

# Ightham Primary School - Special Educational Needs

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## Information Report 2024-25

Under the Special Educational Needs and Disability regulations 2014, contained within the Children and Families Act 2014, the Local Governing Board is responsible for publishing a Special Needs Information Report outlining the provision made for pupils with special educational needs and disabilities. The governors have consulted with staff, parents and children to provide the following information, which is reviewed and updated annually. Other Ightham Primary School policies which you may find useful to read in conjunction with this SEN Report can be found on the school website ([Policies - Ightham Primary School](#)). They include:

- Accessibility Plan
- Child Protection Policy
- Admissions Policy
- Equality Plan and Policy
- Attendance Policy

### **Who is the SENCO at Ightham Primary School?**

The person with responsibility for co-ordinating the provision for children with SEN is the SENCO (Special educational needs co-ordinator).

The SENCO at Ightham Primary School is Abby Lloyd and she can be contacted on the school phone number:

Telephone: 01732 882405 or by email: [senco@ightham.kent.sch.uk](mailto:senco@ightham.kent.sch.uk) The

SEND team also includes:

Julie Jacobs – Specialist Teacher

Nicky May – SEN Administrator

Helen Jenkins - SEN Governor

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### **Definition of SEND (Special Educational Needs and Disability)**

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

#### Definition of learning difficulty

Children have a learning difficulty if they:

- A) have a significantly greater difficulty in learning than the majority of children of the same age: or
- B) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools (SEN Code of Practice Jan 2015, p.15-16)
- C) are under compulsory school age and fall within the definition set out in (A) or (B) above or would so do if special educational provision was not made for them.

#### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (SEN Code of Practice January 2015, p16)

### **Which special educational needs are provided for at Ightham Primary School?**

Children at SEND Support level or children with an Education, Health and Care Plan (EHCP) are on our SEND Register. Children with additional needs, not classed as significant or permanent, may still receive provision within the school and may not be on the register. These children would be on the school’s monitoring list.

Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

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- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs.

### **How does Ightham Primary School assess the progress of pupils and identify any pupils requiring additional support?**

Ightham Primary School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing, particularly when a child is placed at SEND Support. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. Special educational provision may be triggered when a pupil fails to achieve adequate progress despite having access to a differentiated curriculum and those children who are not making expected progress are then highlighted.

Identification may be through a variety of means:

- Information is shared from pre-school/ nursery/ previous schools
- In year transition information
- Baseline entry assessment of Speech and Language skills (Speech Link and Language Link)
- Baseline entry assessment of gross motor skills (BEAM)
- Regular tracking and assessment as part of the school's assessment cycle
- Pupil Progress meetings
- Observations and assessments
- Parent views/ concerns
- Pupil views
- Feedback from observations by outside agencies.

The majority of a pupil's needs are met within the classroom through the delivery of good quality first teaching and additional strategies that will overcome their barriers to

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learning. However, if a pupil is not making expected progress, the 'Graduated Approach' is used – Assess, Plan, Do, and Review cycle.

At Ightham Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Ongoing teacher assessment, Early Years Foundation Stage assessment, moderation of pupil progress in English and Maths, Year 1 Phonics check, Language Link assessments. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional adult support, pastoral support, and interventions. Some pupils may continue to make inadequate progress, despite high-quality teaching over a period of time, targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to understand more about the nature of the learning difficulty. These may include the use of:

- Speech link
- Language Link
- Sandwell Early Numeracy Test
- Dyslexia Portfolio

We also have access to external advisors, through the LIFT (Local Inclusion Forum Team) process, who are able to provide specialist intervention and support for pupils placed at SEND Support or with an EHCP. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and will form part of the child's personalised plan which is reviewed three times a year. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision which is additional and different to what is normally available. If the pupil is able to make good progress using 'additional to and different from' resources (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will then not be identified with special educational need. When any change in identification of SEND is made parents will be notified. We will ensure that

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all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

We may need to consult with colleagues at the Local Authority, 'LIFT' (Local Inclusion Forum Team) forum, and engage the services of outside agencies such the Educational Psychologist and Specialist Teaching Service to determine the cause of the learning difficulty and assist with support. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. If a pupil requires significant support we may apply High Needs Funding.

If a child has longer term or significant difficulties they may need an Education, Health and Care Plan. A multi-agency approach to assessing their needs and to planning provision and identifying resources is required and the local authority will carry out a statutory assessment.

### **What should I do if I think my child may have special educational needs?**

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher. You may of course also contact the SENCO.

### **Where can I see the school's policies relating to special educational needs?**

All statutory policies can be viewed on our website:

<http://www.ightham.kent.sch.uk>

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We focus on the outcomes of your child's SEN provision and you are welcome at any time to make an appointment to meet with either your child's class teacher or the SENCO to discuss your child's progress and to get advice on how you can support your child at home. Parents and carers will always be involved if we are considering SEND provision and its desirable outcomes.

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We provide an annual report for parents/carers on your child's progress. You are invited to meet your child's teacher at Parent Consultations. If your child is receiving support for SEND, additional meetings are offered to discuss support and review progress. Where your child has a Personalised Learning Plan (PLP), this will be reviewed 3 times a year in consultation with parents and the child. Your child may have an Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.

### **How will the curriculum be matched to my child's needs?**

At Ightham Primary 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 Education, Health and Care Plans.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may not have, SEND. Additional intervention and support cannot take the place of good quality teaching. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils.

