Special Educational Needs and Disabilities (SEND) Information Report

High Halden Primary School

Inclusion Team
SEND Governor:
Charlotte Burgess
Inclusion Lead/SENCO/SEND Team:
Mrs R Butcher
Contact No. 01233850285
Inclusion Team:
senco@high-halden.kent.sch.uk

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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.high-halden.kent.sch.uk/

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.

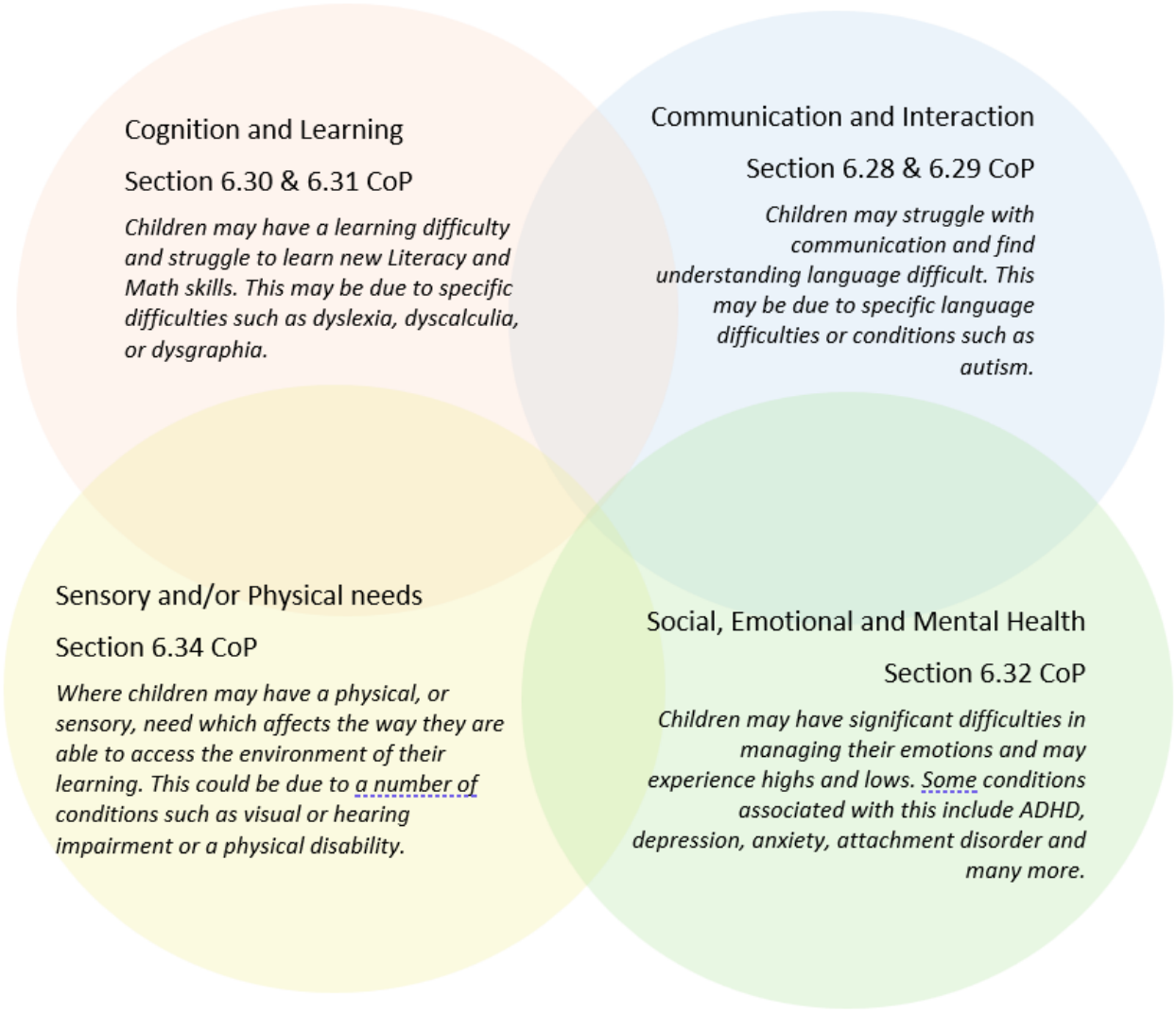
1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

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.



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 High Halden 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 and Inclusion Leader is Mrs Rachel Butcher

Mrs Butcher has eight years experience in this role and has previously worked as Inclusion Leader in a Multi Academy Trust managing the SEND provision in a two form entry Primary school, nursery and SRP for Autism before becoming SENCO at High Halden and Woodchurch Primary Schools in September 2024.

They achieved the Award in Special Educational Needs Co-ordination in September 2019.

Class/subject 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. Training that staff have received includes:

- 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.

Teaching assistants (TAs)

We have a team of 6 TA's who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as morph mastery, speech link, language link, toe by toe, lego therapy, sensory circuits, social skills, resilience toolkit.

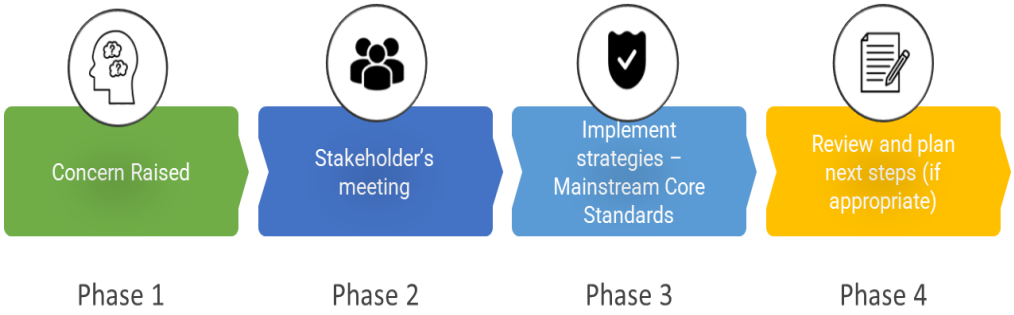
External agencies

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
- Safeguarding services
- 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. You can contact your child's class teacher via the school office via email, in person or via dojo.
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?

