Nurtured we thrive

Special Educational Needs and Disabilities (SEND) Information Report

Compassion, Responsibility, Justice, Forgiveness

Inclusion Team

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Our Christian vision: **'Nurtured We Thrive'** and school values underpin our approach to SEND and inclusion. Our school values are:

Compassion - *love in action*

Responsibility - *doing the things we are supposed to do*

Justice - *fairness*

Forgiveness - *letting go of negative feelings e.g. anger or blame*

At Thurnham Church of England Infant School we believe that every child has the ability to succeed to the very best of their abilities. At some point during their time at our school every child will need a little boost or extra help with something they did not quite grasp. Some children need a little more long-term planned provision to help them achieve their goals.

This report explains what we do at our school to ensure that every child receives not only the best education possible but the best care and nurturing to do so.

This Policy is reviewed annually by the SENCO and ratified by the full Governing Body.

Last reviewed on:	September 2026
Next review due by:	September 2027

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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:



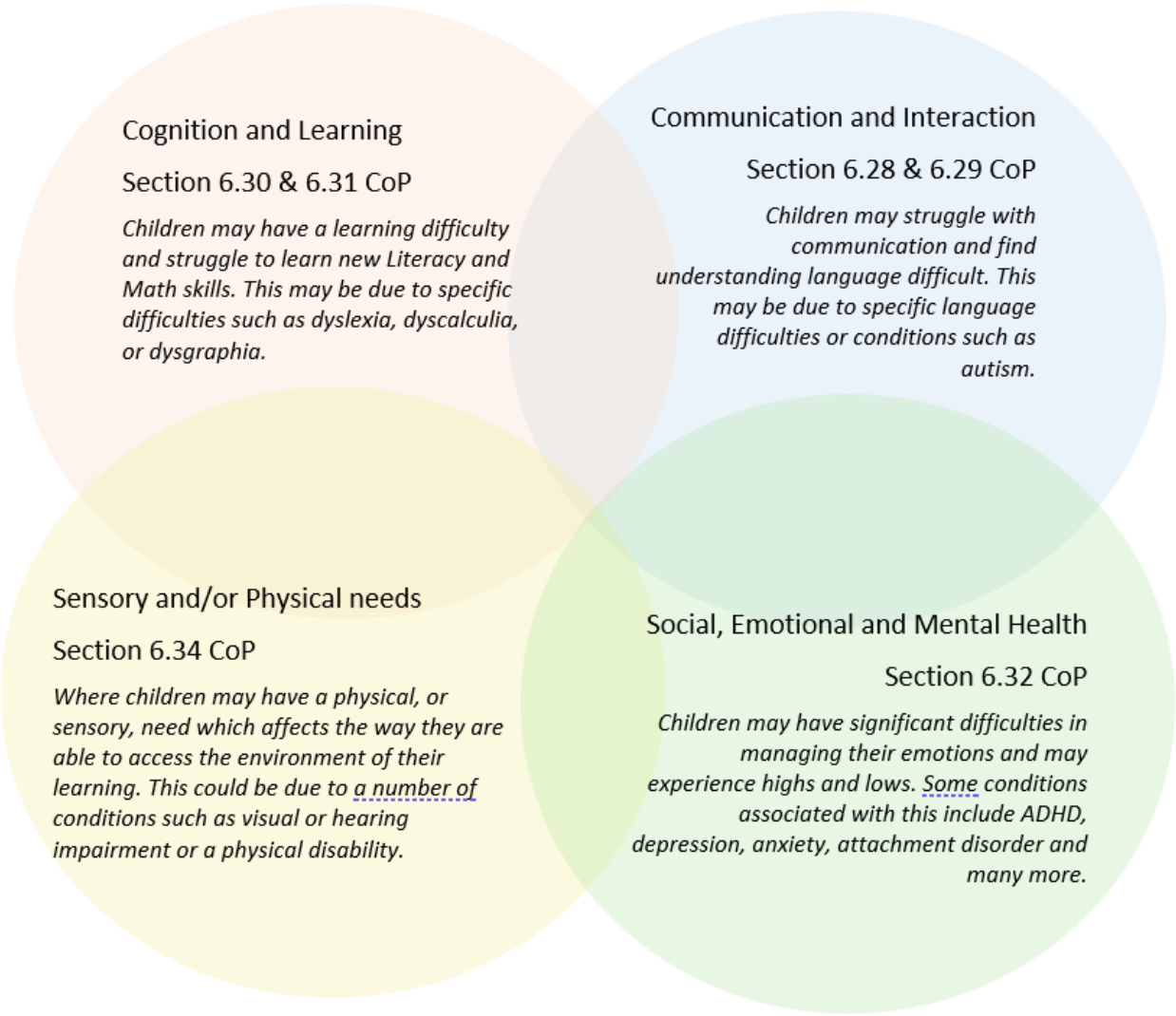
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

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 Thurnham Church of England Infant 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.*

Mrs E Pateman – Inclusion Lead and Deputy Headteacher

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Elizabeth Pateman

They have 13+ years' experience in this role and have worked as the Inclusion Lead and Nurture Practioner. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2013.

They also hold a Postgraduate Certificate in Supporting and Assessing Pupils with Specific Learning Difficulty (Dyslexia) 2021

Inclusion Team

Mrs E Pateman – SENCO, Inclusion Lead, Nurture Practitioner & Deputy Headteacher / DSL
Mrs Carolyn Poulton – SENCO Assistant, Nurture Practitioner and Family Liaison Officer / DSL

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

All teachers have received Autism (AET) and Childhood trauma training in 2024.

All teachers have received Makaton training September 2026

Teaching assistants (TAs)

We have a team 13 of classroom and support TAs, including who those are trained to deliver SEND provision.

Our Teaching assistants are trained to deliver interventions such as BEAM, Sensory Circuits, Speech Link.

In the last academic year, TAs have been trained in Childhood Traumas (ACEs), Precision Teaching and the first stage of the Autism Framework.

Where a training need is identified, a provider who is able to deliver it will be found.

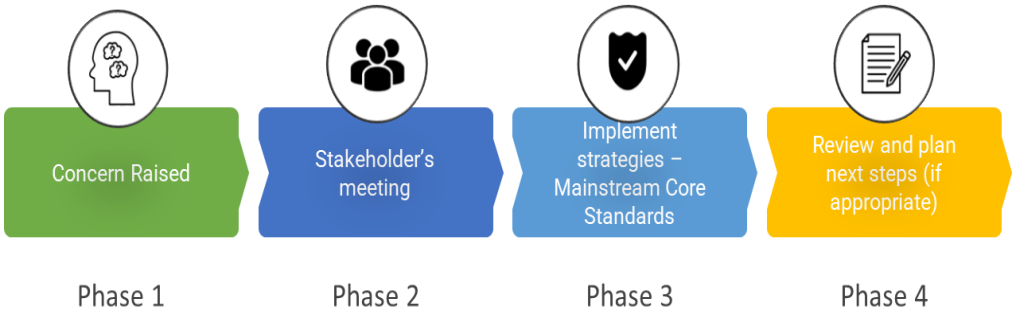
Training providers we can approach are: Bower Grove School, Nexus School and Five Acre Wood, Educational Psychologist Service, speech and language therapists, occupational therapists, physio therapists. The cost of training is covered by the notional SEND funding and the Community of Schools. We also access training/support and resources via our Resource Group Provision

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
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Community of Schools

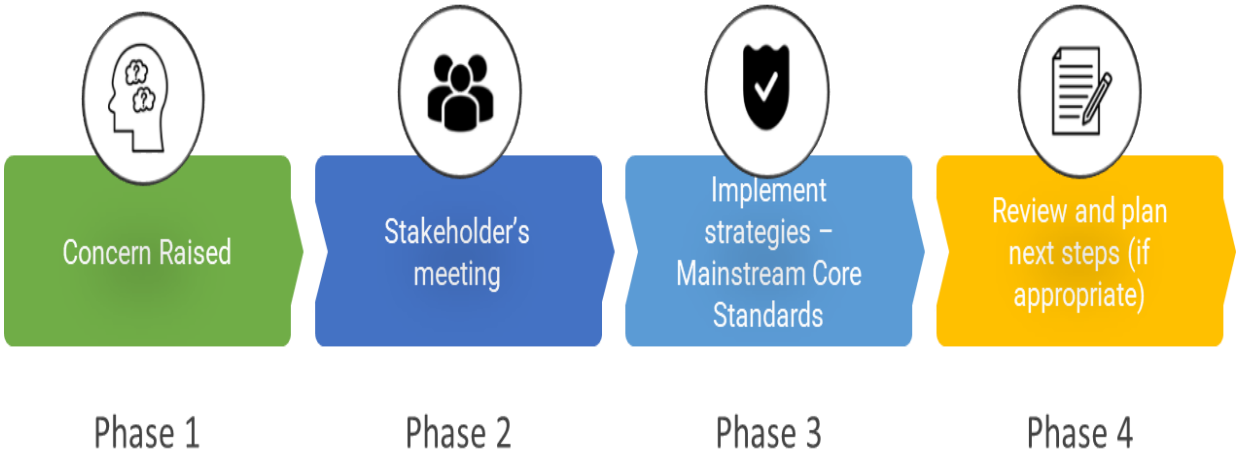
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please make an appointment to talk to your child's class teacher via the school office email: manager@thurnham-infant.kent.sch.uk
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/special-education-needs/inclusion/the-mainstream-core-standards 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 SEN 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 pupils who are not making the expected level of progress in their schoolwork or socially. This might include additional support to enable the pupil to close the gaps between their peers. This is managed through the use of provision maps and includes provision such as: phonics (Little Wandle Rapid Catch up and Keep up sessions), Numeracy keep up sessions, Speech link, Language Link, Sensory Circuits, BEAM, Clever Fingers, and Precision Teaching.

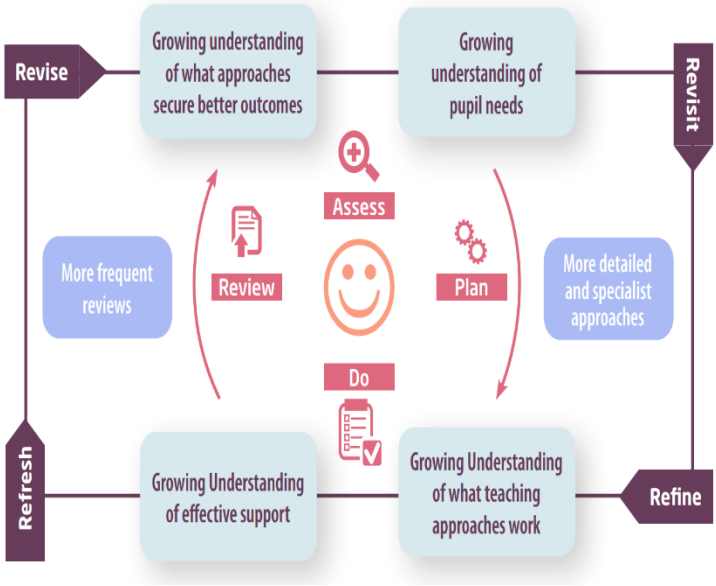
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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?

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. We will follow the 'graduated approach' to meeting your child's SEND needs (see below).

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?

As a school we will provide annual reports for all pupils in the school to report on their progress and outcomes at the end of the school year.

For children receiving SEN support, provision plans are reviewed 3 times each academic year and a copy of each review will be shared with you. Your child's class teacher will meet you at least twice during the academic year to:

- 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.
- Attend transition meetings with the new class teacher where at all possible.

The SENCO (Inclusion Lead) 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 your child's class teacher or one of the inclusion team via the school office email: manager@thurnham-infant.kent.sch.uk or Mrs Pateman directly at epateman@thurnham-infant.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 (where appropriate).
- 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?

- At Thurnham Church of England Infant School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in ECHPs.
- Please see our Accessibility Policy.

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. We try to avoid the 'velcro adult' approach but where a child has a high level of need some independent support may be required.



- Scaffolding teaching in lessons.

We may also provide the following interventions:

Little Wandle Rapid Catch up sessions

Little Wandle SEN programme (for children who need it in Year 2)

Language Link intervention groups

Speech Link interventions

Sensory Pie (Sensory Circuits) sessions

Nurture interventions in small groups

Lego-based interventions

Feelings and emotional intelligence sessions

Drawing and Talking

Sand box play activities

Colourful Semantics

Language for Learning

Early Handwriting Toolkit

Write from the Start

Doh Disco / Clever Fingers

Dyscalculia Assessment and Workbook

BEAM / Sensory Circuits

SULP/ Time to Talk

Precision Teaching

Zones of Regulation

Boxall Profile

Visual timetables

Comic Strip Conversations / Social Stories

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

About the special educational needs and disabilities (SEND) local offer - Kent County Council

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 using the assess/plan/do/review approach.
- Your child's progress is continually monitored by his/her teacher.
- Reviewing the impact of interventions in the autumn, spring and summer terms.
- 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).
- His/her progress is reviewed formally in Key Stage 1 in reading, writing and maths at the end of the autumn, spring and summer Terms.

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.

Included within the school's General Annual Grant is an amount allocated to 'notional SEN funding'. This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND

support. The amount of support required for each pupil to make good progress will be different in each case and is listed as interventions on our provision maps. In a very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, this amount is to be met from notional SEN funding (although some of this may be refunded by the LEA dependent upon the school's overall spend in any given year) and above that amount the Local Authority should provide top up to the school through High Needs Funding. When applying for High Needs Funding evidence of support required and personalised plans for the child have to be provided along with any supporting advice / letters from other professionals involved with the child.

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. Some children may require some addaptions and conversations with parents to enable to facilitate this.

All pupils are encouraged to go on our school trips and we will discuss the arrangements for this in advance with you.

All pupils are encouraged to take part in sports day/school plays/special workshops and other enrichment activities - these are shared with parents in advance.

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, in discussion with the child's parents.

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



- Before the application of oversubscription criteria, ***children with an Education, Health and Care Plan which names the school will be admitted***. As a result of this, the published admissions number will be reduced accordingly.
- ***Health and Special Access Reasons*** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Thurnham Church of England Infant School. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Thurnham Church of England Infant School.

13. How does the school support pupils with disabilities?



See our Accessibility Policy for more information.

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.

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

As a school have introduced Zones of Regulation to help support all our pupils to develop their emotional literacy, emotional intelligence and executive functioning skills.

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.
- We run a nurture club for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our behaviour and anti-bullying policy.
- At Thurnham Church of England Infant school we want to enable all pupils to develop emotional resilience and social skills, both through direct teaching, PSHRE, Zones of Regulation and daily feelings check ins.
- Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. This can be met through small group and individual sessions. We use the Boxall Profile and Leuven scales to assess children's emotional needs, using nurture strategies to support the outcomes of these where necessary.
- We have a Teaching Assistant and SENCO trained in providing support through a Drawing and Talking intervention.
- Mrs E Pateman and Mrs C Poulton are trained Nurture Group Practitioners.
- Use of the Sunflower Room as a quieter work space.

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



Mr T Pring, Headteacher, will work with Mrs E Pateman and Mrs C Poulton, 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

(ePEP). We will make sure that the ePEP 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.

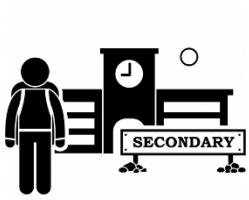
Between schools

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.

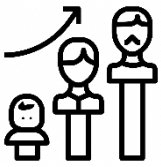
Between phases

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:



- Learning how to get organised independently.
- Plugging any gaps in knowledge.
- At Thurnham Church of England Infant School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will ensure the transfer is as seamless as possible. The Early Years Leader visits all the children in their pre-school setting and Reception Teachers and teaching assistants conduct home visits to children in their classes. Should there be a child about whom there are concerns then further visits will be made. Discussions and visits will also be had by the SENCO. Parents of new entrants are invited in to meet the Class Teacher and share any concerns. The SENCO is also available during these meeting times and will liaise with the parents/new teacher and pre-school setting.
- Transition sessions are provided for children who will find starting school a little more challenging and daunting. Transition meetings are also held, when possible, and external agencies are involved. The new children are invited into school as often as possible to help them feel settled and ready for their time at Thurnham Church of England Infant School. These sessions are supported by the child's current pre-school key worker. They include a play time, a lunch time and several visits into the classroom and school setting.



- We also contribute information to a pupils' onward destination by providing information to the next setting. Most of our children move onto Roseacre Junior School. Strong links are established between the schools. Parents have the opportunity to meet the new SENCO before their child starts school. In some cases, Mrs E

Pateman arranges meetings for parents, both SENCOs and old and new teaching staff to be present. Where possible Specialist Teaching Services are also invited. All information is shared and the children have their own individual transition programmes. All folders and assessments are passed onto the new school.

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's offer is published on: https://www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is IASK. Information, Advice and Support Kent (IASK) - Kent County Council

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

Special Educational Needs and/or Disabilities (SEND) Information Hub - KELSI

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?

Complaints about SEND provision in our school should be made to the SENCO, Mrs E Pateman, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the SENCOs response, you can escalate the complaint to the Headteacher, Mr T Pring and then to Mr Frank Lawrence, Chair of Governors.

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. Special Educational Needs and Disability - Global Mediation

19. Supporting documents

- *Equality Policy*
- *Child Protection Policy*
- *Behaviour Policy*
- *Accessibility Policy*
- *Attendance 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.