

Special educational needs (SEN) information report

Teynham Parochial Church of England School



Approved by:

Rev Steve
Lillicrap

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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [SEN - Teynham School](#)

You can also ask a member of staff to make a copy/ of the policy.

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 SEN does the school provide for?

Teynham school is a mainstream primary and provides support for pupils with a wide range of special educational needs, including those with:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder (ASD) Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD) Emotional Regulation Difficulties |
| Sensory and/or physical | Hearing impairments Visual impairment Multi-sensory impairment Physical impairment |

2. Which staff will support my child, and what training have they had?

SENCO

Mrs Butler is our Special Educational Needs Coordinator and Assistant Head. Mrs Butler is responsible for ensuring that pupils receive the correct support, liaise with outside agencies and provides support and advice to teachers and parents where required.

She can be contacted on 01795 521217 or by e-mail - senco@teynham.kent.sch.uk

Mrs Butler works on Monday (flexi) Tuesdays, Wednesdays and Thursdays.

She has over 20 years teaching experience and first began working as a SENCO in 2015. She achieved her PGCert NASCO: SEND National Award for SEN Coordination from Middlesex University and is DSL trained.

Mrs Butler is allocated 3 days a week to manage the SEN provision here at Teynham.

Speech and Language Team

Mr Andrew Green is our Speech and Language Therapist. He comes into school once a fortnight to assess and work with pupils with communication and interaction needs supporting those discharged from NHS provision as well as pupils identified by staff and professionals attending Teynham.

Mrs Lyndsey Hudson is our Speech and Language TA, she works three days a week, working alongside Mr Green and Mrs Butler, Mrs Hudson carries out specific Speech and Language Interventions.

Both Mr Green and Mrs Hudson can be contacted via Mrs Butler.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All teachers have received training from Autism Education Trust and Supporting Pupils with Dyslexia, training

Teaching assistants (TAs)

We have a team of 15TAs, including one SALT TA and one higher-level teaching assistants (HLTAs) who have all received training to deliver SEN provision.

In the last academic year, TA's have received training from Autism Education Trust, as well as completing Little Wandle, Phonics training and some TA's have completed Drawing and Talking and Nurture training.

External agencies and experts

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

- Speech and language therapists

- Specialist Teaching and Learning Service
- Educational psychologists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents and carers can contact their child's class teacher either in person on drop off or collection, or by sending them an email either directly or via the school office. They will pass the message on to our SENCO, Mrs Butler who will be in touch to discuss your concerns.

You can also contact the SENCO directly. senco@teynham.kent.sch.uk

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include not being able to access age appropriate work in Reading, Writing, English and Math.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