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.

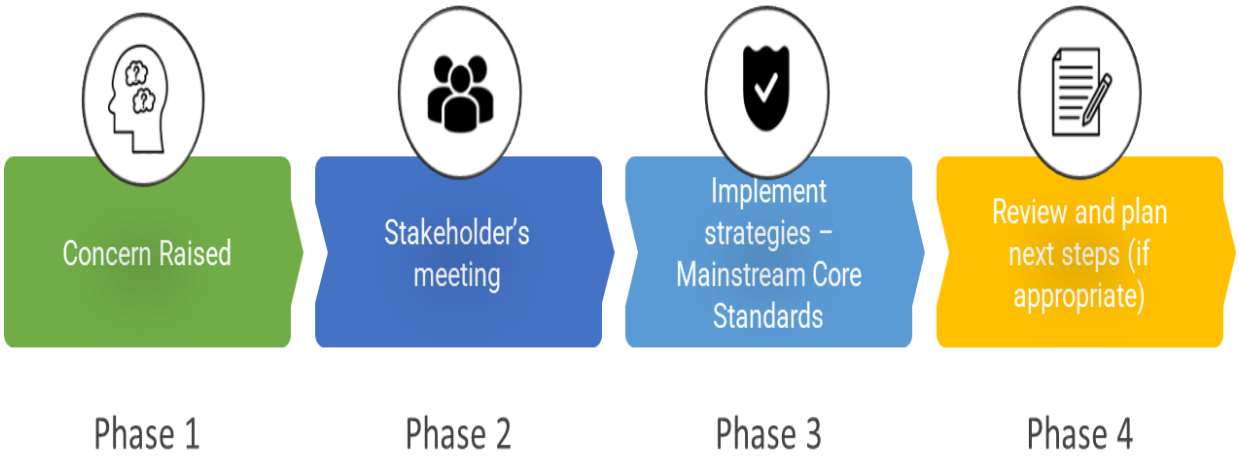
Where progress is not sufficient, even if a special educational need has not been identified, extra support is provided to enable the pupil to catch up. Examples of extra support are:

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 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.
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 schoolwork 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).

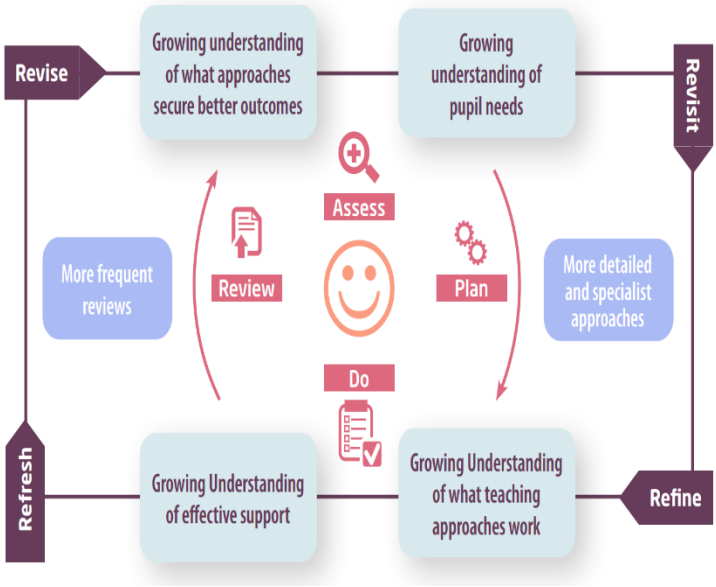
5. How will the school measure my child's progress?

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 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.

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 termly reports on your child's progress.

A member of staff who knows your child well will meet you at parents evening 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 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 Mrs Prebble at the school office on the phone 01233850285 and via email on office@high-halden.kent.sch.uk to contact your child's class teacher and/or SENCO.

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 teacher is 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, 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

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

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

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.

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



- Reviewing their progress towards their goals 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 ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- 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?



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.

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 the residential.

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?



We are aware of our obligations under the Equality Act 2010 and we comply with non-discrimination provisions and admissions processes.

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.

High Halden is on one level so easily accessible for pupils using a wheelchair. We will adapt the physical environment as much as possible to ensure the inclusion of all pupils.

14. How will the school support my child's mental health and 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 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.

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 governors
- We run a nurture club (fireflies) for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

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



Mrs Rachel Butcher is the designated teacher for looked-after children and previously looked-after children.

Mrs Butcher will 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 a transition meeting when the pupil's SEND is discussed
- Schedule lessons, story times, meetings with the incoming teacher towards the end of the summer term

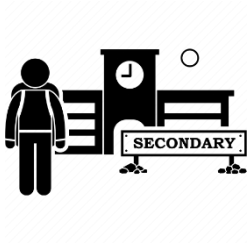
Between schools

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.

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 pupils who are receiving SEND 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



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.

The local authority's local offer is published on 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

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?

Link off to your school's complaints procedure.

Explain your school's approach here, including an outline of how complaints will be handled, and how parents can complain.

Complaints about SEND provision in our school should be made to the [class teacher/SENCO/headteacher] 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. Insert contact details of the disagreement resolution and mediation services for Kent.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour 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