

## **SEN Information Report**

### **Introduction**

All Kent Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs or Disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met within a mainstream setting wherever possible.

The four broad areas of SEN are:

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

### **The LA Local Offer**

As from September 2014, all local authorities are required by law (Children and Families Act 2014) to publish a 'Local Offer'. Within this, authorities are required to publish (via the Local government website) information regarding service and provision for children and young adults (0-25) with special educational needs and disabilities. The information must be transparent and give choice to families. More information on the Local Offer can be found at [www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs)

### **The School SEN Information Report**

Every school is required to make this report available to families demonstrating how the school meets the needs of SEN pupils. Information within this report is required to pay due regard to the 'Local Offer'. The SEN policy is published on this school website and copies will be made available to parents if they request one.

We embrace the fact that all children are different and consequently, the educational needs of every child are individual. We seek to cater for children at all areas of need and status.

Support for your child

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please phone the office or call in to make an appointment
- All information from outside professionals will be discussed with you and if possible with the appropriate professional present
- During parents evenings, provision and progress will be discussed with you.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We believe that all children should have the opportunity to join with their peers in the curriculum and life of the school.
- We aim to provide equal opportunities for all groups of children, including those with diverse needs and believe that by recognising those needs and differentiating our resources and practice that we give access to the curriculum for all our pupils
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school clubs are accessible to all children, including those with SEN.
- All of the children are integrated fully into mainstream classes and supported as appropriate by all staff members. The school does not have a specialist unit.
- Local support groups are available.

### **Admission to school**

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender, religion or background. We recognise that transitions can be difficult for a child with SEN and consequently take steps to ensure that any transition is as smooth as possible.

### **Joining School:**

Admission to Chilham St. Mary Church of England Primary School will be according to the criteria set out in the Governing Body's Admissions Policy.

We will contact the previous school of any child with SEN entering the school at any point other than Reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child. We will contact the Pre-school of any child with SEN entering the school into Reception for the same reason.

### **Moving Through School:**

We will seek to effect a phased transition from Foundation Stage to Key Stage 1 and Key Stage 1 to Key Stage 2 by:

- strengthening a programme of pupil visits between the key stages.
- passing on information.
- within the school, prior to the transfer to a new class, teachers and support staff meet to discuss the educational needs of individual children.
- during the first few weeks of Term 1 arranging after school sessions for parents to 'Meet the Teacher' and raise any concerns they may have.

### **Leaving School:**

We will seek to effect a phased transition across Key Stage 2 and 3 by:

- encouraging staff visits between secondary and primary schools with a pastoral and teaching focus.
- strengthening a programme of pupil visits between the key stages.
- where possible provide opportunities for support such as additional visits to the school of choice or involvement in a social skills group prior to the transfer are given to the appropriate children.
- passing on information regarding SEN.
- setting up transition groups at school

In the case of a child with SEN transferring to a different school at a time other than at the end of Year 6, information is sent to the new school, with the offer of a discussion with the SENCO regarding the particular needs of the child.