

Shipbourne School



Special Educational Needs and Disabilities (SEND) Information Report

May 2026

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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 and to demonstrate 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:

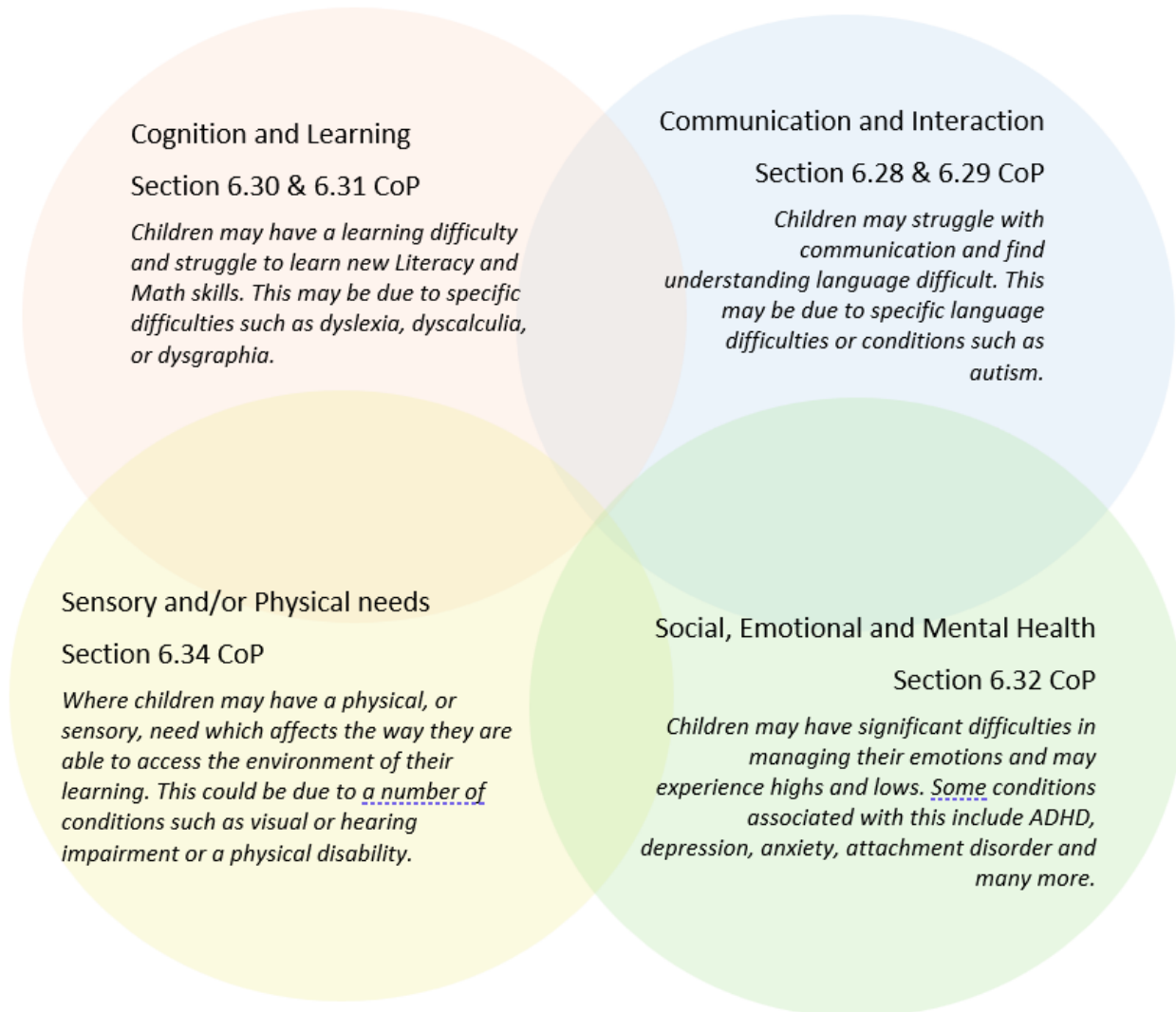


To find out more about our arrangements for SEND, please refer to our SEND policy which can be found on our website.

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 \(publishing.service.gov.uk\)](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 Shipbourne School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to engaging in regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide and expanding range of pupil needs.

Our Special Educational Needs Co-ordinator (SENCO)

Our Partnership SENCO is Mrs Sharon Vanns. The school SENCO is Mrs Samantha Hayward.

Mrs Hayward is a qualified teacher with a passion for enriching the lives of pupils with additional needs. Although new to the role, she has extensive experience and is undertaking the NPQ in Special Educational Needs Co-ordination.

Mrs Vanns is based at Hadlow School but previously worked as our SENCO for five years, visiting Shipbourne fortnightly. Mrs Vanns has achieved the National Award in Special Educational Needs Co-ordination and has been instrumental in rapidly improving the SEN provision in our school.

Class teachers

All of our teachers receive regular SEN updates and training, and are supported by the SENCO to meet the needs of pupils who have SEN. Additional training and support from the Specialist Teaching and Learning Service and Foundations Family Therapy continues to prove highly valuable.

Teaching assistants (TAs)

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

There is always at least one teaching assistant who is trained to deliver additional interventions which include Speech Link, Language Link, Lightning Squad for reading, BEAM, Sensory Circuits and Art Therapy.

Training for all staff has recently focused on:

- ASD Awareness
- Positive Handling
- Phonics
- Safeguarding and child protection
- EAL
- Maths and English
- Mindfulness and mental health and wellbeing
- Art Therapy
- Zones of regulation
- Curriculum, teaching and learning
- Retrieval practice
- Colourful semantics
- Mainstream core standards
- Protected characteristics

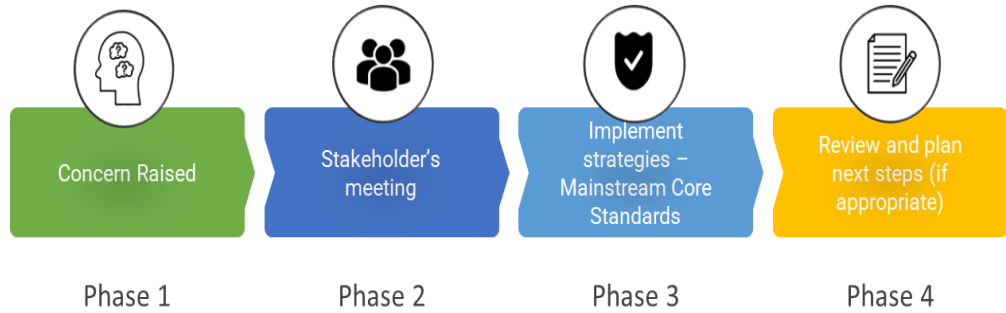
External agencies

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)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



