

Special Educational Needs and Disabilities (SEND) Information Report

Sunny Bank Primary

The Island Learning Trust



Inclusion Team

SENDCo

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Approved by:

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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:



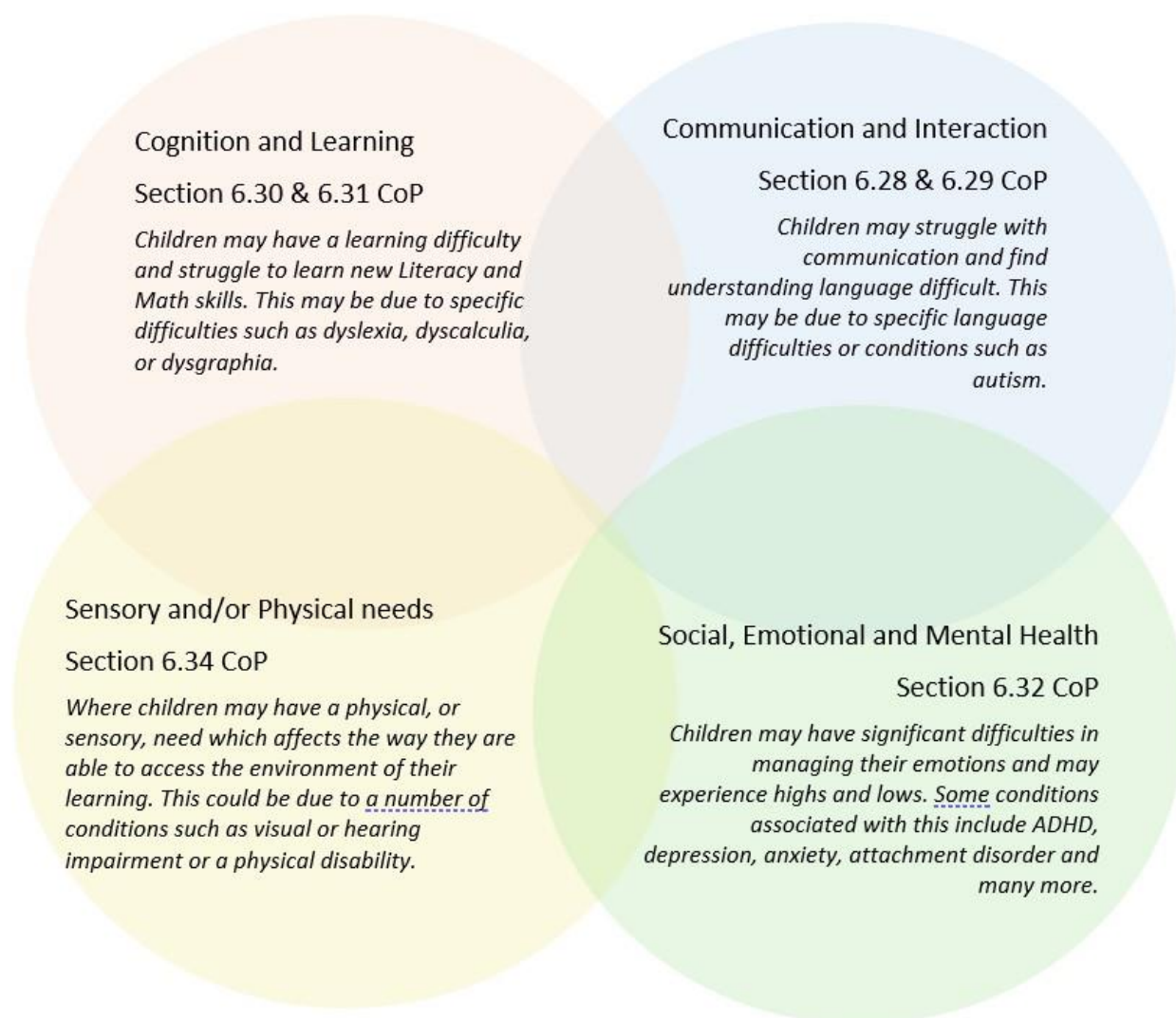
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: <https://www.sunnybank.kent.sch.uk/policies>.