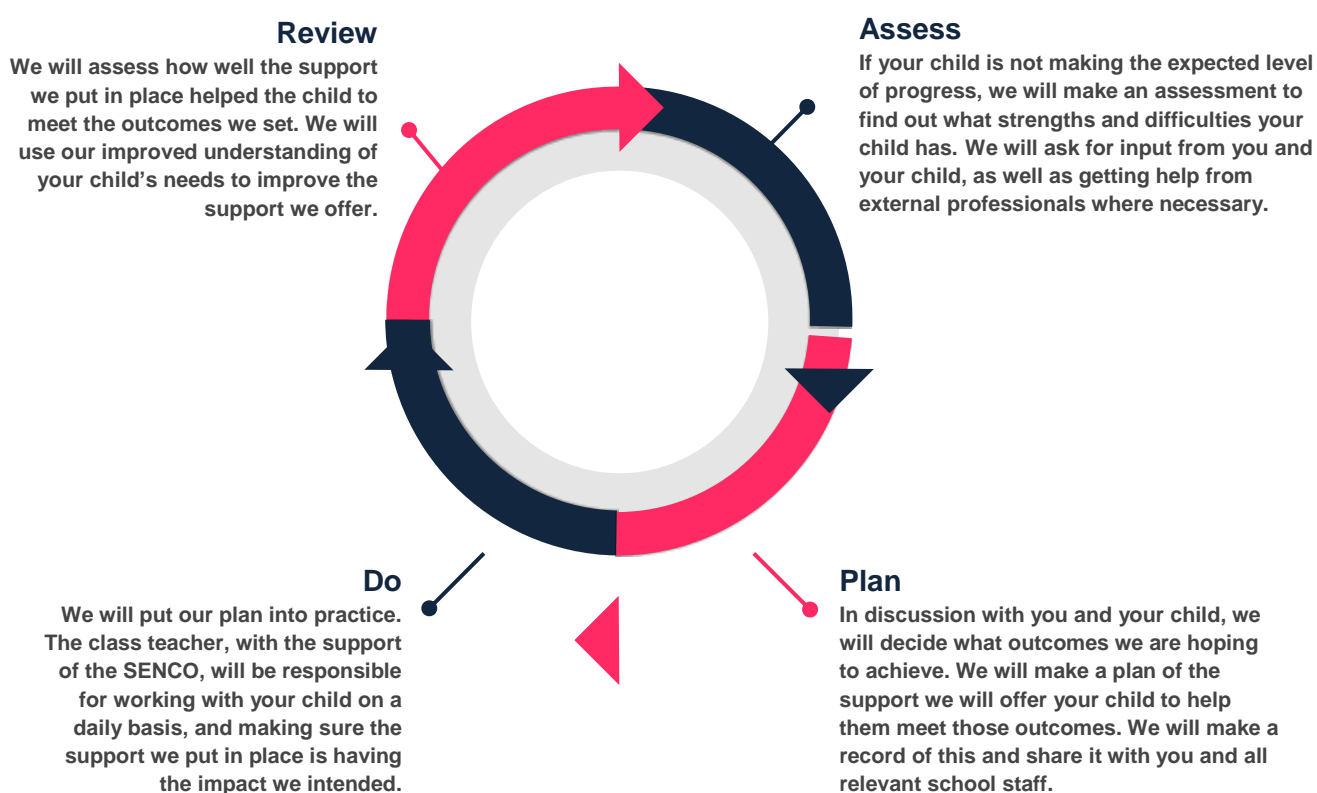
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them this might be through a personalised plan or class provision map.

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

Our aim is to identify need at the earliest point, making effective provision to improve long-term outcomes for the pupil. At Teynham, all members of staff monitor the progress of pupils regularly using a graduated approach of assess, plan, do and review.

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Pupil Progress Meetings, which include the senior leadership team and a Governor, are completed three times a year and allows for a robust identification system of pupil's who may need additional support.

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

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you three times a year

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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either via email, in person on drop-off or collection or via the main office.

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 level of competence. We recognise that no two children 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adaptive teaching styles, 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 will support pupils on a 1-to-1 basis when necessary or under direction from an EHC plan.
- Teaching assistants will support pupils in small groups necessary or under direction from an EHC plan.
- We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------------------------------|----------------------------------|-------------------------------------|
| Communication and interaction | Autism spectrum disorder (ASD) | Visual timetables Social stories |
| | Speech and language difficulties | Speech and language therapy |

| | | |
|--|---|--|
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope Coloured paper or books Overlays Laptop and/or iPad as normal way of working Additional time to complete tasks |
| | Moderate learning difficulties | Additional time to complete tasks Chunking tasks Task Management Boards |
| | Severe learning difficulties | Bespoke curriculum |
| Social, emotional and mental health | ADHD, ADD | Quiet workstation Movement breaks Weighted blanket Therabands for chairs |
| | Adverse childhood experiences and/or mental health issues | Nurture groups Counselling (requires parental consent) |
| Sensory and/or physical | Hearing impairment | ALD device HI STLS |
| | Visual impairment | Large print, RNIB bookshare VI STLS |
| | Multi-sensory impairment | |
| | Physical impairment | Lift assistance Disabled toilets Adapted furniture |

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 at the end of each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies such as STLS to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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

All our pupils are encouraged to go on our school trips, including our Year 6 residential trip and the school heavily subsidises these trips to ensure there are no barriers for pupils or parents. In exceptional cases the school may provide financial assistance to trips that incur a cost.

All our pupils are encouraged to take part in a variety of events held throughout the year for example: Sports Day, Individual Class Trips, Key Stage Events such as Mother's Day Tea and Father's Day breakfast Workshops such as STEM, Music and sporting activities, World Book Day, Red Nose Day. the End of Year Service at Teynham Church as well as the Christmas Jamboree for Year 5.

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 they can be included.

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

- The Governing Body of Teynham Parochial CEP School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The school follows the Kent Admissions procedures.
- Although we are a school that promotes a Christian ethos, we are an inclusive school that welcomes children from all backgrounds and abilities.

Published Admissions Number (PAN)

- The current PAN for our school is 30 children to be admitted in the academic year that they are 5 years old. However, parents have the right to appeal for a place at Key Stage 2 which may increase class size to beyond 30 if upheld.

Admission arrangements

- The school takes part in the admissions scheme using the Common Application Form (RCAF) of Kent LEA. Parents are encouraged to go on line to apply or collect the application form from school and fill it in, expressing their preferences. The forms are then submitted directly to the school who allocate places according to the relevant admissions criteria. The school will then inform the LEA when the place has been accepted.
- Admission arrangements for a child to our School are in accordance with those published by the Local Authority which are, in priority order, as follows:

- ❖ Looked after children – **A looked after child is a child who is a) in the care of the local authority, or b) being provided with accommodation by a local authority in exercise of their social services functions.**
 - ❖ Current family association e.g. elder brother/sister at School
 - ❖ Health and special access reasons (for which a medical certificate may be needed or if the child has an EHCP which names Teynham, as the school)
 - ❖ Nearness of a child's home and ease of access to School
- Pupils, parents and carers are actively encouraged to visit the school to ensure that the facilities and staff can meet, or be adapted to meet the requirements of the child.

13. How does the school support pupils with disabilities?

All our pupils have the right to an education which is appropriate to them as individuals. It is our aim to minimise the difficulties which pupils will experience. We aim to achieve this by adapting our curriculum to suit individual needs, provide a range of teaching styles on a variety of scales for example: interventions in small group work, or 1:1 working with an adult, teach strategies to help pupils access the learning and ensure that all learning environments are happy, safe and accessible.

In addition to this we also:

- Listen to pupil opinions
- Recognise, celebrate and reward progress, however small
- Be consistent and fair to all pupils
- Enable pupils to make choices and decisions about their work so they feel valued
- Encourage good relationships with pupils and staff and recognise that mutual respect and trust are important.
- The new building which will have a lift, will be fully DDA compliant and will ensure a safe and accessible building and associated facilities.

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 SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of all our After School Clubs, as well as lunchtime activities such as Chillout and Chat, to promote communication friendship development.
- We provide extra pastoral support for listening to the views of pupils with SEN by completing Pupil Voice Questionnaires three times a year.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following a strict anti-bullying policy which pupils and staff are aware of and which outlines our clear expectations for pupil behaviours and staff response. This ensures everyone has a responsibility to ensure that Teynham is a safe and secure place for children to thrive, knowing they have trusted adults to support them make correct choices and opportunities to reflect on experiences and move forward positively.
- Where necessary and in agreement with parents and carers, pupils can access the school counselling service.
- The SENCO can make referrals to the Kent Health and Wellbeing Team for support around anxiety and difficulties with emotional regulation both at home and at school.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

In addition to the annual, whole school transition event, we provide identified pupils with enhanced transitions where staff have additional opportunities to meet with new pupils, get to know them, their classroom and new routines, as well as give pupils an opportunity to discuss worries or concerns with

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN 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.

Primary into Secondary

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Request Enhanced transition support for pupils who are vulnerable or at risk of not attending a whole transition event

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Butler is responsible for LAC pupils, she is our SENCO; she will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaints policy can be found here [Policies & Documentation - Teynham School](#)

A concern or complaint can be made in person by parents, carers (including parents or carers of children no longer at the school) and members of the public, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Complaints about SEN provision in our school should be made to the SENCO 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 has discriminated against your child because of their SEN, 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.

KCC use Global Mediation and their details can be found here : [Special Educational Needs and Disability - Global Mediation](#)

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

If you have questions about SEN, 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 Swale's local offer. KCC publishes information about the local offer on their website: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Information Advice and Support Kent, they can be found [Home | IASK](#)

Local charities that offer information and support to families of children with SEN are:

Autism Apprentice [Autism Apprentice | The Autism Apprentice CIC](#)

ADHD Sheppey [Home | adhd-sheppey](#)

National charities that offer information and support to families of children with SEN are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

19. Glossary

➤ **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **Graduated approach** – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages