Special Educational Needs and Disabilities (SEND) Information Report

Mereworth Community Primary School

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Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 7
4. What happens if the school identifies a need? 8
5. How will the school measure my child's progress? 10
6. How will I be involved in decisions made about my child's education? 11
7. How will my child be involved in decisions made about their education? 13
8. How will the school adapt its teaching for my child? 14
9. How will the school evaluate whether the support in place is helping my child? 15
10. How will the school ensure my child has appropriate resources? 15
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 16
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 17
13. How does the school support pupils with disabilities? 17
14. How will the school support my child's mental health and emotional and social development? 18
15. What support is in place for looked-after and previously looked-after children with SEN? 19
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 19
17. What support is available for me and my family? (Local Offer) 19
18. What should I do if I have a complaint about my child's SEND support? 20
19. Supporting Documents 21
20. Glossary 22

Kent SEND Information Report

Dear parents and carers,

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

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

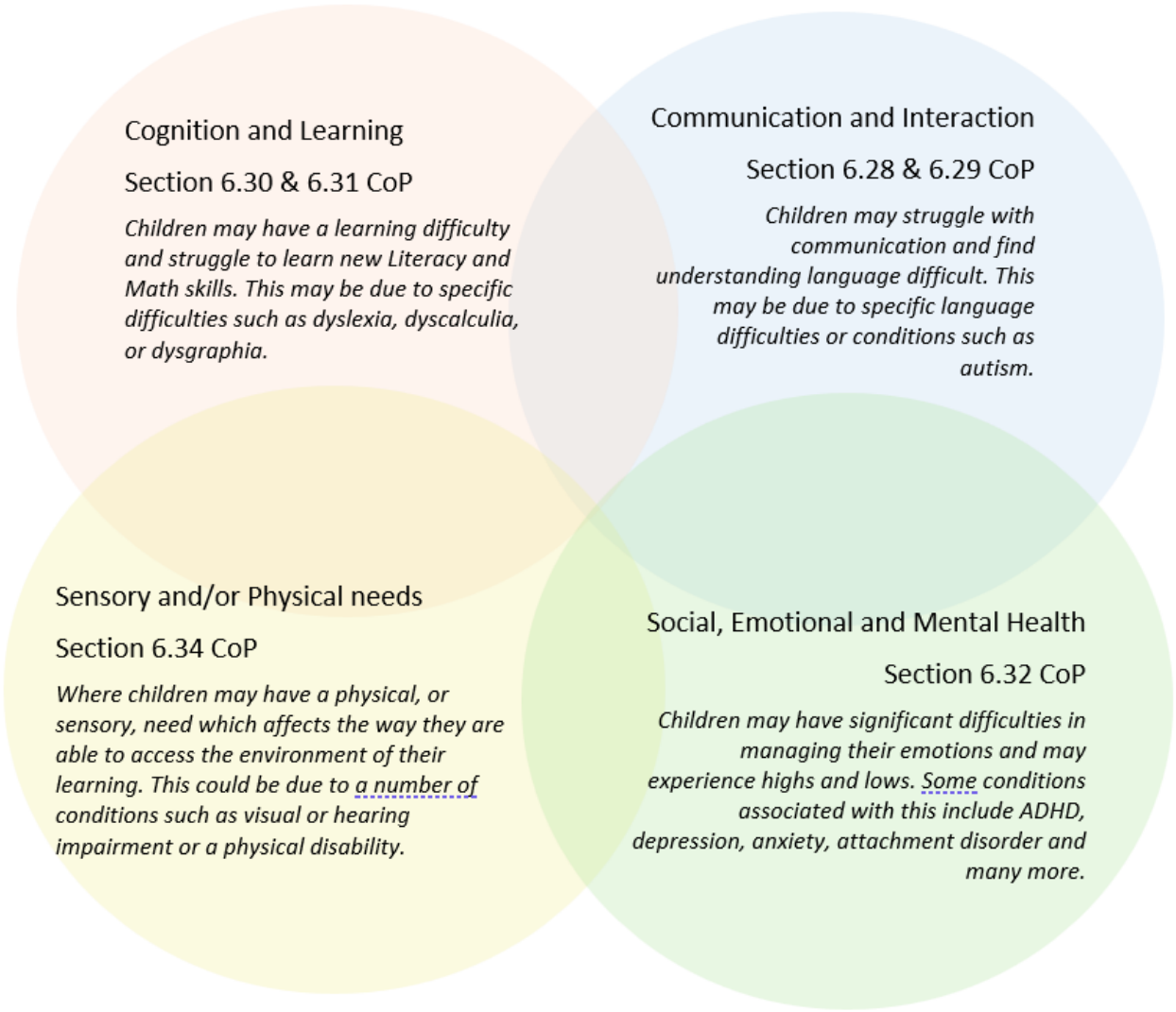
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://mereworth.kent.sch.uk/information/send/

