

Special Educational Needs and Disabilities (SEND) Information Report

BIRCHINGTON CE PRIMARY SCHOOL



Inclusion Team

SEND Governor:

Lorraine Bant

Inclusion Lead/SENCO/SEND Team:

Katie Downs

Contact No. 01843 841046

aen@birchington.kent.sch.uk

Approved by: Louise Wilson

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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:



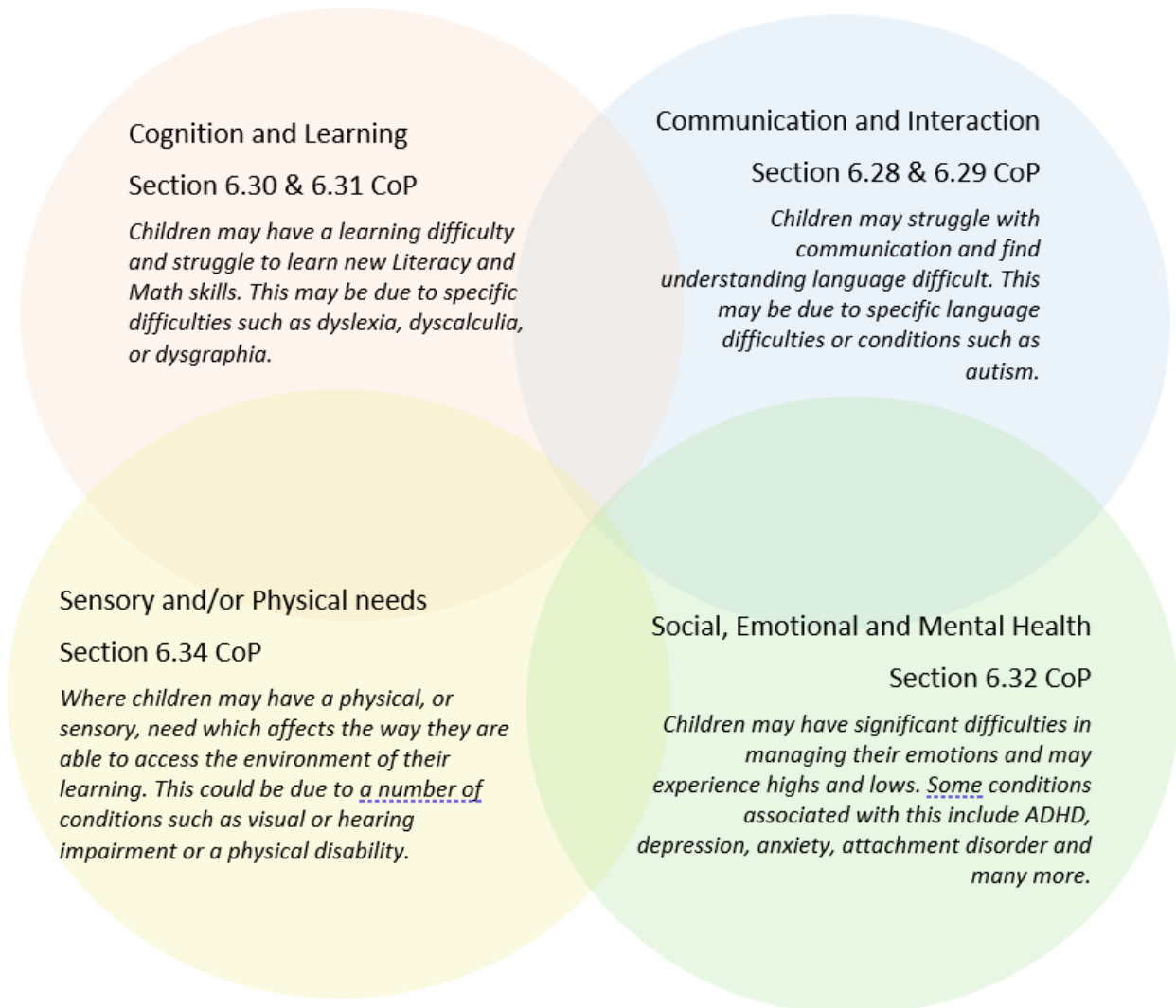
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [SEND | Birchington Church of England Primary School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Birchington CE Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*



Hello, my name is Mrs Downs and I am the Inclusion Leader at Birchington CE Primary School. My role can also be called SENCo. I have been teaching at Birchington for 21 years and have had the pleasure of working alongside many children and their families. My role is to ensure that all children with additional needs receive a balanced and fair education and that they are given the tools and time they need to achieve their full potential. I am available for a quick chat or a longer meeting about any of your concerns and I strive to ensure that all children have an accessible and inspiring curriculum. Please feel free to email me if you have any concerns or would like to discuss the support your child receives. I look forward to meeting any new parents and children and continuing to work alongside you all in the future.

At Birchington CE Primary School, inclusion is at the centre of all we do. Our Christian Vision states that **'We strive to ensure that everyone in our happy, inclusive school flourishes and feels safe. Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future. Following in Jesus' example, we forgive, respect, love and care for everyone.'** and we ensure that all children are included in every aspect of our school life. As a staff we work cohesively to ensure that we have the most up to date training, needs are identified quickly and provision is put in place to support each individual.

We work alongside parents and carers to ensure that the children have a fully supported education. Parents and carers are kept up to date on the needs of their child and meetings are held to discuss Personal Plans 3 times a year. The Class Teachers, Inclusion Leader and other members of the Leadership Team are happy to arrange additional meeting to discuss any concerns and we believe that by working together, the child receives the inclusive education they deserve and we all strive to provide.

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Sarah Cooper is our Parent Support Advisor (PSA) here at Birchington CE Primary and she is always available to talk to you about any problem or concerns you may have. You can find her in the school's Oasis room, an area in which you can talk in confidence to Sarah, and be assured of an understanding and sympathetic ear.

Ellie Chapman is our Child Support Advisor and she will help support children across the school.



Hello, my name is Paul Fisker, and I am a Speech and Language Therapist. I have been working at Birchington CE Primary School since 2022, supporting children with speech, language and communication needs. I work together with school staff and families to enable children to develop their communication, growing their confidence in the classroom, and helping them to develop their relationships with family and friends. If you feel your child needs extra help with their talking or understanding, please discuss with their teachers about the support available.

Paul Fisker and Emily Gunning are trained Speech and Language therapists who works in a number of schools in our local area. They support at Birchington CE Primary School once a week.

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Katie Downs.

Our SENCO is Katie Downs.

They have 3 years experience in this role and have worked as a primary teacher for 22 years. They are a qualified teacher and have achieved the National Award in Special Educational Needs Co-ordination in 2023. They also have training in Autism, ADHD, Dyslexia, Mental health and wellbeing and other key areas of supporting young children with additional needs.

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. They have received external training from the National Autism Trust and the Specialist Teaching and learning Services. This training includes supporting challenging behaviour, the PACE Approach, Zones of Regulation, Safeguarding and Prevent

Teaching assistants (TAs)

We have a team of 21 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, Clever Hands, Fizzy, the TEACCH and PACE Approach and the use of visual aids and Makaton.

In the last academic year, TAs have been trained in Speech and Language Support, Social Stories, ERAL Support, Unlocking the Potential of SEND Pupils, Adaptive Learning, Mainstream Core Standards and covering key areas of the National Curriculum.

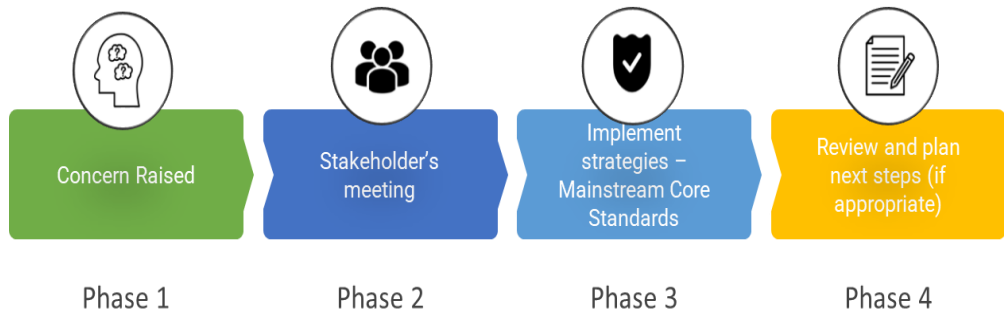
External agencies

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
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation

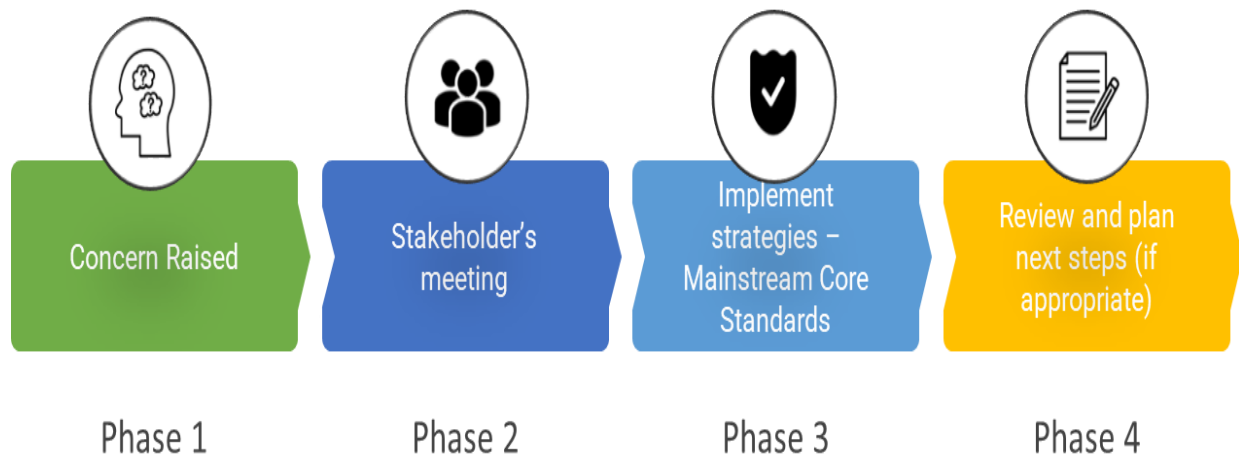


3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can contact the class teachers by speaking to them at the end of the school day or by emailing them. Their email addresses can be found on the start of the year transition video, year group newsletters and via the school office.</p> <p>You can email the SENCO using aen@birchington.kent.sch.uk or by phoning the school office.</p> <p>Further email addresses can be found here Contact Details Birchington Church of England Primary School</p>
<p>Phase 2</p>	<p>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.</p>
<p>Phase 3</p>	<p>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.</p>
<p>Phase 4</p>	<p>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.</p>

4. What happens if the school identifies a need?



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 reading, writing, speech and language, maths, social interactions, fine and gross motor skills and mental health and wellbeing.

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.

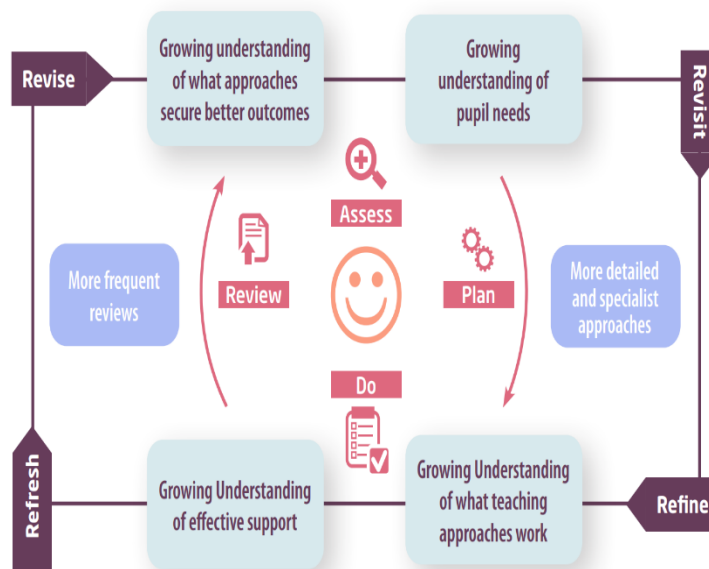
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

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**.

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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 reports on your child's progress 3 times a year.

A member of staff who knows your child well will meet you 3 times a year to:

- Set clear outcomes for your child’s progress and 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

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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 the class teacher using their email address, this can be gained from the school office or by emailing the SENCO on aen@birchington.kent.sch.uk

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

How we listened to the views of children/young people and their parents/carers:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parent/Carers Evenings/Reports, Discussions of Provision Maps/Personal Plans/Behaviour Support Plans/Risk Assessments	All pupils	Termly
Home-School Book	Individual children	Daily
Team Around the Child/Family Meetings	Individual pupils	As necessary
Pupil Voice through School Council and Subject Scrutiny	Representatives from all Class	Half termly

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Questionnaires	All pupils and parents	Annually
General SEND Meeting	All parents	Annually; September.
SEND meetings with SEND Governor	SEND Governor	3x Yearly
Accessibly and Equality Team Meetings	SEND Governor, Parent Representative, Staff Representative	3x Yearly



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

Additional adaptations we make can also be found here: [How do we support your child? | Birchington Church of England Primary School](#)

We may also provide the following interventions:

Zones of Regulation

Friendship Groups

Social skills

Sensory Circuits

Clever Hands

Fizzy

Heavy Work

Speech and Language Support

Autism Bucket

These interventions are part of our contribution to Kent County Council's local offer and our school offer can be accessed here: [SEN](#)

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



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

- > Reviewing their progress towards their goals each term
- > Reviewing the impact of interventions after each term or at the end of the provision, usually around 6 weeks
- > 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. This will be done through 7 meetings a year with our new Community for Schools group. This is a new forum where funding is allocated and shared between 8 local schools including our setting, and we hold discussions with our Link Educational Psychologist, Speech and Language Therapist and Specialist Teacher. We can also contact the members of Professional Support Group via email at other points of the school year if necessary.

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. This is highlighted in our unique Christian Vision - To strive to ensure everyone in our happy, inclusive school flourishes and feels valued and safe. Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future. Following Jesus' example, we forgive, respect, love and care for everyone.

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, for example, to the local Library, All Saints Church, Monkton Nature Reserve, Quex Farm, Wildwood, Wingham Wildlife Park, Howlett's Zoo, Ramsgate Caves, Chessington and Bowling

All pupils are encouraged to take part in sports day, year group performances and celebrations, Come and See sessions, educational workshops and themed days and weeks.

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 and risk assessments will be put in place to ensure their safety.

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



To assist with the admission of prospective pupils with SEN or a disability, we hold an open day for families to look around the school. If these are too busy or different access arrangements are needed, we provide bespoke tours at a more convenient or less busy time. These are offered by a member of the senior leadership team and/or the Inclusion Leader. The Inclusion Leader is also available for prospective parents and carers to talk to about any concerns, before choosing the school

The school's website is clear and organised with a dedicated section for SEN. The school's offer for an inclusive learning environment is clear and is regularly audited by the Accessibility and Equality team. The Admissions section of the school website has a dedicated section for families with a SEN child with clear instructions on how to apply for a school place: [Admissions | Birchington Church of England Primary School](#)

To ensure that all prospective pupils whose EHC plan names the school, will be admitted before any other places are allocated, we follow the guidance of the Kent County Council SEN team

It is after the admission of children with a statement of special educational need (to be known as an Education, Health, Care plan) which names the school have been admitted, that the criteria for oversubscription will be applied.

13. How does the school support pupils with disabilities?



We ensure that children and adults with disabilities are able to access all areas of the school and are considered in our emergency exit procedures. Risk assessments are put in place and discussed with staff and families involved. We have an Equality and Accessibility group which meet 3 times a year and complete and update our audit and action plan. This can be found here: [SEND policy and information | Birchington Church of England Primary School](#)

We seek the advice and support of medical professionals whenever necessary.

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 and other junior leadership teams
- Pupils with SEND are also encouraged to be part of the Spirituality, Eco, E Safety and Safeguarding groups to promote teamwork/building friendships. They are also part of our Language Ambassador Team
- We provide extra pastoral support for listening to the views of pupils with SEND by asking for pupil voice on their Personal Plans and allowing them to contribute to annual reviews by attending the meetings and/or completing the surveys linked with them. We also use communication boards so that pupils can share their thoughts and needs.
- Pupils have access to our pastoral area – The Oasis, whenever it is needed and it is open for break and lunchtime support. There are 2 members of staff in this area during key times.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching the children about respect and by following the PSHE curriculum. We use the restorative Justice approach and have an open-door policy where children are always encouraged to discuss their concerns. Any incidents are taken seriously and dealt with in accordance to our school policies.

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



The Designated teacher for looked after children is Mrs Katie Downs. She can be contacted via email on aen@birchington.kent.sch.uk and is our SENCO. It is her job 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
- Additional transition activities are planned
- Transition books and videos are provided for use over the summer break
- The child completes a one page profile which gets passed up to their new teacher

Between schools

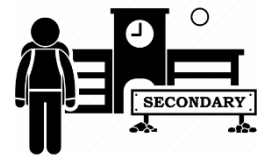
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of our school will meet with the SENCO of the secondary school and discuss any needs and provision that has been put in place.

If needed, the SENCO of the secondary school will come into our school for a meeting with our SENCO and the child. They will also hold telephone conversations or face to face meetings with the parents/carers.

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's local offer. Kent 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 services (SENDIASS) organisations are: [Kent](#)

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

- For Us Too [for-us-too-leaflet.pdf](#)
- Thanet Inclusion Services [Events, Workshops & Training for Parents & Carers | Laleham Gap School](#)

- IASK [Home | IASK](#)
- Family Hub [Your local family hub - Kent County Council](#)

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?

Anyone wishing to make a complaint with regard to SEN support and provision should in the first place speak with the class teacher and then the schools Inclusion Leader to raise any issues with them. They will deal with any issues raised. If the Parent/Carer is still not satisfied then they should speak with the Head Teacher. If this is still not resolved then they should follow the school's Complaints Policy, which can be found on the school website or be obtained via the school office.

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. [Mediation and Resolution - KELS](#)

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