Egerton Church of England Primary School

Together, we inspire, nurture and thrive

Perseverance Compassion Respect Honesty Forgiveness Hope

Special Educational Needs and Disabilities (SEND) Information Report

Inclusion Team

SEND Governor: Mrs Beth Foxford

SENDCO: Mrs Gill Morrissey
Contact No. 01233 756274
g.morrissey@egerton.kent.sch.uk

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Kent SEND Information Report

Dear parents and carers,

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

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



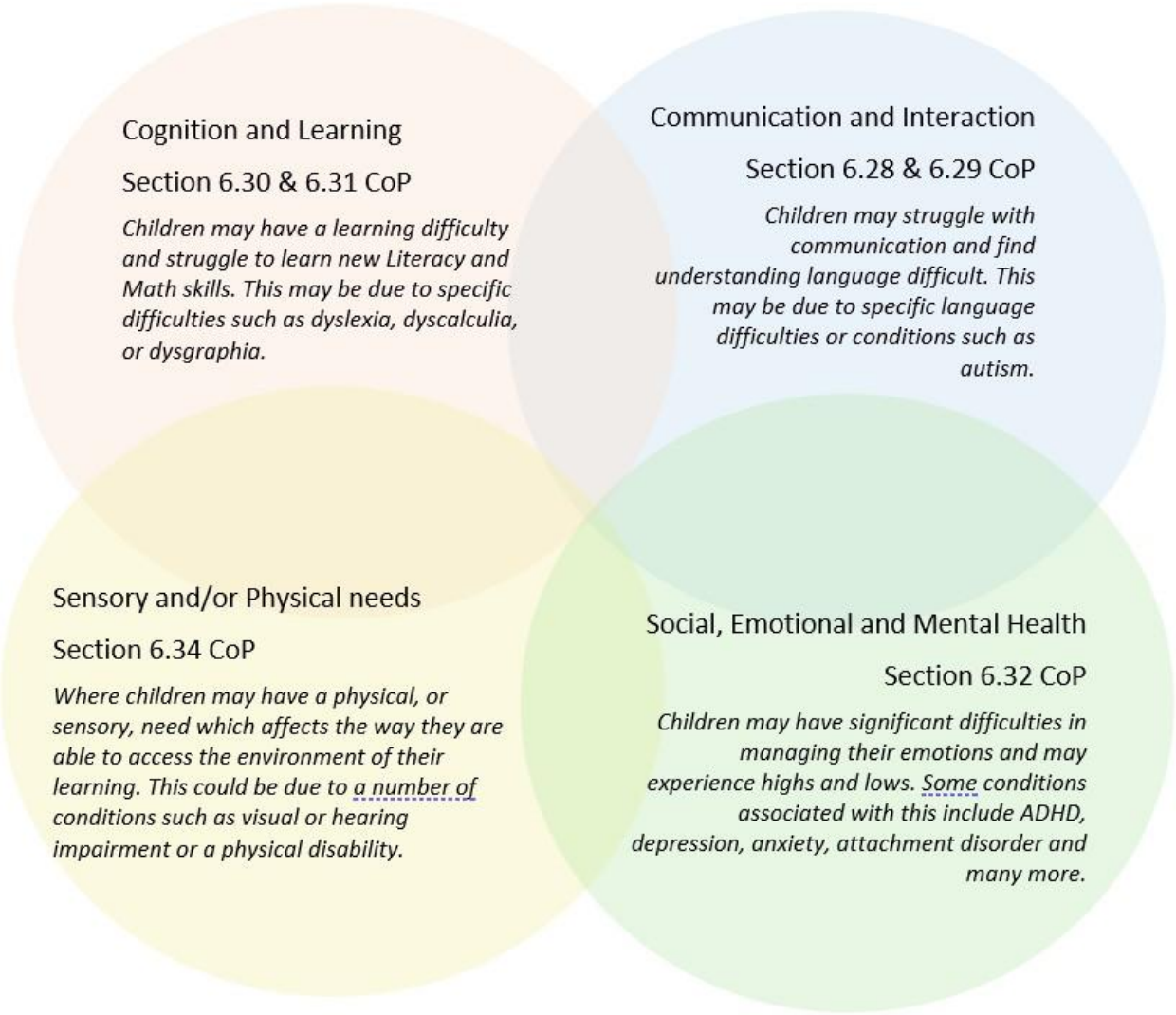
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website Egerton Church of England Primary School - SEND Provision

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 holistic 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 Egerton 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 and class teachers and teaching assistants will be key staff too.*



Mrs Gill Morrissey

SENCo/ Deputy DSL



Mrs Julia Head

Headteacher /Lead DSL



Mrs Ellie Warner

Deputy Head/DSL

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCo is Mrs Gill Morrissey.

Mrs Morrissey has 9 years' experience in this role and has worked as a qualified teacher for 20 years before that.

She achieved the National Award in Special Educational Needs Co-ordination in 2012.

In addition, she is trained in Lego Therapy Intervention, Dyslexia Awareness and as Mental Health First Aider. She is also Deputy Designated Safeguard Lead (DSL).

