classrooms
- Visual aids for specific children in each classroom: Communication boards, Now and Next
We use Widgit Communicate in Print to make visuals for these
- Pre-teaching for new units/topics of learning
- Power of 2 Maths interventions
- Scaffolds for learning tasks
- Books with coloured pages for classwork
- Coloured overlays

Social, Emotional and Mental Health

- Time to Talk with a trained TA
- Trained Emotional Literacy Support Assistant (ELSA)
- Play therapist and counsellor works with individual children

- Reading Dog (Pets as Therapy) volunteer visits weekly
- Additional Forest School sessions in a small group
- Zones of Regulation

Physical and Sensory Development

- Fidget toys to self-select in every classroom
- Clever Fingers boxes and Write from the Start sheets to develop fine motor skills
- Wobble cushions, ear defenders, weighted cushions and blankets, pencil grips, ergonomic pencils, chew toys and writing slopes are available
- Sensory black out tent
- Sensory Circuits four times per week before school for a group of children in KS2
- Weekly Jump Ahead/ BEAM fine and gross motor development intervention to improve coordination and writing skills in KS1
- Balance-ability in Reception to support gross motor skills