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 Mereworth Community 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 Co-ordinator, or SENCO

The named SENCO is Mrs Kathryn Delaney

She achieved the National Award in Special Educational Needs Co-ordination in June 2020 from Middlesex University.

They have 7 years of experience in this role and they are a qualified teacher.

Class/subject teachers

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

This training includes initial Dyslexia Training and follow up where necessary, ASD and ADHD training and The Mainstream Core Standards.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as:

Maths: Mathletics, multiplication tables, Maths.co.uk, Power of 2, Plus 1.

English: Toe by Toe, daily reading, reading comprehension, Pre-teaching of vocabulary, handwriting, grammar and punctuation, writing, Phonics.

Speech and Language: social skills, individually designed interventions programmes by the speech and language therapist, Language for Behaviour and Learning, Language for Thinking.

Fine and Gross Motor: Clever fingers, handwriting – fine motor skills

Other: sensory circuits, Zone of Regulation, Lego Therapy

In the last academic year, TAs have been trained in

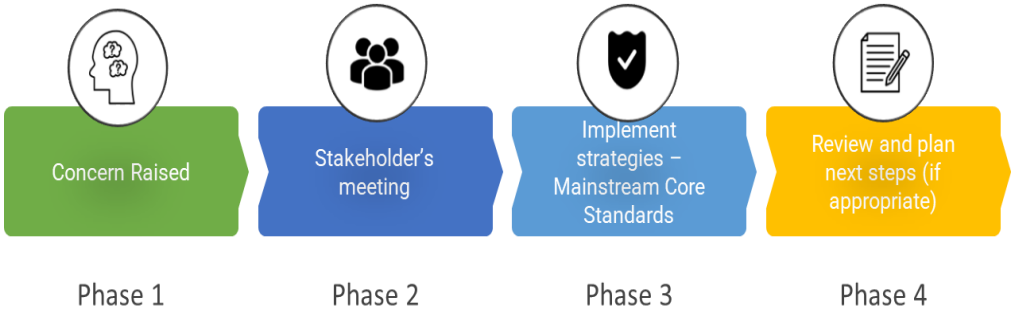
Dyslexia, Key Questioning techniques, 'Managing the Red Zone', effective support and writing workshops, identification of children with ASD and ADHD traits and how to support children within the classroom.

External agencies

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

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations

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



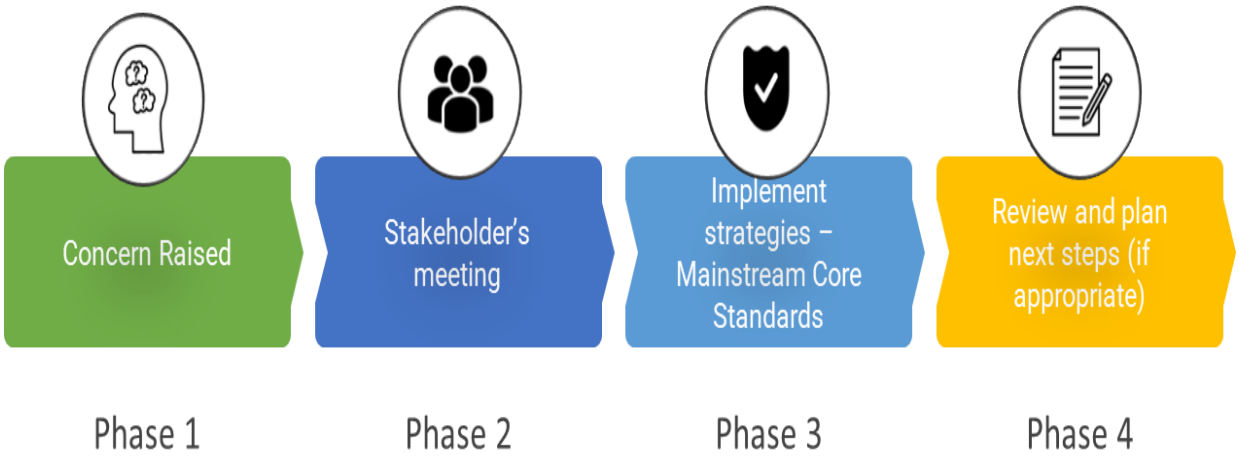
Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please speak with your child's teacher in the first instance and contact the school SENCO, Mrs Kathryn Delaney (senco@mereworth.kent.sch.uk)
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be 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?

