



# SEND INFORMATION REPORT 2025-2026



At High Halden we take pride in creating a nurturing environment where our community of learners are valued as individuals. Through God's love, rich experiences and a sense of belonging, all will make strong roots to grow, flourish and bear fruit.



*'Rooted in God, we grow together'*



At High Halden we value the abilities of all our students and strive to provide the best education, which ensures that all children can make good progress and achieve ambitious and appropriate goals. We strongly believe that it is our duty to provide equal opportunities for every child in our care, and to also provide a safe and fully equipped learning environment, which caters for the needs of every student as an individual. We are committed to providing excellent provision for all students with SEND, by providing an ambitious and inclusive curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students to be included in all aspects of school life and work proactively to eradicate any barriers to inclusion. The information published in this report should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

## 1. The kinds of SEND that are provided for at High Halden Primary School:

At High Halden Primary School we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and or Physical Needs.

The range of special needs currently being met at High Halden include: ADHD, anxiety, auditory processing difficulties, autism, dyslexia, emotional dysregulation, fine and gross motor delay, moderate learning difficulties, sensory processing difficulties, a Chromosome duplication syndrome, Fetal alcohol syndrome (FAS), global development delay and speech and language difficulties.

## 2. Policies for identifying students with SEND and assessing their needs:

At High Halden we review the academic progress of all students three times a year. We use a range of assessment strategies and tools with all the students, at various points in the year. These include Y1 Phonics Screening, Speech Link, Language Link, Accelerated Reader and termly assessments.

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Where progress is not sufficient, even if a special educational need has not been identified, extra support is provided to enable the pupil to catch up. Examples of extra support are:

Reading interventions, Fizzy, Clever hands, Sensory Circuits, LEGO Therapy, Numeracy interventions, Nurture and small individual group work. Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At High Halden we are experienced in using the following assessment tools: BPVS, Boxall profile, COPS, LASS and LUCID rapid. Students who are working below year group expectations will be tracked using the 21 steps to ensure that the small steps of progress are recorded and measured. We also have access to external advice through our Community of schools and the Professional resource group.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN personalised plan or onto the class provision map, reviewed regularly and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available through mainstream core standards and quality first teaching.

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

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## 2a. The name and contact details of the SENCO:

The SENCO at High Halden Primary School is Mrs Rachel Butcher. Mrs Butcher can be contacted via the school office on 01233850285 or via email at [senco@high-halden.kent.sch.uk](mailto:senco@high-halden.kent.sch.uk). Her working days at High Halden are Wednesday and Thursday each week.



### 3. Arrangements for consulting parents of children with SEND and involving them in their child's education:

All parents of students at High Halden are invited to discuss the progress of their children on two occasions a year and they receive a written report twice per year.

In addition, we are happy to arrange additional meetings as necessary. As part of our normal teaching arrangements, all students will access some additional teaching to help them catchup if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class Provision Map.

If progress is not made following this provision, we will contact parents to discuss the use of internal or external assessments which will help us to better address these needs. From this point onwards the pupil will be identified as having special educational needs because a special educational provision is being made; the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

### 4. Arrangements for consulting students with SEND and involving them in their education:

Pupil voice is highly valued at High Halden and we encourage children, where possible, to take an active role in the evaluation and setting of their targets. Children will be much more successful and driven to achieve a target that they understand and feel accountable for. Students' voice is gathered before annual review meetings by parents and also by school staff, using the Local Authority pupil voice format. The students are also invited to their annual review meetings, where appropriate. If a child is unable to give verbal feedback, a talking mat is used to try and ascertain the pupil's likes and dislikes about school and their learning.

### 5. Arrangements for assessing and reviewing student's progress towards outcomes:

Every pupil at High Halden has their progress tracked three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use at High Halden include YR baseline, Y1 Phonics Screening, Speech Link, Language Link, Accelerated Reader and termly assessments. These

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tools are used to see if students are increasing their skill level in key areas. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment at the end of the key stage. If a child is working below year group expectations we will use the 21 steps document, recommended by STLS, to track the children's progress in smaller steps for reading, writing and maths. Parents will be kept informed about their child's progress through parents' evenings which are held throughout the school year and additional meetings, if necessary.

If these assessments do not show adequate progress is being made, the SEND personalised plan will be reviewed and adjusted. These personalised plans are reviewed at least three times per year, with parents. Parents are encouraged to play an active role in creating the initial plans with the SENCO and reviewing plans thereafter.

## 6. Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

At High Halden we work closely with the educational settings accessed by the students, before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. We have a transition programme which includes transition days, story times, visits to students' nursery placements as well as home visits and transition meetings between the class teacher, parents, nursery staff and the SEND team.

We also contribute information to a students' onward destination by providing information to the next setting. We have a transition meeting with all secondary schools that our students are transferring to. Our Dragonflies (Year 6) team ensures that students are prepared for secondary school and any new routines which may form part of the secondary school experience.

The Year 6 students are offered guidance with regards to what they might need to pack in their bags, reading bus timetables, time management as well as reading timetables. All students are usually offered a week of transition days at their new school during Term 6 and students with additional needs may be offered additional transition days to further ease the transition.

## 7. The approach to teaching students with SEND:

High quality teaching, scaffolded and adapted for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.

This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.3ti)*.