An inclusive, stimulating and nurturing ethos also ensures all children are supported by staff and peers. At times, many children will need additional support to help them to progress and achieve outcomes either academically or in terms of their social and emotional development. We do this by:

- High quality first teaching
- Adult support in small groups or 1:1 sessions
- Personalised learning plans
- Adaptation of resources and/or learning environment
- Interventions

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Interventions may include:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/ or Physical Needs.
Speech Link	Precision Teaching	Socially Talented	Hand gym
Language Link	Hornet	Talk Time	Sensory Circuits
Language for Thinking	Word Wasp	Zones of Regulation	BEAM
Speech and Language Therapist (SaLT) programmes	Plus 1	Drawing and Talking	Touch Typing
	Power of 2	Therapeutic Play	
	SNIP		
	Toe by Toe		
	Colourful Semantics		
	Better Reading Partnership (BRP)		

Your child's teacher and/ or the SENCO will explain any additional support or interventions to you.

### **How is the decision made about the type and how much support my child will receive?**

We always try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:

- Know where children are in their learning;
- Identify any barriers to learning;
- Ensure decisions are informed by the insights of parents/carers and children;
- Have high ambitions and set stretching targets for them;
- Track their progress towards these outcomes;
- Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.

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### **What support will there be for my child's overall wellbeing?**

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social, Health and Economic Education (PSHE) and Circle Time.

If further social / emotional support is required, this can be arranged through the SENCO and may take the form of support programmes including:

- Socially Talented
- Talk Time
- Zones of Regulation
- Drawing and Talking
- Therapeutic Play

We take any suggestion of bullying very seriously and act in strict accordance with the School's anti-bullying policy.

### **How will my child be included in activities outside the school classroom including school trips?**

We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.



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### **How does the school manage the administration of medicines?**

Ightham has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to the School Office. You will be required to complete an online form, authorising school staff to administer the medication. Please see our Medicines in School Policy for full details <https://ightham.kent.sch.uk/policies/other-policies/>.

Our staff receive regular training in managing some medical conditions that are relevant to the children on roll such as EpiPens.

The majority of staff have completed a First Aid at Work course and selected members of staff have completed the Paediatric First Aid course.

### **How are Governors involved and what are their responsibilities?**

The SENCO reports regularly to Governors on all matters relating to SEND at Ightham Primary School. This report does not refer to individual children and confidentiality is maintained at all times.

A named governor (Helen Jenkins) is responsible for SEN and reports back to the full Governing Body.

### **What training do staff supporting Special Educational Needs and/ or Disabilities have?**

All staff receive regular training. Training for staff relates to the needs of the school and pupils and is completed both in school and through external course providers.

Our Teaching Assistants receive high quality training in all areas relevant to their role. Recent training has included:

- Sensory Circuits and Sensory Processing Difficulties
- Dyslexia
- SNIP
- Colourful Semantics
- Speech Link
- Language Link

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### **What specialist services and expertise are available at or accessed by the school?**

Collaboration between education, health and social care services is important to us.

We work closely with the following services and experts:

- Kent Educational Psychology Service
- Specialist Teaching and Learning Service (STLS)
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Emotional Wellbeing (NHS)
- Virtual School Kent (VSK)
- Spurgeons

### **How accessible is the school both indoors and outdoors?**

We endeavour to enable children with SEN and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities. Please see our Accessibility Plan for full details.

### **How are parents involved in the school? How can I get involved?**

The involvement of parents and carers in their children's education is very important to us. We encourage parents/ carers to contribute their views on their child's SEND at all meetings.

We welcome parents/carers who wish to help in school and have an active group of parents and carers who come in regularly to support in academic aspects, such as reading, the wider curriculum, swimming and extra-curricular activities. If you would like more information about how to get involved, please speak to your child's teacher, or ask in the School Office.

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### **How will my child be able to contribute their views?**

The involvement of children in their own education is very important to us. Children are actually very good at understanding what helps them learn and developing their own independent strategies. Your child's views will be sought when identifying needs and planning and reviewing provision.

### **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

We support pupils in moving from pre-school to Ightham Primary School and from Ightham to secondary school, as well as any pupils who join or leave us in between. We work closely with the pre-school settings to make transition as seamless as possible. The EYFS Teacher and SENCO visit nursery settings to discuss the child and their needs. Parents meet with the EYFS teacher on an individual basis in the term prior to admission. Children take part in a transition visit programme in the term prior to joining the Reception Class.

We also contribute information to a pupils' onward destination by providing information to the next setting. Photo books and social stories are also used where appropriate. Transition to secondary school is supported by close liaison between our Year 6 team and SENCO and their secondary colleagues. Additional transition visits are arranged as needed.

### **What steps should I take if I have a concern about the school's special educational needs provision?**

In the first instance, speak to Mrs Lloyd, the SENCO. If you are still concerned, you should speak to the Interim Headteacher, Miss Snow. You may also contact the governors through the complaints procedure.

### **Who can I contact for further information?**

#### Information Advice and Support Kent (IASK)

Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children

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with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on

Helpline: 03000 41 3000

Office: 03000 412412 E-mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk) [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### Early Help

[Early Help \(support for families\) - Kent County Council](#)

### **Where can I find information on the Local Authority's Offer?**

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

Following the link above, parents/carers can sign up to receive a newsletter via email.

### **We would like to thank everyone who has been involved in this Special Educational Needs Information Report.**

If you would like to comment on the report, or have any suggestions for improving it, please contact us.

Email: [admin@ightham.kent.sch.uk](mailto:admin@ightham.kent.sch.uk)

Telephone: 01732 882405