Referral pathway for assessment

1	In school observations
2	In school screeners
3	Meet with parents, discuss findings & concerns using specific language, agree a way forward & next steps
4	Deploy school interventions and review outcomes. Share outcomes with parents and agree next steps
4a	Specialist assessments **Parental signed Consent is required**
4b	Specialist interventions **Parental signed Consent is required**
5	Meet with parents and agree next steps
6	Paediatric referral High Needs Funding Education, Health, Care Plan Exam access arrangements **Parental signed Consent is required**

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 learning or socially.

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

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

A Special Educational Need is identified if a child:

a) Has a significantly greater difficulty in learning than the majority of other children the same age;

or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At Mereworth Community Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of strategies, usually a combination, which may include some of the following:

- Liaison with a previous school or pre-school setting
- A child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance or through observations or noticeable barriers to learning are identified
- Liaison with external agencies e.g. speech and language or for a physical or sensory issue
- Use of tools for standardised assessments: Dyslexia Screeners, Wide Range Intelligence Tests (WRIT), Social Responsiveness Tests (For assessing social skills)

Once a child is identified as having a special educational need and the parent agrees, they will be placed on the schools SEN Register. Children placed on the SEN Register are fully supported to access the national curriculum.

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

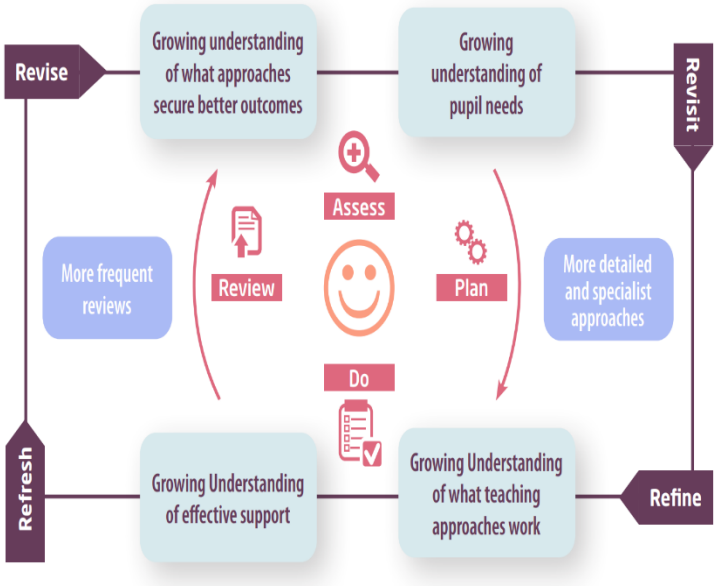
At Mereworth Community Primary School, we monitor and review the progress of all children through Pupil Progress Meetings, which are held 6 times per year. At these meetings we will discuss academic progress as well as any SEND concerns. We also use a range of assessments at various points throughout the school year to measure academic success e.g. development matters programme for EYFS, Year 1 phonics screening, assessment throughout each year group – SATs, CATs formative and summative assessment.

Where progress is not sufficient and your child does not have SEND then we will put in extra provision to support them in catching up with their peers. All support over and above first quality teaching will be included in the class Provision Map which, indicates the extra support being given.

Despite quality first teaching some children may not reach their full potential and not make expected progress within the targeted area. In these instances, we will in consultation with parents and using a range of assessment tools to seek the cause of the learning difficulty. This may also include consultation with other professionals. We will ensure that all staff working with your child, teachers and support staff, are aware of the support to be provided and the teaching approaches to be put in place.

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.