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.

External training that staff have attended includes: Autism, ADHD, Dyslexia Awareness, Emotional Regulation, PDA (Pathological Demand Avoidance), EBSA (Emotional Based School Avoidance), Zones of Regulation, supporting speech and language needs within the classroom and Using the Mainstream Core Standards.

Teaching assistants (TAs)

We have a team of 12 TAs who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Read, Write, Inc & Fresh Start, bespoke physio, OT and speech and language programmes as advised by therapists.

In the last academic year, TAs have been trained in Anaphylaxis Awareness, Emotion Coaching, Dyslexia Awareness, Autism and ADHD awareness, Zones of Regulation and Sensory Circuits.

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

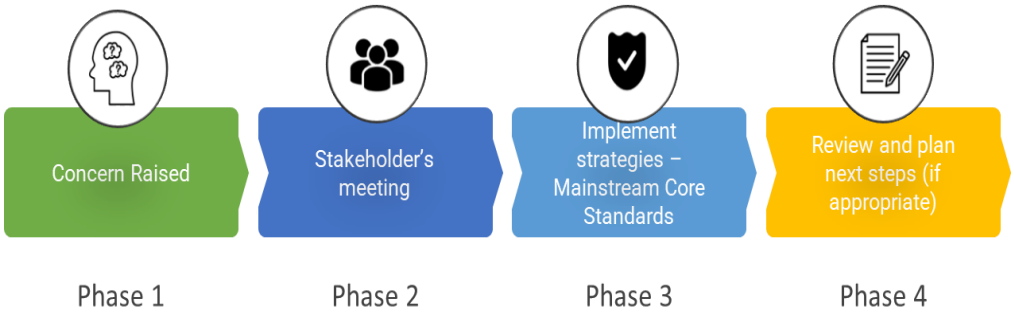
SEND Inclusion Advisor

Specialist Teacher Service

Speech and language therapists



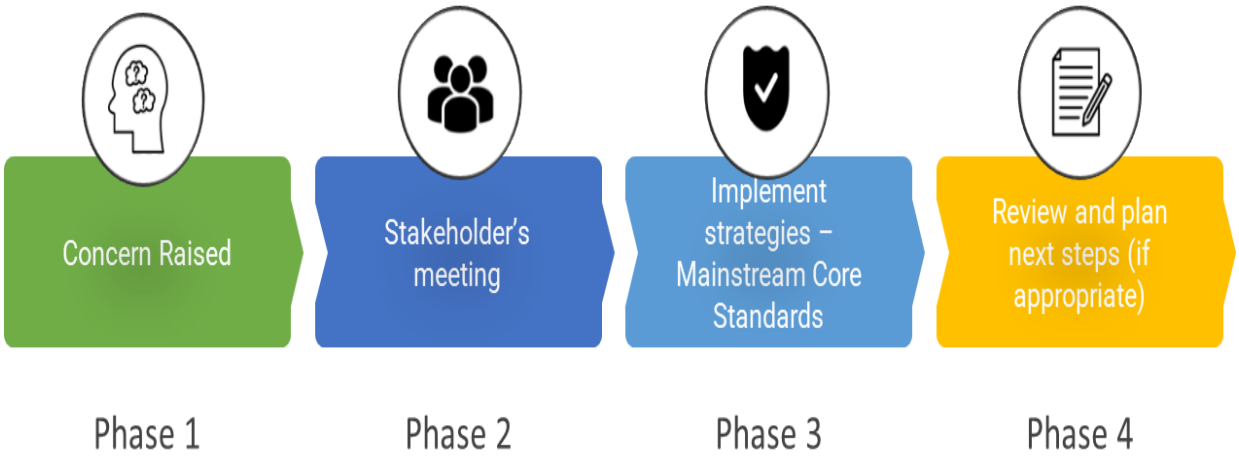
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. If you have concerns, then please contact your child's class teacher in the first instance. If appropriate the class teacher will raise their concerns with the SENCo. If you are a new parent you should contact Mrs Morrissey (Special Educational Needs and Disabilities Co-ordinator /SENCo) via the school office (01233 756274)
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/Specialeducational-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?

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. This might include in reading, writing, maths or socially and emotionally.

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 is discussed termly at Pupil Progress Meetings. These meetings are attended by Head teacher, SENCo, teachers & a school governor. Attainment and well-being are discussed.

During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a class provision map which is created by the class teacher to record all the support/intervention delivered and the impact of this additional support.

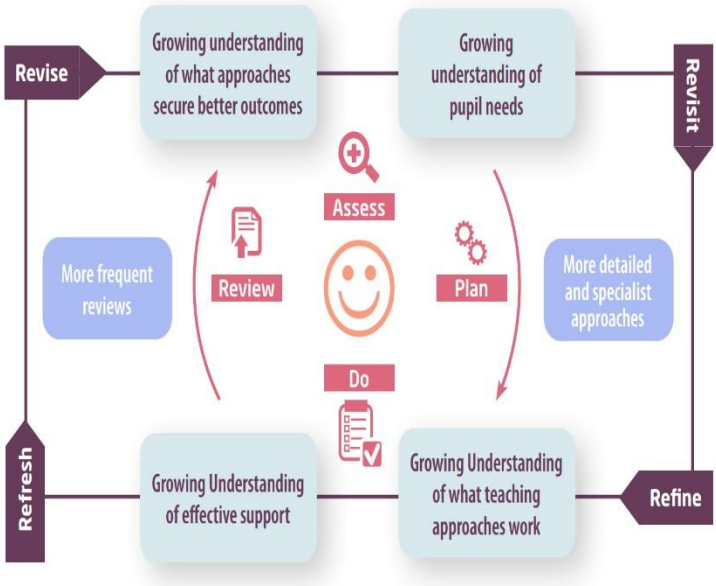
Individual Provision Plans (which will state the outcomes the child is working towards) are created for children who are on SEND Support. Parents are informed if their child is receiving additional

support and as well as parent teacher consultation meetings, the class teacher and SENCo will meet separately with parents to review these plans 3 times a year.

If your child has an EHCP (Education, Health & Care Plan) you will receive Personalised Plans detailing your child's specific support and outcomes to work towards, each academic year. Progress towards outcomes will be discussed at meetings which parents attend; these are held three times a year.

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?

At Egerton CEP School we operate an open-door policy; all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment. The SENCo can also attend these meetings if requested.

All parents are formally invited to discuss their child's progress in our parent consultation meetings twice a year.

For pupils on the SEND register we offer 3 additional meetings during the year for parents. Pupils with an EHCP will have 2 additional meetings plus a formal annual review. The SENCo and class teacher will attend these meetings.

Individual Provision Plans will:

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

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 you have concerns that arise between these meetings, please contact your child's class teacher at drop off or pick up or via the class email.

Mrs Morrissey can be contacted via the school office 01233 756274, email g.morrissey@egerton.kent.sch.uk or face to face on Mondays or Tuesdays.

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

Discuss their views with a member of staff



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

Please see below the link to our accessibility plan:

Egerton Church of England Primary School - Policies & Procedures

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

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

Ramps in school to make the building accessible to all.

A toilet adapted for disabled users.

Wide doors in some parts of the building.

A disabled parking bay.

We may also provide the following interventions:

These interventions are part of our contribution to Kent County Council's local offer.

Read, Write, Inc tutoring for younger children and Fresh Start for older children to support reading & writing, sensory circuits, clever hands for fine motor development, fizzy for gross motor development, well-being/nurture support, time to draw & talk intervention, Lego therapy intervention.

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 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?



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 trip in Year 6.

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

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?



Our school admission information can be found here:

Egerton Church of England Primary School - Admissions

For children with an EHCP we follow the LA admissions guidance and directions.

13. How does the school support pupils with disabilities?



See Accessibility Plan for more information Egerton Church of England Primary School - Policies & Procedures

At Egerton, all of our pupils with disabilities will be fully included in all day to day and additional activities. Facilities we have at present include:

Ramps in school to make the building accessible to all.

A toilet adapted for disabled users.

Wide doors in some parts of the building.

A disabled parking bay.

You are 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. Our school aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities (during the school day) including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining the texts we use across the curriculum to ensure that there are examples of positive images of disabled people.

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

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

Pupils with SEND are encouraged to be part of the school council/play leaders

Pupils with SEND are also encouraged to be part of clubs after school based on their individual interests and to promote teamwork/building friendships

We provide extra pastoral support for listening to the views of pupils with SEND by providing check-ins, Creative Conversations intervention, Lego Therapy intervention or Walk and Talk sessions.

We provide class-based nurture support for pupils to support with social or emotional development and promoting a class team-based approach.

We have a 'zero tolerance' approach to bullying. See the Anti-Bullying Policy for more information.
Egerton Church of England Primary School - Policies & Procedures

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





Mrs Head

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

Mrs Head will work with Mrs Morrissey our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

Between years

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



Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

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 (for primary schools)

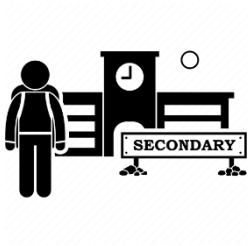
The SENCO of the secondary school will meet with Mrs Morrissey (SENCo) and in some cases will also come into our school for a meeting with our SENDCO and the Year 6 Class Teacher/s. They will discuss the needs of all the pupils who are receiving SEND support.

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.

To see what support is available to you locally, have a look at Kent County Council's local offer.

KCC publishes information about the local offer on their website: About the SEND local offer - Kent County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: Local charities that offer information and support to families of pupils with SEND are:

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-yourvoice-and-taking-action/Information-Advice-and-Support-Kent

Local charities supporting families of pupils with SEND are in the link below:

SEND Directory - Search Results | Local Kent Directory

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?

Egerton Church of England Primary School - Policies & Procedures

Complaints about SEND provision in our school should be made to the class teacher 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.

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 service

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. Below is a link to the disagreement resolution and mediation services for Kent: Mediation support and appeals - Kent County Council

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

SENDCo/SENCo – the special educational needs and disabilities co-ordinator/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