

Special Educational Needs and Disabilities (SEND) Information Report

Sandgate Primary School



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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. 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.

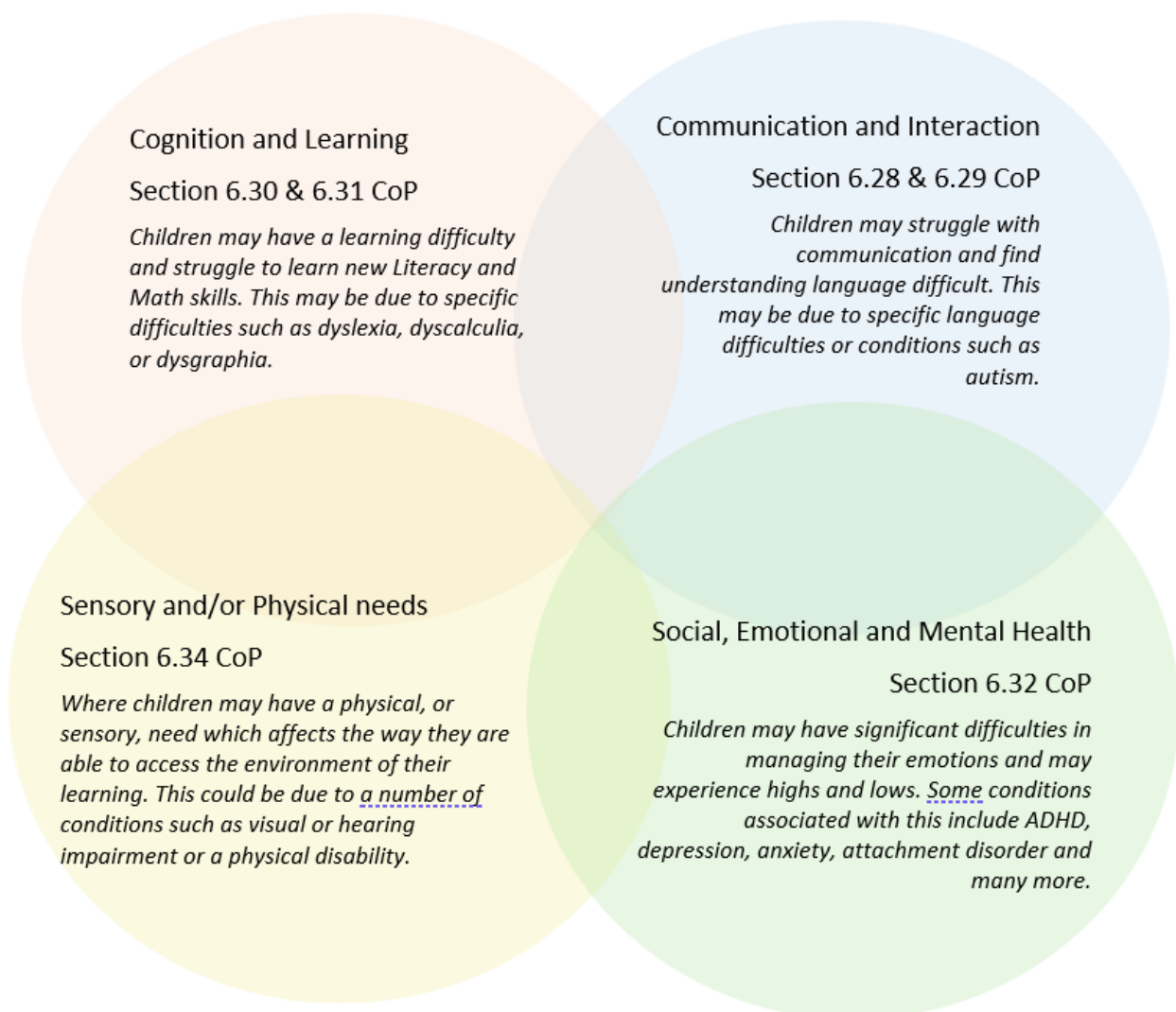
You can find our SEND policy on our website:

<https://www.sandgateprimaryschool.co.uk/page/?title=Special+Education+Needs&pid=26>

Note: If there are any terms we have used in this information report that you are 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/262312/SEND_Code_of_Practice_January_2015.pdf)

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



At Sandgate Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENDCO



The named SENDCO is Mrs Rachel Shoob.

Rachel Shoob started her teaching career at Sandgate Primary School in 2005, teaching predominantly in Year 6. After becoming a Lead Teacher, Rachel delivered The OLEVI Outstanding Teacher Programme to schools across Kent and, as part of Sandgate's then National Support School status, supported in developing leadership capacity and classroom expertise across the region. Rachel led for many years on 'Progress and Attainment' within the school. She is currently one of the school's Deputy Headteachers, having been in this role for over ten years. Rachel Shoob has worked closely with the school's previous SENDCOs before taking over the official role in July 2024. Rachel works Mondays, Thursdays and Fridays.

Rachel works closely with Wendy Hill (Family Liaison Officer). Rachel line-manages the nurture team who support specific children within the school. She also is the Designated Teacher for looked after children.

Class/subject teachers

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

External Training since September 2024:

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- Becoming a Trauma Informed School (2-day course)
- Fizzy Hands, Children and Young People's Therapy Service Occupational Therapy
- Clever Hands, Children and Young People's Therapy Service Occupational Therapy
- SENDCO Conference
- Adoption Support Webinar for Educational Professionals
- Physical Disability Surgery
- Motor Coordination Workshop
- Autism Education Trust – Autism and Anxiety
- Attention Autism Approach
- Autism Education Trust – Good Autism Practice
- Sensory Circuits - Children and Young People's Therapy Service Occupational Therapy
- The Balanced System – Speech and Language Therapy
- Cognition and Learning Clinic – Specialist Teaching and Learning Service
- Demand Avoidant Profiles - Specialist Teaching and Learning Service
- PROACT SCIP – recognised training course (Positive Behaviour Support, Restrictive Practice & Physical Intervention)
- Non-Violent Resistance Programme
- Epilepsy Training
- Haemophilia Training
- Cystic Fibrosis Training
- Dysphagia Awareness Training (April 2025)

External Training since September 2025:

- Play Therapy – The Four Pillars of Play Therapy (All staff)
This training was selected to further the school's trauma-informed approaches, to promote regulation, resilience and a readiness to learn.
- All Things Autism (x1 Teaching Assistant)
This training was selected for a teaching assistant to further their understanding of autism, enabling them to respond to pupils' needs in a way that promotes emotional safety, connection, and resilience.
- Designated Teacher training (SENDCO)
This training was selected for the SENDCO to further their understanding and awareness of how looked after pupils' experiences affect learning, behaviour, and emotional regulation. This knowledge is essential for tailoring support plans and interventions that are trauma-informed and attachment-aware. SENDCOs often work with social workers, virtual school heads, and other professionals. Designated teacher training equips them with the skills to navigate these relationships effectively, ensuring joined-up support for the child.
- Fizzy and Clever Hands training (x2 teaching assistants)
All teaching assistants have regular Fizzy and Clever Hands training, particularly those working closely with pupils with EHC Plans. Fizzy and Clever Hands training is important for staff because it provides structured, therapist-designed programmes that support the development of gross and fine motor skills in children—especially those with coordination difficulties or developmental delays. Providing Fizzy and Clever Hands intervention ensures that children receive timely support.
- Impact of Parental Mental Health on Children (Family Liaison Officer)

This training was selected to further understand best practices for managing family needs during complex crises and the support the school can offer to families. The training was selected to support the Family Liaison Officer and the school seek multiagency collaboration, assessment and interventions to support parents and their children.

- PROACT SCIP (Booked for Term 2 – all staff)

Promotes Safety and Well-being

This training has been re-booked for a second year as it supports the school's trauma-informed approaches. It equips staff to create safe, supportive environments that reduce the risk of harm to both pupils and adults. It prioritises proactive care and minimises the use of restrictive practices, ensuring that physical interventions are only used as a last resort. Many children with SEND or behavioural needs have experienced trauma or emotional distress. PROACT-SCIPr-UK® helps staff recognise that all behaviour is communication, encouraging them to respond with empathy and understanding. The training emphasises building trusting relationships with pupils, which is key to emotional regulation and long-term behavioural change.

Teaching assistants (TAs)

We have a team of 15 teaching assistants, which includes 2 higher-level teaching assistants (HLTAs) and 5 teaching assistants who work with specific SEND pupils across the school. Many are trained to deliver SEND provision.

The majority of teaching assistants are trained to deliver interventions such as Fizzy and Clever Hands, Lego Therapy, Sensory Circuits, Talkabout Theory of Mind, Doorway Touch-Typing, Boxall Profile, Mastery Number, Language Link, All About Me (ELSA Support).

Since September 2024, some TAs have been trained in:

- Fizzy Hands
- Clever Hands
- Language Link
- Speech Link
- Touch-typing
- Talkabout Theory of Mind
- Sensory Circuits
- Attention Autism (Attention Bucket)
- The use of 'busy bags'
- All Things Autism

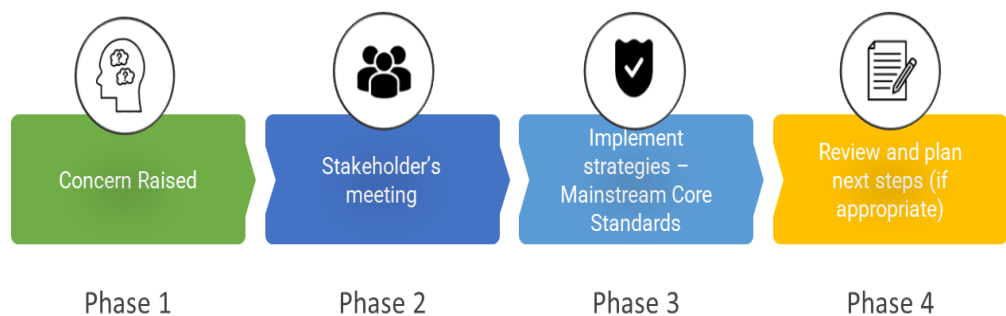
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Early Help
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching & Learning Service
- Specialist Teacher Service –Physical Disability
- Specialist Teacher Service –Hearing Impairment
- Speech and language therapists
- Voluntary sector organisations
- Virtual Schools Kent
- Involve



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 SENDCO is aware. Please contact Rachel Shoob, the school's SENDCO, or a member of the SEND team: sen@sandgate.kent.sch.uk or 01303 257280. You can also speak with your child's class teacher. Your child's class teacher will then speak to the SENDCO/ a member from the SEND team.
Phase 2	Rachel Shoob, the school's SENDCO, and/or a member of the SEND team will meet with you to discuss your concerns to 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.
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.

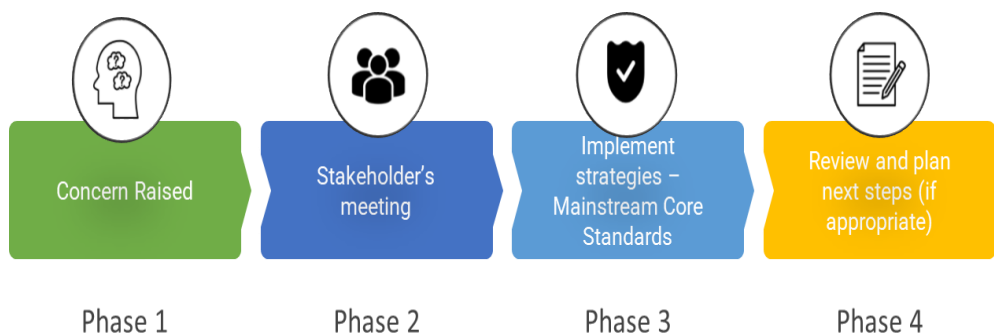
4. What happens if the school identifies a need?

A class teacher may raise a concern about a pupil in their class. The SENDCO will ask the teacher to complete a first stage referral form, which summarises the teacher's concerns, outlines the child's prior and current interventions and successes, as well as the learner's relevant learning achievements. The teacher will also provide a summary of any existing information, including formal assessment data, relevant targets, Personal Support Plans or Pupil Provision Case Studies along with other agencies' involvements if applicable. The teacher will indicate the action they would like the school to take:

- Advice/consultation on resources and/or learning and teaching methodology
- Joint planning and evaluation of teaching programmes
- Assistance and further assessment
- Co-operative teaching in specific curricular areas
- Direct teaching to selected individual or group
- Withdrawal from class (please state your reasons)
- Practical activity or strategy
- Staff development training
- Request for further help
- Other school action (please specify)

The school will then follow the 'Graduated Approach' as outlined below:

The SENDCO, or a member of the SEND team, may carry out several observations to gather more information around the child and if appropriate, will contact parents.