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

We will provide a formal annual report on your child's progress. There will also be an opportunity to meet with your child's class teacher at parent consultations in Term 2 November, Term 4 March and Term 6 July, where you can discuss your child's progress. Parents are welcome to arrange to meet with the class teacher at other points in the year if there are any concerns or you would like an update.

If your child is on the SEND register, 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

These meetings will form part of the parent consultation meetings.

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 the school SENCO, Mrs Delaney (senco@mereworth.kent.sch.uk) and the class teacher.

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 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

- 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:

BEAM, Sensory Circuits, plus 1, Power of 2, Toe by Toe, Pre-teaching, Speech and Language programmes, Social Communication Programmes.

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?

Children on the SEND register will be reviewed regularly throughout the year. These reviews form part of the Pupil Progress Meetings which are held 6 times per year and discuss whether adequate progress is being made and how teaching can be further adapted to support your child to make progress.

For a pupil with and Education, Health and Care Plan, there will be a formal annual review of the provision for your child and a review of their EHCP. There will also be 2 other review meetings throughout the year so that we can discuss and evaluate the provision and its effectiveness. All of this information will be collated and will form part of the annual review which is submitted to Kent County Council. They will monitor and action any changes to the EHCP that are required.

10. How will the school ensure my child has appropriate resources?

The school receives funding to support the needs of pupils with SEND from a range of different resources this includes:

The Notional SEND budget. This is a fund which is devolved to schools to support them to meet the needs of pupils with SEND.

For those children with more complex needs, the school may be allocated fund through additional funding allocation. This funding is allocated through the Local Authority.

This funding is then used to provide equipment and facilities to support pupils, these may include:

- Adult support - within or outside of the classroom to increase skills in the identified area/s of weakness
- Out of class support – support at lunchtimes (building relationships, emotional skills development)
- Small group work – to enable catch up – subject specific or targeted at an additional need
- Additional resources for existing programmes – Toe by Toe, Power of 2

- SEND Training for support staff
- Investment in Speech and Language Therapy
- Subject specific resources
- In school-based Play Therapist

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips in Year 5 and Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

Mereworth Community Primary School has Kent County Council as their admissions authority. Details of the admissions process can be found in the following link:

https://www.mereworth.kent.sch.uk/Policies/

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.

The schools Equality Policy can be viewed in the link below:

https://www.mereworth.kent.sch.uk/Policies/

The Equality Act also introduced a Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools, which extends to all protected characteristics. When carrying out their functions, public bodies are required to have due regard to the need to.

• Eliminate discrimination and other conduct that is prohibited by the Equality Act.

• Advance equality of opportunity between people who share a protected characteristic and people who do not share these characteristics.

• Foster good relations across all characteristics between people who share a protected characteristic and people who do not share these characteristics.

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

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

- Pupils with SEND are encouraged to be part of the school council, Sports Captains, House Captains, Eco Captains and OPAL Playleaders
- Pupils with SEND are also encouraged to be part of a buddy system in year 6 with reception aged children to promote teamwork/building friendships and being responsible in supporting our younger children in our school.
- We provide extra pastoral support for listening to the views of pupils with SEND by offering play therapy – there is a referral process in place

  We have a 'zero tolerance' approach to bullying.

  Please see our bullying policy at:

  https://www.mereworth.kent.sch.uk/Policies/

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

Miss Lavelle – Head Teacher will work with Mrs Delaney, our SENCO, 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:

- 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 summer term
- Children with SEND will have additional allocated time to visit their new classroom and teacher for short periods of time to familiarise themselves with the new environment.

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 – Starting at Primary School

Pupils will be visited in their setting by the EYFS teacher prior to the child starting at our school. The family will also be visited at their home by the EYFS team to support with a smooth transition to primary school.

Between Phases – Moving on to Secondary School

The SENCO of the secondary school meets with our SENCO to share relevant information about your child near the end of the summer term.

Transition days are made available by the secondary school as well as extra support days for those with SEND.

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

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

To see what support is available to you locally, have a look at Kent's Local Offer. Kent publishes information about the local offer on their website:

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

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

https://www.iask.org.uk/parents-and-carers/frequently-asked-questions/

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

https://space2beme.org.uk/

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

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 SENCO in the first instance.

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. They will then be referred to the school's complaints policy.

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.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy/Anti-Bullying Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages