



Pilgrims' Way

Special Educational Needs and Disabilities (SEND) Information Report

SEND Governor:

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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.

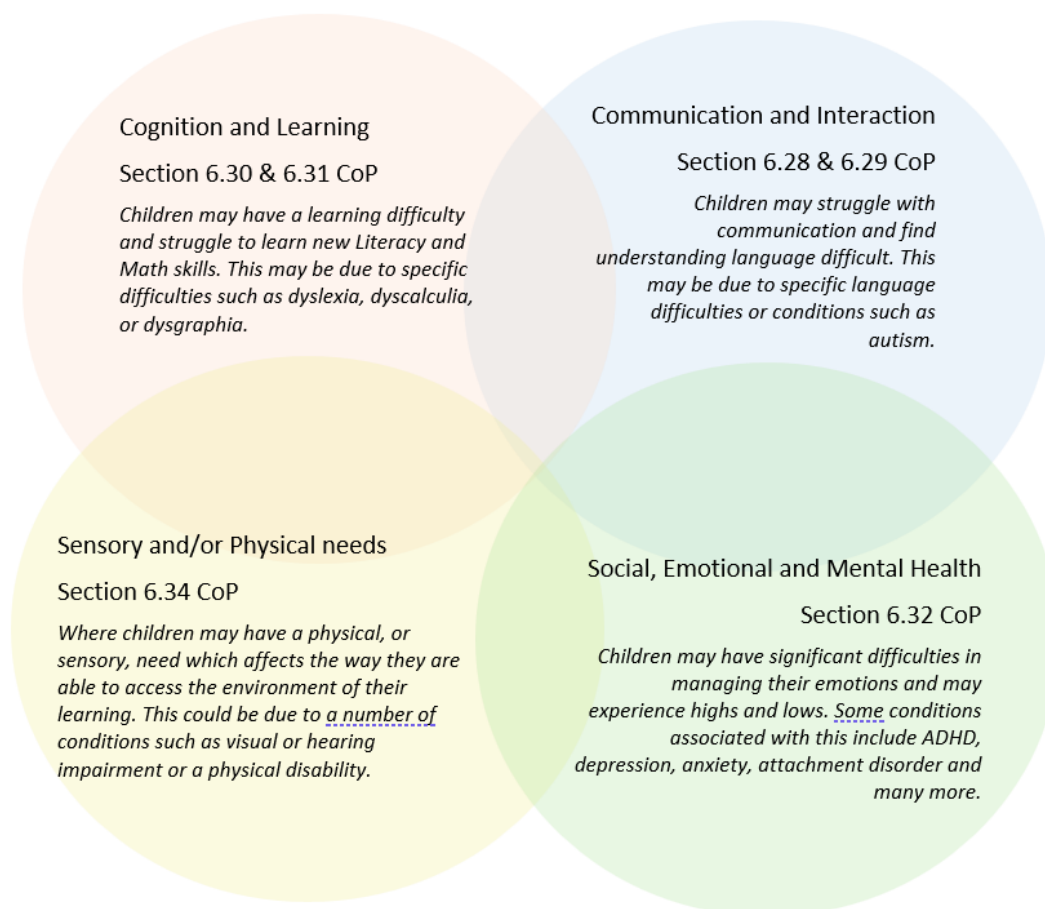
You can find our SEND policy on our website:

<https://www.pilgrims-way.kent.sch.uk/page/?title=Policies&pid=14>

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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270714/SEND_Code_of_Practice_January_2015.pdf)

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



At Pilgrims' Way 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.

While our class teachers have overall responsibility for the pupils in their class who may have SEND needs, we have an inclusion team who work alongside class teachers and teaching assistants to provide further guidance, support and deliver high quality specialist interventions.

Meet the Inclusion Team



Olivia Watts - Assistant Head Teacher, Inclusion Manager & SENCO (NASENCO)

Zara Smith - SENCO 0.4 (NASENCO)

Helen Fennell - Family Liaison Officer- Lead for Young Carers

Lewis Walsh - Forest School

Charlotte Walsh –Veritas senior teaching assistant for Speech, Language and Communication Needs

Faye Woods - Veritas senior teaching assistant for Early Years Speech, Language and Communication Needs

Charlotte Anderson - Emotional Literacy Support Assistant, Veritas senior teaching assistant for social, emotional and mental health

Cara Redman & Tracey Talbot - Veritas senior teaching assistants for Social Communication in EYFS & KS1

Sarah Paul- Inclusion Teaching Assistant

Erica Stannett- Inclusion Teaching Assistant

Claire Hearnden- Inclusion Teaching Assistant

Katie Potts- Makaton Lead

Our Special Educational Needs Co-ordinator, or SENCO

Mrs Olivia Watts is the schools Assistant Headteacher. She is the schools Inclusion Manager and named SENCO. She is a qualified teacher (BA Hons, PGCE, NASENCO) with many years of experience and achieved the National Award in Special Educational Needs Co-ordination (Post Graduate Certificate) in 2020. Mrs Watts works full time Monday to Friday and is available on 01227 760084 or via email: olivia.watts@pilgrims-way.kent.sch.uk

Mrs Zara Smith is a SENCo. She is a qualified teacher (BA Hons) with many years of experience and achieved the National Award in Special Educational Needs Co-ordination (Post Graduate Certificate) in 2018. Mrs Smith can be contacted for advice on Autism, ADHD and referrals to outside agencies. Mrs Smith works part time on Tuesdays and Wednesdays and is available on 01227 760084 or via email zara.smith@pilgrims-way.kent.sch.uk

Class teachers

All of our teachers receive in-house training in SEND and are supported by the SENCO to meet the needs of pupils who have SEND. Pilgrims' Way Primary school invests in a wide range of ongoing training opportunities for all staff (teachers and TAs) using a range of external training consultants and via in-house training from the expertise of senior staff. The school accesses training via our Trust, which is currently made up of three schools in Kent.

Training completed between 2023-2025

- Whole teaching staff training on meeting the needs of Bilingual and Multilingual learners- leading to 'BML Smart School' status
- Whole teaching staff training on 'Raising Awareness of Autism' delivered by the Autism Education Trust
- Whole teaching staff training on 'Supporting Pupils with Sensory Differences' delivered by Katy Harrington from the Specialist Teaching and Learning Service (STLS).
- In house whole teaching staff training on relationships, behaviour and Zones of Regulation delivered by the Headteacher, Deputy Headteacher & Assistant Headteacher
- Kent Inclusion Leadership Training completed by the Headteacher & Assistant Headteacher

- Engagement for Learning Framework training completed by the Deputy Headteacher, Assistant Headteacher and members for the Inclusion Team
- Prime Importance of Communication & Language – Early Years & KS1 teachers and all TAs
- Bespoke training on supporting pupils with minimal speech using a Total Communication Approach delivered by our Link Speech and Language Therapist.
- Immersion days at our local specialist school – Inclusion Team members
- Specialist Intervention Immersion Day for Early Years at our local specialist school _ EYFS Teachers
- Emotional Literacy Support Assistant training (ELSA)

Teaching assistants (TAs)

We have at least one TA in every classroom as well as nine non-class-based Veritas Senior Teaching Assistants (VSTAs) who are trained to deliver targeted SEN provision.

Our VSTAs are trained to deliver interventions such as Makaton, Attention Autism, Braille, physiotherapy and occupational therapy programmes, Alternative and Augmentative Communication & Speech production interventions.

TAs have received further training in Autism Awareness, supporting pupils with sensory differences, TACPAC- teaching communication through touch and music & moving and handling training.

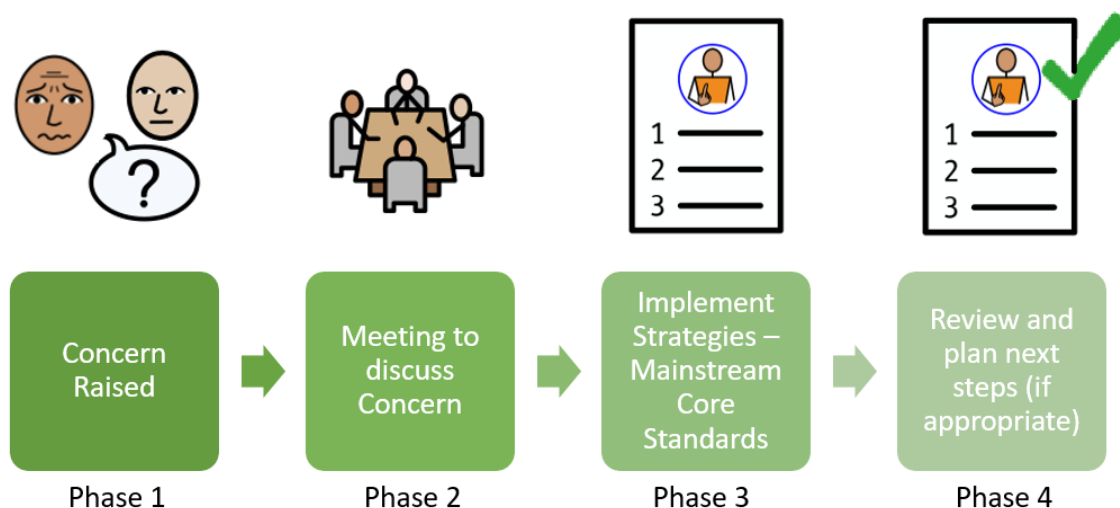
External agencies

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. The school can access support and resources for pupils with SEN, without the need for formal diagnoses. Where a pupil has more specific or complex needs (including medical needs) we seek advice, support and training from external services which may include:

- SEN Inclusion Advisors (SEN IAs)
- Kent Educational Psychology Service (KEPS),

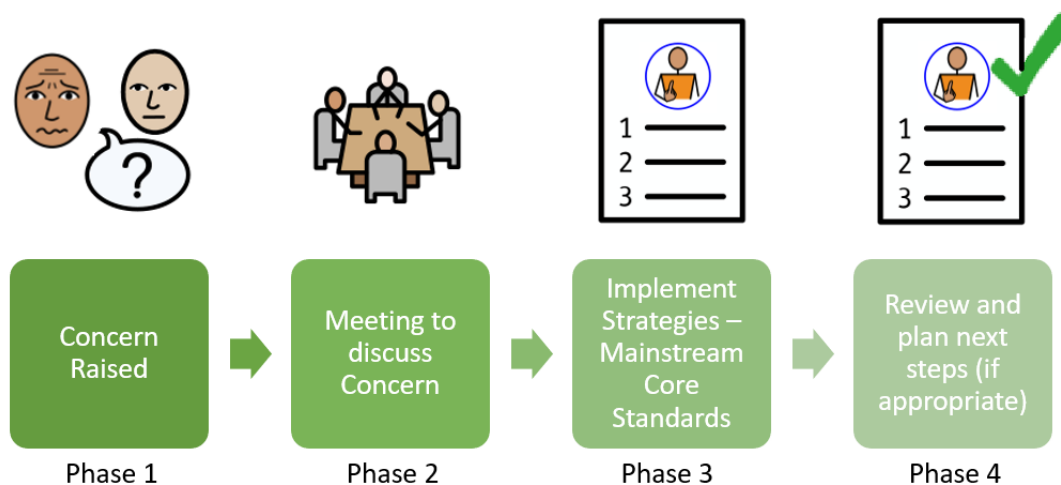
- Specialist Teaching and Learning Service (STLS)
- Kent and Medway Communication and Assistive Technology Service (KM CAT)2
- Special School Outreach Teachers
- Emotional Wellbeing Practitioner
- School nursing
- NHS Speech and language therapy
- GPs
- Paediatricians
- Occupational therapists
- Physiotherapists
- CYPMHS – Children and Young People’s Mental Health Service
- Portage
- Early Help & Social Services
- Education Welfare Officer

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 think your child might have SEN, the first person you should tell is your child's teacher. You can arrange a meeting with your child's class teacher via ClassDojo or asking for an appointment through the school office by calling 01227 760084.
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?



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 phonics, reading, writing and maths.

The school has a high proportion of pupils whose first language is not English. The school appreciates that being BML is not equated to having learning difficulties but at the same time, when pupils who are BML make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will consider the pupil within the context of their home, and home language use and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their English proficiency or arise from SEND.

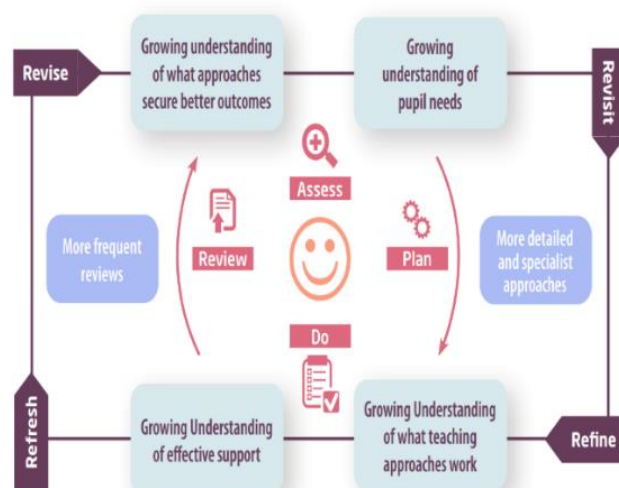
If the teacher notices that any pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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.

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**. As a part of the planning stage of the graduated approach, we will set outcomes for your child to work towards with support. These are usually small steps targets which address gaps in learning or holistic skills such as self-regulation or social skills. Whenever we run an intervention with your child, we will assess their skills or knowledge before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will also complete the same assessment or observation at the end of the cycle of provision to measure the impact. We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best. This process will be continual.

If the review shows progress, they may additional provision support. For others, and the school's provisions will be



your child has made no longer need the made through SEN the cycle will continue targets, strategies and revisited and refined.

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?

All parents and carers of pupils at Pilgrims' Way primary school are invited to discuss the progress of their children at regular intervals and receive written reports. These are opportunities to have an early discussion with the pupil and their parents and carers when identifying whether they need special educational provision.

We will formally notify parents and carers when it is decided that a pupil will receive SEND support. Recognising the diversity of parents and carers, communication will be tailored to parent needs. This information report can be translated on our website.

Class teachers invite parents and carers of pupils receiving SEN Support to meetings 3 times a 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

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 your child's class teacher in the first instance via Class Dojo or through the school office. If need be a meeting can then be arranged with the SENCOs.

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.

Your child will be invited to:

- Attend meetings to discuss their progress and outcomes
- Choose how they want to share their progress, strengths and difficulties for example by video, a drawing, sharing their 'Learning Journey book' or completing a survey
- Discuss their views with a member of staff who can act as a representative during the meeting

Pupil Survey

Name: _____ Class: _____ In Year review 1 2 3 (circle)

How I feel in school

Happy	Proud	Confident	Safe	Embarrassed	Confused
Bored	Worried	Lonely	Frustrated	Angry	Other

When I am able I want to...

My Strengths

kind	calm	clever	sporty	friendly
creative	patient	funny	helpful	thoughtful
respectful	resilient	other		

Things I need help with in school

Phonics	Reading	Spelling	Writing	Maths
Understanding	Concentrating	Following instructions	Listening	Asking and answering questions
Getting started or working on my own	Talking to others	Working in a group	Managing my feelings	Other

What helps me to learn

Working with an adult	Hearing instructions more than once	Working with a friend	Working in a quiet space	Rewards
Pictures	Less writing	Having a break	Having extra time	Using technology
Other				

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. Class teachers plan lessons according to the specific needs of all groups of children in their class. Daily planning takes into account individual pupil's needs and requirements. Adaptive teaching is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an irresistible, 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 personalised 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 curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our environment
- Adapting our staffing
- Adapting resources - Using Assistive Technology and recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolding lesson materials through Language through Colour and use of Widgeit and providing writing frames

- Adapting our approaches for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing sensory breaks, providing talk partners, alternative recording methods and or specialised ICT equipment etc.
- Using Forest School space as an extension of the classroom as well as for provisions

Much of the support given takes place within class or a small group to fully include all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils' well-being and inclusion at all times. Some provisions require 1:1 work to ensure full engagement and management of the provision – for example speech and language work or therapeutic play. All provision is delivered with a team approach to foster independence and positive attachments with a variety of adults.

We may also provide the following interventions:

- One to one speech production support, one to one or small group language and communication support (e.g. Augmentative and Alternative communication support (AAC), Makaton, vocabulary development, concept work, pre-teaching)
- Over learning of key skills (e.g. phonics, key maths skills)
- Reading support (e.g., comprehension, high frequency words)
- Specific learning difficulties support (visual perceptual skills)
- Sensory Circuits or a sensory diet for sensory regulation
- Fine & gross motor skills programmes
- Lunch time social skill and emotional support groups
- Emotional support through Emotion Coaching, Drawing and Talking work, extra forest school,

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

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

We evaluate whether the support in place is helping your child through in year review meetings with the class teacher, parent and pupil. Provision plans will be reviewed and evaluated three times a year, informed by the views of the pupil, parents and carers and class teacher and any additional adults working in the team. The assessment information from teachers combined with this information will show whether adequate progress in the provision is being made.

We evaluate the effectiveness of provision for pupils with SEND also by:

- Reviewing pupils' individual progress towards their outcome each long term
- Reviewing the impact of interventions after 6-12 weeks, depending on the duration of the intervention
- Using pupil surveys and pupil voice to celebrate, reflect and measure progress and success
- Monitoring and observations by the Inclusion Team and Senior Leaders
- Using provision plans to measure progress and analyse data
- Holding annual reviews for pupils with EHC plans
- Gathering holistic information such through observations or wellbeing tools such as Leuven Wellbeing and Involvement trackers or Boxall Profiles.

10. How will the school ensure my child has appropriate resources?

All schools are provided with a budget for SEND and this allows us to ensure that the resources and facilities are correct for individual pupils. Some resources are accessed via the SENCO who along with the class teacher has identified an area where an additional resource might be supportive (for example a voice recorder or desk screen). In other instances, outside agencies will provide us with the details of equipment that we need to access, and the school will provide this.

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
- Small group support out of class
- Further training for our staff
- External specialist expertise

Examples of practical resources that might be seen at Pilgrims' Way:

- Communication books and communication boards
- Visual support in class (e.g. visual timetables, task boards, speaking and writing frames)
- Zones of Regulation boards, social stories
- Seating aids to aid focus (wobble cushions and chair stretch bands)
- Writing supports (desk slopes, pencil grips)
- Assistive Technology including iPads for communication & translation, Immersive

Reader

- Alternative recording methods - voice to text

Where external advisors recommend further training for our staff, external specialist expertise or specialist equipment is recommended we will consult with external agencies and explore purchasing this via the notional SEN funding. For specialist equipment, we may also seek it by loan in liaison with health professionals. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

If funding is needed beyond the notional SEN funding, we will seek it from our Community of Schools, the new locality model.

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 provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

- 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.
- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast school clubs. If appropriate a risk assessment may need to be undertaken and the child's best interests and safety will be paramount. 'Stay and Play' after-school club is run by an outside provider, Team theme. Please refer to their website for further information <https://www.teamthemekent.co.uk/>
- All pupils are encouraged to go on our residential trip(s). Meetings will be organised to ensure provision supports a child to access this alongside peers.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- We will seek to make reasonable adjustments and liaise with parents and carers to consider any barriers and how to overcome them.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

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



We are an inclusive setting and welcome children to our school from all backgrounds, experiences and abilities. Please see our website for further detail on admissions:

[Admissions Arrangements Policy 2024-2025](#)

13. How does the school support pupils with disabilities?



In line with statutory expectations, we produce an accessibility plan which is regularly updated and reviewed. This plan details how we adapt not only the school site but also the curriculum, access to wider opportunities and information for parents and carers. As a school we are happy to discuss individual access requirements.

Facilities we currently have include:

- A toilet adapted for disabled users
- Wide doors throughout the school
- Designated disabled parking bays
- Slopes for easy access

In January 2026 the school will move to a new build. This is fully accessible, has a lift and a care suite.

For more information see our [Accesibility Policy \(including Audit Plan\)](#)

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

Wellbeing support and social and emotional development is an integral part of our curriculum at Pilgrims' Way. Provision to address social, emotional, mental health needs includes a whole school inclusive ethos where staff all share responsibility. We use a range of strategies and direct teaching to enable all pupils to develop emotional resilience and social skills.

Examples of our core wellbeing offer include:

- Relationships education, relationships and sex education (RSE) and health education
- Colour Monster displays in each EYFS & KS1 classroom and Zones of Regulation displays in KS2.
- Promotion of self-regulation throughout the school
- Attention, speaking and listening groups
- Social skills groups and indirectly with all conversation adults have with pupils throughout the day.

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- Boxall screening as a targeted offer
- If required a referral to Early Help or Child & Young Person's Mental Health Services (subject to referral criteria) can be made with parents and carers.

For some pupils with a greater need for help in this area we also can provide the following:

- Pastoral support plans
- Small group or 1:1 support with our ELSA e.g. emotion coaching, restorative theory
- Drawing and Talking work
- Therapeutic play
- Personalised Check-ins and meet and greets,
- Personalised reward systems & timetables
- Personalised projects between wider school staff, pupils and the community.

- ABC charts and functional behavioural analysis are carried out to understand behaviours that are communicated. We focus on addressing underlying causes and promoting self-esteem and self-discipline rather than sanctions to address social, emotional and mental health needs.
- We provide extra pastoral support for listening to the views of pupils with SEND from our SEMH VSTA and our Family Liaison Officer

At Pilgrims' Way Primary School, we believe that our approach of building purposeful relationships between children and their peers and between children and adults, will reduce the likelihood and frequency of any discriminatory or bullying behaviours occurring. We invest significant periods of time to our PSHE Curriculum and additional modules, such as Racism. We expect this learning to have long term impact on the understanding and behaviours of our children.

However, we recognise that discriminatory and bullying behaviour can take place in our school, as a reflection of our local community and wider society. We continually strive to challenge, reduce and remove discriminatory and bullying behaviour from our school, using all and any of the strategies set out in our *Relationships and Behaviour Policy* and in the *Veritas Multi-Academy Trust Anti-Bullying Policy*.

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



Katie Read, our designated teacher will work with Mrs Watts, 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?

We recognise that transitions can be difficult for some children, especially those with SEND and take steps to ensure that any transition is as smooth as possible.

Between Pre- school and starting school

To help pupils be prepared for starting school we provide:

- Teacher (and where applicable the SENCo) visits to the pre-school setting to meet the child and talk with staff.
- Visits to school for stay and play sessions and transition meetings.
- Support such as Social Stories/visual supports can be requested and additional visits arranged as appropriate.
- Meetings between families and Specialist Teachers/Health Professionals where applicable.

Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's needs are discussed.
- Arrange for the new teacher and support staff to visit their new pupils in their existing class.
- At the end of term, the children will visit their new class, teacher and support staff.
- Send home a welcome letter from the new teacher, introducing themselves to their class.
- Provide visits before the whole school return in September for identified pupils to familiarise themselves with the environment and to share any new information. We work with parents to put in additional supports e.g. social stories, additional visits and continuity of adults where beneficial.

Between schools

We arrange meetings with the parents and carers of incoming pupils to discuss how we can best welcome their child into our community and to plan for additional support needed. We will seek information from the previous school to make the transfer as seamless as possible. We will work with Specialist Teachers/Health Professionals where applicable.

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 from Primary to Secondary

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
- Visiting their new school for a transition day.

Each school's transition offer may vary, contact the school directly for further information.

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 Kent Local Offer also provides information about a range of support services such as Independent Support Kent, Family Advice Service for disabled children and their families, Kent Parent Carer Forum. Parents and carers can access this link via the school website which also provides links to information and advice on a range of SEN. <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents and carers. They empower parents and carers to play an active and informed role in their child's education. The FLO and SENCo can also signpost families to local charities and support groups. More information is available via the link: <https://www.iask.org.uk/> or on their Facebook page: <https://www.facebook.com/IASK.0to25>

They can be contacted on HELPLINE: 03000 41 3000 or via 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?

We encourage parents and carers to discuss their concerns initially with the class teacher. This can be organised via a meeting through the office. The FLO, Inclusion Manager/SENCo or Headteacher can also be contacted via the school office to resolve the issue before making the complaint formal to the Chair of the governing body. We would hope that through speaking with a member of the school staff we can resolve your concerns. For additional information please read the [School complaints procedure](#).

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents and carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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.

19. Supporting documents

This information report should be read in conjunction with associated school policies which can be found on the school website at [Pilgrims' Way Primary School - Policies \(pilgrims-way.kent.sch.uk\)](http://pilgrims-way.kent.sch.uk)

- Special Education Needs and Disability Policy
- Teaching and Learning Policy
- Safeguarding and child protection Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Pre-School Admissions Policy
- Data Protection Policy
- Admissions Arrangements Policy
- Accessibility Policy (incl Audit Plan)
- Equality Information Policy
- Supporting children with medical health needs

The following links direct you to other publications referenced within the report:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

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