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 Sunny Bank 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.*



Jo Akrill – SENDCO – jakrill@tiltrust.org



Chelsey Thomas – SEND Admin – cthomas@tiltrust.org



Kelly Loughnane – Pastoral Support – kloughnane@tiltrust.org



Benji – Dog Mentor

Our Special Educational Needs Co-ordinator, or SENDCo

The named SENDCo is Joanne Akrill.

They have 4 years experience in this role and have worked as an Assistant Headteacher. They are a qualified teacher. They are a Deputy Designated Safeguarding Lead, Designated Teacher for Looked After Children and are the school's Mental Health Lead.

They achieved the National Award in Special Educational Needs Co-ordination in 2023.

Class/subject teachers

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

Teaching assistants (TAs)

We have a team of 21 TAs, including 3 Learning Mentors who are trained to deliver SEN provision. We have 2 teaching assistants who are trained to deliver Drawing and Talking interventions. We

have 1 qualified ELSA. (Emotional Literacy Support Assistant). We have two trained Dog Mentor handlers.

In the last 2 academic years, TAs have been trained in:

- Arbor – setting up and recording interventions
- Precision teaching
- Lessons Learned
- Effective Feedback
- Developing skills to accurately assess in the EYFS
- Early Years sp&lang (EY's Summit)
- EEF – Effective Personal Development
- Behaviour
- Cover Supervisor training (4 Staff)
- Vision, Values & growth Mindset
- Maths inset
- Safeguarding
- De-escalation
- Teaching & Learning
- Writing inset
- Language of learning
- Learning environment
- Lego intervention
- Drawing and Talking – 4 qualified members of staff
- ELSA training for Pastoral Manager
- Monster Phonics
- OPAL (Outside Play and Learning)
- QFT engagement
- The role of the TA
- Economy of Language
- Talk for writing
- Writing
- Our vision
- Zones of Regulation
- Closing the writing gap
- QFT
- ROAR
- AET – Autism
- Dog Mentor Training
- TA's Sp&lng Course
- Nurture UK
- PACE - Playfulness, Acceptance, Curiosity and Empathy.
- OT/SALT Sensory Workshop
- MIDAS offer

- Inclusive Classroom
- Whole school SDQ
- Boxall Profiling
- Positive Handling (including emotional curves)
- Stage not Age – STLS
- Transition Training
- Family Group Course
- Mental Health Lead Training (SENDSCO)
- Writing guided groups
- Memory Depth

External agencies

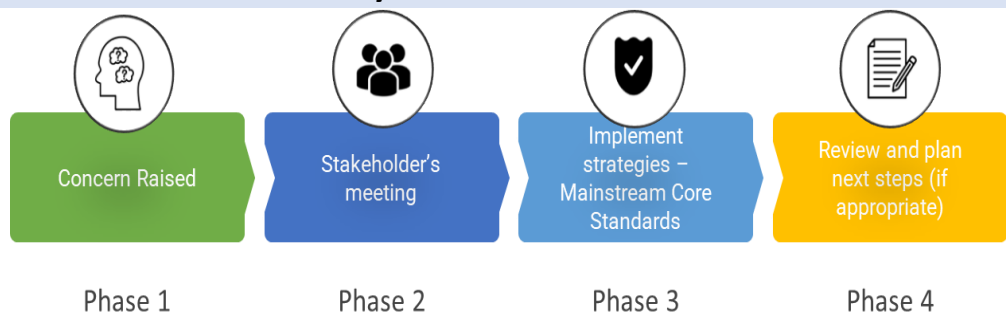
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- STLS
- Rivermead Solutions (SaLT, OT)
 - Child and adolescent mental health services (CAMHS)
 - Emotional Wellbeing Team
- 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 organisation