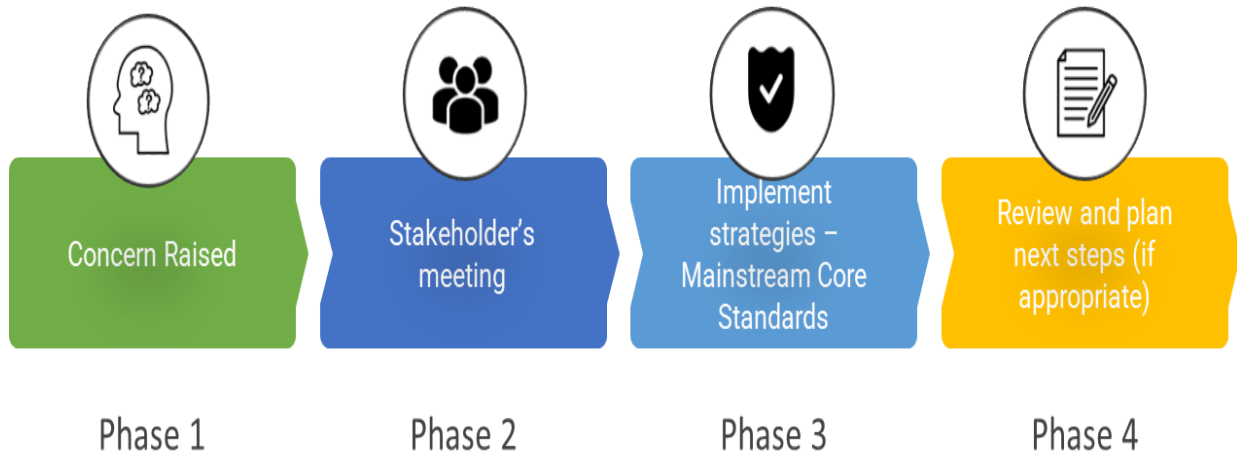
3. What should I do if I think my child has SEND?



<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. You do not need to wait until a formal consultation meeting but may approach your child's Class Teacher or Headteacher at any time.</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 has 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 through provision plans.</p>

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 continually review and highlight those who are not making the expected level of progress in their schoolwork or socially, working as a team to provide the appropriate support as soon as possible. If the teacher notices that a pupil is having difficulties, they will investigate 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.

Some pupils may continue to make slow progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools or engage external agencies to determine the cause of the difficulties that the pupil is experiencing and to ensure that effective support is in place as soon as possible.

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

Staff continually assess pupils against lesson learning outcomes and aim to intervene as soon as a gap or difficulty becomes apparent. We also use a range of assessments with all the pupils at various points of the school year:

- School Baseline Assessment - first 6 weeks of Reception.
- Phonics screening – June for Year 1.
- NFER and writing assessment – June for Years 1, 3, 4 and 5.
- Cognitive Ability Tests – Spring Term for Year 4 and 5.
- Multiplication times table check – June for Year 4
- Optional Key Stage 1 SATs - June for Year 2
- Key Stage 2 SATs - May for Year 6.

Pupil progress review meetings with teaching staff, the SENCO and Headteacher take place at least three times a year and additional support for any pupil who would benefit is organised based on these reviews.

All pupils with SEND will have Provision Plans in place to ensure focused additional intervention is in place. These plans include short term targets and intervention and are reviewed in collaboration with parents three times a year. In addition, pupils with EHCPs in place will also be formally reviewed at an annual review. In general, an EHCP is not required to secure appropriate support in a mainstream setting. We will work in collaboration with parents where we feel that an EHCP is required to secure additional support in order to meet the most complex of needs.

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 annual written reports on your child's progress.

Your child's class teacher and SENCO will meet you at least three 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

We know that you are the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that we can work collaboratively towards what is 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 do not hesitate to speak with your child's class teacher or directly with the Headteacher.

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



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

Your child's teachers are 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 each 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.

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.



- Deploying teaching assistants to support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

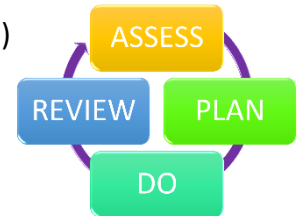
- Plus 1/ Power of 2
- Clever Fingers
- Sensory Circuits
- Communicate in Print
- 1:1 Specialist Teacher
- BEAM or Jump Ahead
- Toe by Toe
- Working Memory Groups
- Speechlink
- Language Link
- Lightning Squad
- Reading Eggs
- Art therapy
- Specialist therapists

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 will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after one term (approx. 6 weeks)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Classroom observations
- 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:

- In class learning or sensory resources
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Grosvenor Hall.

All pupils are encouraged to take part in all whole school and class events.

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. However, we also recognise that some pupils may not be ready to access these activities and we will never force them to take part.

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



Our school applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Admissions Code 2021 forms the statutory basis of this policy. This code has been issued under Section 84 of the School Standards and Framework Act 1998. The Code has been made following a consultation under Section 85(2) of the SSFA 1998 and after being laid before Parliament for forty days

We seek to be an inclusive school, welcoming children from all backgrounds and abilities. All applications will be treated on merit, and in a sensitive manner. The only restriction we place on entry is that of number. If the number of children applying for entry exceeds the places available, we adopt the procedure set out below to determine whether a child is to be accepted or not. It is our wish for parents and carers to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available. A child's level of ability is irrelevant to this school's admissions policy; as are any special needs the child may have.

Oversubscription Criteria

Before the application of oversubscription criteria, children with an Education Health and Care Plan (EHCP) which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

- 1) Children in Local Authority care or previously in Local Authority care and those who are deemed by the local authority to have previously been in State Care outside of the UK.
- 2) Attendance at a linked school.

3) Current family association (sibling)– a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property.

4) Health, social and special access reasons– medical / health 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 children under this criterion whose health or physical impairment means they have a demonstrable and significant need to attend a particular school. Medical/Health and Special Access Reasons must be supported with written evidence from an appropriately qualified medical practitioner. The evidence must demonstrate a special connection between the child’s needs and the particular school.

5) Nearness of children’s homes to school

13. How does the school support pupils with disabilities?



As a fully inclusive school, we will always use our best endeavours to work collaboratively to fully understand the needs of each pupil and make every adjustment within our power to meet these needs.

See Accessibility Plan on our website for more details.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

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 Pupil Development Team (PDT)
- Pupils with SEND are also encouraged to be part of all clubs and enrichment activities to promote teamwork and build friendships
- We have a dedicated mental health first aider who provides additional support and art therapy where required

- We have a 'zero tolerance' approach to bullying. Our staff work very closely with pupils at all times, providing supervision during break-times and transitions as well as in class. Pupils are supported to speak with trusted adults whenever a concern arises, and we will always intervene when an issue is raised.

Please see the Wellbeing policy on our website for more details.

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



Our SENCO will 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) and support from the Virtual Schools Kent (VSK) service. We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

Please see our LAC and EX Lac policy on our website for more details.

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

Due to our very small size and mixed age classes, transitions are reduced and staff get to know all pupils very quickly.

Between classes

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



- Ensure teaching staff discuss the pupil and their specific needs and provision together with the SENCO
- Schedule familiarisation sessions with the incoming teacher towards the end of the summer term

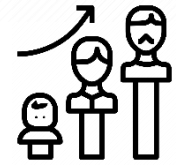
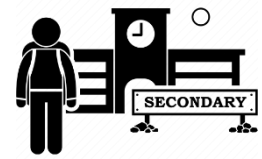
Between schools

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. We are able to arrange extra visits to your child's new school and utilise the STLS transition programme where necessary.

The SENCO and/or year lead of the secondary school will meet with our SENCO and class teachers. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting other local schools as a year group
- Travelling to the town centre by bus
- Attending our residential if possible
- Taking part in end of year events



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

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

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

<https://www.kent.gov.uk/education-and-children/special-educational-needs/support-services-to-help-families-with-send-children>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Kent \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

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

<https://space2beme.org.uk/>

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=ZnGsXSCnRgY&youthchannel=7>

[Home - Dandelion Time](#)

<https://kentresiliencehub.org.uk/working-with-young-people/session-plans-activities/resources-for-specific-needs/practical-and-emotional-support-for-young-people-with-special-educational-needs-and-disability-send/>

<https://www.autism.org.uk/autism-services-directory/t/tonbridge-earlybird>

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

<https://autism.org.uk/>

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 Headteacher in the first instance. You will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

- *Equality Information and Objectives policy*
- *Child protection policy*
- *Positive Relationships policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *Admissions 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