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At High Halden, the quality of teaching is judged to be good by Ofsted. We follow the Mainstream Core Standards, advice developed by Kent County Council, to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches and strategies, as advised by internal and external assessments. These include tutoring, precision teaching methods, small group teaching and the use of ICT software learning packages.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that a high quality of teaching is maintained and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, a very high level of resource is required. The Continuum of Need and Provision will be used to determine the level of need and provision needed for these individual cases and the funds for this provision will need to be applied for via the Local Authority.

## 8. How adaptations are made to the curriculum and the learning environment of students with SEND:

At High Halden we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided through both internal and external assessments and the strategies described in EHCPs. We have an easy access toilet for pupils if it is needed. Many staff have also been trained in first aid as well as trauma informed practice and dyslexia. Staff have also received the AET autism training in the coming year. Our curriculum is broad and balanced which allows all children to succeed. The fundamental aim of our curriculum is to enrich the children's lives and provide opportunities to grow their...

Curiosity and Creativity:

- Through enriching first hand experiences.
- Inspirational and enquiry led teaching and learning.
- Broad, active and exciting curriculum.

Strong Sense of Community:

- Engaging with the features of our beautiful rural village.
- Collaboration with local residents and our wider communities.
- Embracing the diversity and background of all.

Character Development:

- Building resilient, confident learners by providing opportunities for all to flourish.

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- Encouraging aspirations and independence.
- Strong sense of moral purpose underpinned by our Christian values.

## The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

Teachers and teaching assistants have had the following training:

- The Boxall Profile assessment
- ASD Awareness training
- AET training
- Sensory Circuits
- Selective Mutism
- Well-being Toolkit and Growth Mindset
- Down Syndrome Profile Training
- Trauma informed practice
- Dyslexia
- PDA profile training
- Precision teaching
- Positive behaviour management
- Key staff have also attended numicon training, Crisis training, nurture based approaches training, fetal alcohol syndrome training, Solihul parenting training, clicker training, EBSA training, Senior mental health lead training, Morph mastery training, Bereavement training and Toe by Toe training.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers that we can approach are Goldwyn Special School, Wyvern School, Speech and Language therapists, occupational therapists and physio therapists, KEPS, local charities as well as STLS. The cost of training is covered by the notional SEN funding.

## 9. Evaluating the effectiveness of the provision made for students with SEND:

Each review of the SEND personalised plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.1ti) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

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For students with or without an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

Every pupil at High Halden has their progress tracked three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use at High Halden include YR baseline, Y1 Phonics Screening, Speech Link, Language Link, Accelerated Reader and termly assessments. Using these, it will be possible to see if a student's skill level is increasing in key areas. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment at the end of the key stage.

This will enable us to track the smaller steps of progress that the child is making. Parents will be kept informed about their child's progress through regular parents' evenings which are held throughout the school year and additional meetings, if necessary.

If these assessments do not show adequate progress is being made the SEND personalised plan will be reviewed and adjusted. These personalised plans are reviewed at least three times per year, with the parents. Parents are encouraged to play an active role in creating the initial plans with the SENDCO and reviewing plans thereafter.

## **10. How students with SEND are enabled to engage in activities available to students at High Halden who do not have SEND:**

All clubs, trips and activities offered to students at High Halden are available to students with special educational needs, either with or without an Education, Health and Care Plan. A risk assessment will be carried out and appropriate measures will be put in place to ensure that opportunities offered by High Halden are available to all who wish to experience them. Where it is necessary, the school will use the resources available to provide additional adult support, to enable the student to safely participate in an activity.

## **11. Support for improving emotional and social development:**

At High Halden we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, tutor time and worship and indirectly through everyday conversations adults have with students.

For some students who require additional help in this area, we also can provide the following: access to positive play, mentor time with members of the senior leadership team, external referral to CAHMs, SALUS, Home-start, Rising Sun, Play therapy, drawing and talking therapy

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or other outside agencies. Students in the early stages of emotional and social development, as a result of their special educational needs, will be supported to enable them to develop and mature appropriately; this will usually require additional and different resources.

## **12. How High Halden involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:**

High Halden works closely with a range of other agencies including health services, specialist teachers, Early Help, Social Services and the Local Authority.

Where necessary, the SENCO and/or a member of SLT can make referrals to the digital front door for social care bodies, health bodies such as Community Pediatricians and therapy services based at The Rainbow Medical Centre in Ashford via the link Balance SALT. Referrals can also be made to the school health team and mental health services. Parents will be informed of these referrals and permission will be requested.

The local authority's local offer is published on [www.kent.gov.uk](http://www.kent.gov.uk) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They encourage parents to play an active and informed role in their child's education.

For more information or to get support:

- visit: the IASK website at <https://www.iask.org.uk>
- call: 03000 41 3000
- email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

## **13. Arrangements for handling complaints from parents of children with SEND about the provision made at the school:**

We encourage parents to discuss their concerns with the class teacher initially and then the SENCO or a member of the Senior Leadership Team to resolve the issue before making a formal complaint. Please read our complaints policy in full, this can be found on the school website or you can request a copy via the school office.

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Generosity

Respect



Wisdom

Trust

Hope

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 First-tier Tribunal (Special Educational Needs and Disability), 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 Educational, Health Care Plan, where there is a statutory right for parents to appeal against the decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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