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



Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENDCo is aware.</p> <p>Parents can speak to the Class Teacher at the end of the school day and request an appointment to raise any concerns. Parents can also DOJO class teachers to request an appointment with them in the first instance.</p>
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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.
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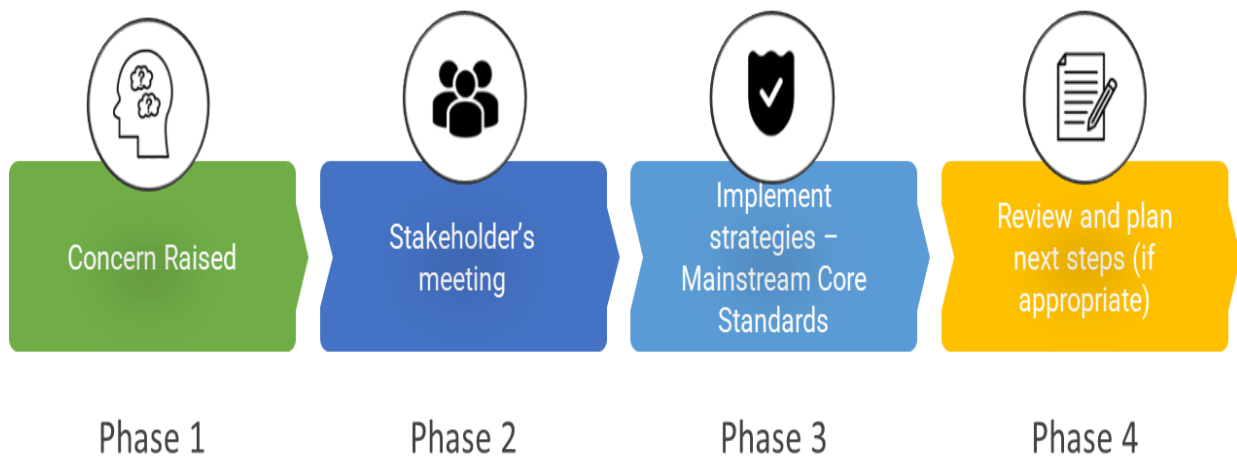
4. What happens if the school identifies a need?

At Sunny Bank Primary School we monitor the progress of all pupils termly during pupil progress meetings. Children are identified as having special educational needs through a variety of ways including the following:-

- Your child is performing below age related levels.
- Concerns are raised by you as parents.
- Concerns are raised by the Teacher, for example: behaviour or self-esteem that is affecting performance.
- Independent Speech and Language Assessment.
- Use of assessments in school including Salford reading assessments, Speech Link and Language Link (Infant), British Picture Vocabulary Scale, Phonics screening in Y1, Termly assessments in Reading, Writing and Maths, SDQ, Boxall and end of Key Stage SATS.
- Consultations between Class Teachers and members of the Leadership Team where progress data is discussed.

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- Liaison with external agencies e.g. Specialist Teacher Service, NHS Speech and Language, Educational Psychology Service.
- Health diagnosis, particularly where this impacts on learning, through a Paediatrician.



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 Your child's Teacher carefully checking on your child's progress and deciding that your child has a gap or gaps in their learning/understanding and needs some extra support to help them make the best possible progress. Specific group work/intervention takes place in the classroom or just outside of the class, facilitated by a Teacher or Teaching Assistant. Some children are given an Education and Healthcare Plan with specific targets on Personalised Plans so that it is easy to track progress.

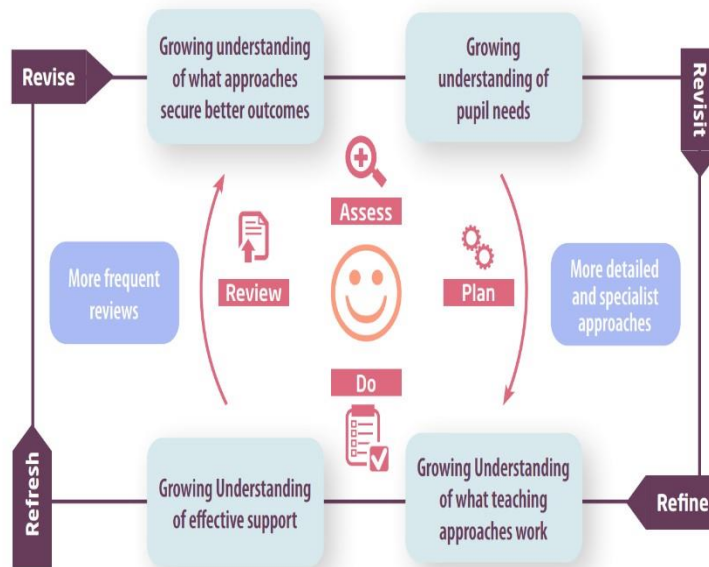
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

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

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



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 SENDCo, 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 annual reports on your child's progress.

A member of staff who knows your child well will meet you three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo 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 your child's class teacher and/or Joanne Akrill-SENDCo. Class teachers can be contacted via Dojo. Miss Akrill can be contacted via email: jakrill@tiltrust.org

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 pupil voice survey



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

Please see our School's Accessibility Plan which covers increasing the extent to which disabled pupils can participate in the curriculum <https://www.sunnybank.kent.sch.uk/policies/>





Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Our school understands the importance of adaptation in enabling children to access the curriculum depending upon their needs. Obviously, it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class adaptation, discreet group support (both inside and outside of classes) and through Class Teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Sunny Bank Primary School. High-quality teaching is

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

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

These adaptations may include:

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

-  ➤ 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:

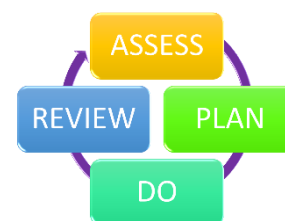
- Precision teaching (phonics/number recognition/times tables)
- Writing or numeracy targeted intervention
- Sensory and physical interventions additional to QFT.
- Social Skills intervention including lunchtime support
- Lego group
- ELSA
- Handwriting
- Drawing and talking
- Speech and Language
- Dog Mentor

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 [4-6] weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan) ➤



Regular pupil progress meetings

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

As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat children with disabilities in the same way as every other child in our care. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through our PSHE lessons across the school.

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 our residential Year 6 trip(s) to local places of interest.

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.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

We will provide the necessary support to ensure that his is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

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



The County Admissions procedure is followed on an annual basis, which includes the advice to apply for a school place online. Please see the following link to find the admissions booklet detailing the application process: <http://www.kent.gov.uk/education-and-children/schools/school-places/primary-school-places>

Parents are informed by the Local Authority of the decision regarding a place for their child. After you have been informed that your child has been offered a place, you will receive information regarding our induction programme for children joining our Foundation Stage so that you and your child can become familiar with school and can start in September with confidence.

If your child has an Education Healthcare Plan (EHCP), please contact your Local Authority caseworker to inform them of the school you would like your child to attend. They will advise you on your next steps.

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out in our Admissions Policy (Website link: <https://www.sunnybank.kent.sch.uk/policies>), to decide which children to admit. Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

13. How does the school support pupils with disabilities?

See Accessibility Plan for



more

information

<https://www.sunnybank.kent.sch.uk/policies>.

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.

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 parliament

- Pupils with SEND are also encouraged to be part of our Well-being Warrior team to promote teamwork/building friendships
- We run nurture groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.
- We use outside professional counselling services for targeted pupils who require specialist support.

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



Joanne Akrill (SENDCo) will make sure looked-after or previously looked-SEND might interact, and what the learning.

that all teachers understand how a after pupil's circumstances and their implications are for teaching and

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

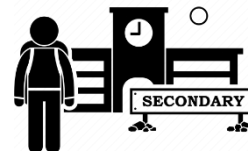
Between schools

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 SENDCo of the secondary school will meet with our SENDCo. They will discuss the needs of all the pupils who are receiving SEND support. Pupils will be prepared for the transition by:

- Completing transition activities
- Learning how to get organised independently
- Plugging any gaps in knowledge



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. KCC publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local><https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>[offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: www.iask.org.uk

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

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

18. What should I do if I have a concern or complaint about my child's SEND support?

The difference between a concern and a complaint.

A concern may be defined as: 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be defined as: 'an expression of dissatisfaction however made, about actions taken or a lack of action'. This statement is taken from our School's Complaints Policy and can be found here: [https:// www.sunnybank.kent.sch.uk/policies](https://www.sunnybank.kent.sch.uk/policies).

Concerns or complaints about SEND provision in our school should be made to the SENDCO 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 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. Visit the following website for further information: <https://www.kelsi.org.uk/special-education>
<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Safeguarding and Child Protection policy*
- *Nurturing Relationships and Behaviour Policy*
- *Accessibility Plan*
- *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.
- **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
- **SENDCo** – 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