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 limited progress, for example, within handwriting, phonics, fine or gross motor skills, social interactions, including turn-taking and number sense.

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

Some pupils (SEND or non-SEND) will be identified by senior leaders, class teachers and the SEND team as needing *specific* support. Barriers are identified, and areas of the child's learning will be identified as requiring more precise support and the child will have a Pupil Learning Plan created for them with SMART targets. This is a document created by and used by each child's teaching team to ensure that they receive specific support appropriate to their current needs. A Pupil Learning Plan is a detailed plan that follows four stages: Assess, Plan, Do, Review. A Pupil Learning Plan is not the same as a Personalised Support Plan which are plans created for pupils with an EHC Plan. Pupil Learning Plans are shared with parents/carers at the first Teacher-Parent Consultations at the start of Term 2.

The Assess, Plan, Do, Review is a four-step cycle to help children who need further support within certain areas of their learning and to help them secure good outcomes. A Pupil Provision Case Study includes targets that are detailed, specific and time-related. Targets are realistic and provide the child with the opportunity for success and achievement.

Teachers will also look at interventions that would support a child with a specific need.

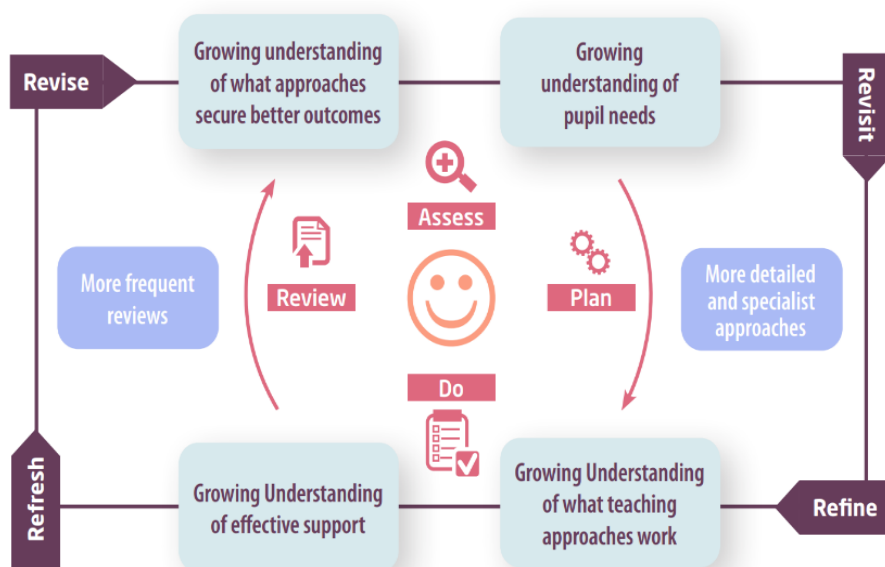
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

Pupils are discussed three times a year at Sandgate's Pupil Progress Meetings with all members of staff that are involved in the teaching and learning of each class, including the leadership and SEND team. During Pupil Progress Meetings, pupils are identified for intervention and support and these are outlined at the beginning of each teacher's weekly planning sheets. Interventions are reviewed at parent-teacher consultations or other reviews organised by either the class teacher or parent.

If your child has an identified area of SEND, 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 SENDCO, 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.

If a child has an EHCP (Educational Health Care Plan):

In order to translate EHCPs into effective classroom practice, each pupil with an EHCP has their own Personal Support Plan (PSP). The PSP consists of a set of SMART targets alongside an overview of the provision in place to support pupils to make progress. It is reviewed and updated every even term, and is the method by which we ensure that the EHCP itself remains a 'living document'. (Some SEND pupils without an EHCP may also have a PSP.)

PSP targets are SMART (Specific, Measurable, Achievable, Realistic, Time bound) and are used for children with Special Educational Needs to ensure that they are meeting their long-term outcomes. This part of the planning process is about making sure that targets or outcomes are very specific. Working out small 'next steps' for individual children is a skilful process and takes a great deal of practice. Targets are expressed using clear language describing exactly what a child will be able to do or say to be successful. For example, targets that are unclear include, 'know numbers to 10', but SMART targets would include, 'By the end of Term 2, Child A will point to the numeral (1-10) when named with 80% accuracy'.

It is important to note that pupils' targets do not represent the only work they do in each area, and that a particular PSP target does not exclude pupils from other learning opportunities in that area. PSP targets are intended to reflect only the current *priorities*.

When it comes to assessing progress within the PSP, then deciding on next steps and thinking about new targets, we use the following guidance:

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Assessment Criteria			
Unmet	Partially Met	Met	Exceeded
1	2	3	4
Progress is limited or has not taken place within this target.	Progress is substantial but target is not yet fully met.	Progress is at the expected rate and the target is fully met.	Progress is significantly better than expected within the target.

Next Steps		
Continue	Amend	Replace
Target remains relevant.	Adjust target for more suitable level of challenge.	A completely new target needs to be set.

6. How will I be involved in decisions made about my child's education?

We will provide two reports on your child's progress (Term 3 and Term 6) and will offer three parent-teacher consultation opportunities within an academic year. Parents/carers of a pupil with an EHCP will also meet with the SENDCO and class teacher for three PSP reviews/EHCP reviews and an annual review.

A member of staff who knows your child well will meet you (typically during parent-teacher consultations but also at other times if necessary) 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 SENDCO may also attend these meetings to provide extra support. The SENDCO will also offer 20 minute parent consultation appointments on the same days as teacher-parent consultations.

We know that you are 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 Mrs Rachel Shoob, SENDCO, via the school office 01303 257280 or enquiries@sandgate.kent.sch.uk

Alternatively, you can make contact with the SEND team directly via email sen@sandgate.kent.sch.uk

Class teachers are available at the end of the school day once all children have been collected. You can also ask to speak to your child's class teacher by making an appointment via the school office, 01303 257280 or via enquiries@sandgate.kent.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- 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?

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.

'Every Teacher is a Teacher of Children with Special Educational Needs and Disabilities.'

Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an 'add on'. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

High-quality teaching, differentiated and/or adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs. This is stated in paragraph 6.37 of the SEND Code of Practice.

Adaptive teaching has numerous benefits, including:

- Allowing for personalised learning experiences for each child;
- Helping to identify and address pupil gaps in real-time;
- Enhancing learners' engagement and motivation;
- Supporting teachers in providing targeted and effective instruction;
- Providing opportunities for pupils to work at their own pace;
- Enabling teachers to use technology and data to inform teaching practices;
- Improving pupil outcomes and achievement.

Adaptive teaching requires teachers to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. As set out in standard 5 of the 'Teacher's Standards,' educators must 'adapt teaching to respond to the strength and needs of all pupils.'

With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.

The research underpinning the Education Endowment Fund's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches – **The 'Five-a-day'** – are particularly well-evidenced as having a positive impact. Our teachers have developed a repertoire of these strategies, which they use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND:

1. **Explicit instruction:** Clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2. **Cognitive and metacognitive strategies:** Managing cognitive load is crucial if new learning is to be transferred into the long-term memory. This also includes opportunities for pupils to monitor and evaluate their own learning.
3. **Scaffolding:** The use of a supportive tool or resource (a writing frame, partially completed example) can be an effective scaffold. Teachers gradually reduce the scaffold over the course of a week, half term. There are 3 types of scaffolding:
 - Visual, e.g. task planners, lists of instructions
 - Verbal, e.g. using questioning to identify misconceptions
 - Written, e.g. word banks, sentence starters, writing frames
4. **Flexible grouping:** Teachers allocate groups temporarily based on the current level of attainment. It is important that these groups keep changing, and teachers do not group all their pupils with SEND together.

5. **Using technology:** Technology is used effectively by teachers to model worked examples, or by pupils to help them to learn.

Class 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 the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

Adapting Curriculum

At Sandgate Primary School, all students with a special educational need and/or disability will have access to a broad and balanced curriculum. We work to support the individual needs of each child to ensure that all children are supported effectively so that they can succeed and become confident and successful learners in line with their peers.

In some instances, a child's curriculum may be differentiated or adapted.

In the wider curriculum, some SEND pupils have tailored curriculums that, whilst remaining in-line with their peers' curriculums, have specific content highlighted for them to learn; the curriculum content has been prioritised effectively so that pupils with SEND can master what they need to know most before moving on. For some SEND pupils, knowledge deficits can accumulate when knowledge is layered on top of one another in a curriculum sequence. The accumulation of these gaps, going through the school, can result in cumulative dysfluency in that specific subject. It is therefore vital that, along with quality first teaching, the 'Five A Day' approach is used so that the curriculum is accessible to all.

Adapting the Learning Environment

Every classroom at Sandgate Primary School has a visual timetable. Structure and routine helps to provide some normality and predictability. Visual timetables are a fantastic way of helping to reduce children's anxiety. Some children can become distressed when they are unsure of what will be happening during their day, particularly when the structure of their day differs from their normal routine. By having a visual timetable, children can see for themselves what will be happening throughout each stage of the day; this can act as a comfort and help children to manage their emotions.

Visual timetables are displayed horizontally and within easy view of all learners. Every class uses the exact same visual representations to ensure consistency across the school and to allow all learners to become familiar with what is being represented. Teachers regularly refer to the visual timetable, using the 'now and next' phraseology to ensure all learners know what is happening now and what will be happening next. When the lesson, for example, has

finished, the teacher shows the class that this lesson has finished by saying, 'finished' and places the visual in the finished zip wallet. Teachers and teaching assistants who work with children with SEND will also model the Makaton sign for 'finished.'

Some children with SEND have their own personal workstations. A workstation is effective for many children because it incorporates the structure, routine, visual cues and limits distractions. This in turn helps to develop independence, organisational skills, the concept of working in an ordered manner, the concept of 'finished' and the generalisation of skills. It also contributes to the well-being of the child when they can succeed in completing their work. The use of a visual system removes the requirement for children to process verbal instructions when for some children this is a major barrier. Children have their own visual timetables, often broken down into morning and then afternoon, or simply presented as now and next. Children additionally have easy access to an emotions board, key vocabulary and other supportive resources personalised to the child.

'Colour Monsters' is used within the Early Years and Key Stage 1 at Sandgate Primary School. Every class has an interactive display and access to the Colour Monster books and soft teddies. Colour Monsters supports all children, including those with SEND:

- Teaches children to recognise and understand their emotions through creative activities and discussions.
- Introduces and helps children build a vocabulary to label and communicate their emotions effectively.
- Promotes healthy ways for children to express their emotions, whether through art, writing or conversation.
- Educates children on constructive ways to handle their emotions and find practical solutions to challenges.
- Encourages empathy and considers the emotions of others to provide and receive support from their friends and family.



Once in Key Stage 2, children are introduced to the 'Zones of Regulation'. This empowering instructional tool builds safe, supportive environments that foster learning and well-being for all.

Our children benefit from:

- Increased self-awareness and social and emotional skills
- A common language for communication, problem solving, and emotional understanding
- More time spent on learning instead of on behaviour management
- A healthier, more inclusive school climate

Sandgate Primary School is a trauma informed school.

A trauma informed school approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development.

As a result of being a trauma informed school, all behaviour charts that see the child move 'down' into a red zone or onto the sad cloud, for example, have been removed. Research has shown that behaviour charts can cause anxiety, shame, a loss of intrinsic motivation and can increase anxiety related behaviours. At Sandgate we use MarvellousMe; this makes it easy for teachers to tell parents about their child's learning and achievements.

Through whole school staff training on the Four Pillars of Play Therapy, staff use consistent language:

- Reflecting feelings – you are upset because
- Choice setting – do you choose to write in chunky chalks, or do you choose to write on the stylus, which do you choose?
- Limit setting – x is for y / x is not for y (the chair is not for throwing / adults are not for hurting / the chair is for sitting on)
- Encouragement

Sandgate Primary also provides the following interventions:

- Phonics through KS2
- Talkabout Theory of Mind/Talkabout for Children
- Visual Search/Tracking
- FIZZY
- Clever hands
- Mastery Maths
- Lego Therapy
- Sensory circuits
- Sensory time in our dedicated sensory room
- Additional maths and English interventions
- Handwriting
- Additional 1:1 reading

These interventions are part of our contribution to Kent County Council's [local offer](#).

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability

Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Sandgate Primary School is committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Sandgate Primary School will challenge negative attitudes about disability and accessibility and promotes a culture of awareness, tolerance and inclusion.

Accessibility Plan

Intimate Care Policy

Equality Information and Objectives Policy

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 SMART (specific, measurable, achievable, relevant and time specific) targets using the assess, plan, do, review model. Pupils with a Pupil Learning Plan will have their targets reviewed termly with new targets set if appropriate.
- Discussing progress at Pupil Progress Meetings – class teacher, leadership and SEND team
- Reviewing the impact of interventions after two terms
- Using pupil questionnaires and conferencing with pupils
- Monitoring by the SENDCO and SEND team – observations, book monitoring, summative assessment analysis
- Using class and individual provisions, along with short-term planning and evaluations, to measure progress



- Holding PSP reviews and an annual review (if the child has 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:

- Additional resources to support their learning (for example, coloured overlays, coloured workbooks, dyslexia friendly reading books, writing slopes, pencil grips, laptops, talking tins, wobble cushions, chair bands, ear defenders, fidget tools, sensory oral chews, weighted blankets and neck wraps, adapted chairs to include arm rests, foot box)
- 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.

KCC's Communities of Schools (Locality Model)

Sandgate Primary School is in the Total Health Excellence W2 Community of Schools group.

Working collaboratively with another school within the community, Sandgate Primary School was successful in October 2025 in securing funding for a play therapist to work with groups of children and one child (1:1) in each school for two terms. The funding will also cover the Play Therapist providing supervision to the staff working closely with SEND pupils.

The communities of schools will:

- Address specific local needs while also aligning with wider Kent, regional or national objectives
- Share best practices for SEN inclusion in mainstream settings
- Review local SEN, education and other relevant data to identify trends and issues - district dashboard.
- Be flexible to adapt approaches accordingly as local populations and needs evolve over time

- Discuss provision and agree coordinated approaches
- Coordinate allocation of specialist SEN resources and support
- Ensure fair and effective distribution of resources across the community
- Keep members actively engaged and committed to the LM community meetings
- Maintaining a skilled workforce within the community and provide peer to peer opportunities for professional development
- Use and review secure, efficient data-sharing systems
- Complement, not duplicate, existing services
- Commit to strong leadership, with regular evaluation and adjustment of LM community strategies, to ensure long-term sustainability and effectiveness
- Monitor progress on local SEN improvement initiatives

Principles for community working:

- Commitment to meeting needs in the area and achieving best possible pupil outcomes
- Prioritising the greatest need (versus advocating for own school)
- Willingness to support and challenge (and be supported and challenged)
- Recognition of the impact of contextual factors not just levels of pupil need
- Active participation even when you don't have immediate need for support
- Effective use of all available budgets (delegated, devolved and communities)
- Commitment to reducing reliance on additional resources wherever possible (so that these can be reallocated)
- Recognition of the need to respond to contingencies as they arise (and ensuring capacity available for this)
- Willingness to share good practice with and learn from other communities
- Commitment to equity and positive outcomes across the area and county as a whole.

Every community will have a chair who will be appointed from outside their community. The Community chair will have responsibility for chairing the school 'Community' meetings according to the agenda set out by KCC as part of its commitment to developing local area partnership arrangements for children and young people with SEN.

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.

All of our extra-curricular activities and school visits are available to all our pupils, including our before, lunchtime and after-school clubs. If a child has a 1:1 support teaching assistant, the school ensures that the child will have supervision from a known member of staff if they have requested to join a lunchtime or after-school school-run club.

All pupils are encouraged to go on our school trips, including our residential trip to PGL Windmill Hill in Sussex.

All pupils are encouraged to take part in community events, including sports day, school plays and assemblies, special workshops, for example.

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.

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



The Governing Body and LEA have agreed that the admission limit for Key Stage 1 (Foundation Classes and Years 1 and 2) shall be 30 pupils per class. We are a two-form entry school. 2. The school is currently working on the basis of a total roll limit of 420 children, and no more than 30 children per class in Key Stage 2.

Before the application of oversubscription criteria, children with a Statement of Special Educational Need or an Education, Health and Care Plan, which names the school, will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Pupil admissions to the school are guided by a Kent-wide policy.

Priority is given according to the following criteria:

- a) Children in the care of the Local Authority.
- b) Current family association where the child has a sibling attending the school at the time of entry.
- c) Health reasons - Where there are medical grounds for admitting the child.
- d) Proximity to school - Proximity of the child's home address to the school, with those living nearer being accorded the higher priority.

[See the school's full Admissions Policy here.](#)

13. How does the school support pupils with disabilities?

Accessibility Plan

Intimate Care Policy

Equality Information and Objectives Policy

Children with disabilities are (with parental permission) discussed with the Specialist Teaching and Learning Physical Disabilities Team. The PD team will provide support and may observe the child in the school's environment, giving feedback and suggested next steps.



A child with a specific physical disability will also have a care plan written which is shared with all staff involved in the child's education. Specific resources may be purchased to support a child with a physical disability.

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

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

Sandgate Primary School promotes and supports the mental health and wellbeing of all children through creating safe, calm and supportive learning environments.

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

- Pupils with SEND are encouraged to be part of the school, such as joining clubs, the art council and applying to become a Games Captain or Values Ambassador in Year 6.
- We teach Personal, Social, Health Education (PSHE) as a whole-school approach as part of our wider curriculum and through our class and school assemblies.
- We deliver the Talkabout Theory of Mind programme to children who may need additional support with their mental health and/or emotional and social development. Theory of mind is a key consideration in autism spectrum conditions and is frequently associated with social, emotional, behavioural and mental health difficulties. Not all children who attend Talkabout Theory of Mind sessions have a diagnosis of ASD.
- 'Colour Monsters' is used within the Early Years and Key Stage 1 at Sandgate Primary School. Every class has an interactive display and access to the Colour Monster books and soft teddies. Colour Monsters supports all children, including those with SEND:
 - Teaches children to recognise and understand their emotions through creative activities and discussions.
 - Introduces and helps children build a vocabulary to label and communicate their emotions effectively.
 - Promotes healthy ways for children to express their emotions, whether through art, writing or conversation.
 - Educates children on constructive ways to handle their emotions and find practical solutions to challenges.
 - Encourages empathy and considers the emotions of others to provide and receive support from their friends and family.
- Once in Key Stage 2, children are introduced to the 'Zones of Regulation'. This empowering instructional tool builds safe, supportive environments that foster learning and well-being for all.

Our children benefit from:

- Increased self-awareness and social and emotional skills
 - A common language for communication, problem solving, and emotional understanding
 - More time spent on learning instead of on behaviour management
 - A healthier, more inclusive school climate
-
- Sandgate Primary School is a trauma informed school. A trauma informed school approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development. As a result of being a trauma informed school, all behaviour charts that see the child move 'down' into a red zone or onto the sad cloud, for example, have been removed. Research has shown that behaviour

charts can cause anxiety, shame, a loss of intrinsic motivation and can increase anxiety related behaviours. At Sandgate we use [MarvellousMe](#). MarvellousMe makes it easy for teachers to tell parents about their child's learning and achievements.

- Mrs Jones (Acting Head and Designated Safeguarding Lead), and Wendy Hill, (FLO and SEND Team member), are the school's trained Mental Health First Aiders.

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

Rachel Shoob, the Designated Teacher and SENDCO, 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 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.

Previously Looked After Children:

Previously Looked After Children's past experiences can have a lasting impact, particularly in school. The emotional impact of their experiences is likely to have become significant barriers to their progress. It is important for schools and teachers to recognise that traumatic experiences in early childhood do not change overnight and that they play a pivotal role in supporting the academic, social and emotional needs of Previously Looked After Children.

EPPLAC meetings are often a useful way to information share, problem solve and set targets for the future. EPPLAC meetings can be initiated by either the education provision or parents/carers but are not mandatory. The purposes of these meetings are to:

- Encourage positive collaboration and communication between home and education provision
- Raise awareness of the needs and issues faced by children and their parents
- Review the support, interventions and progress of the child
- Identify unmet needs of the child

External professionals may be invited to attend an EPPLAC meeting, such as the family's social worker and the family's Education Support Officer from Virtual School's Kent Advisory Team.

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

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



➤ x2 transition events - both the current teacher and the next year's teacher attend final transition meetings towards the end and start of the academic year where a pupil's SEND is discussed and all relevant paperwork is handed over.

- Schedule a 'Moving Up' morning with the new teacher towards the end of the summer term.
- Schedule 1:1 or group sessions between the child with SEND and the new class teacher. They might play a game to get to know one another in a relaxed environment.
- Provide *all* pupils with a photo pack of their new classroom, cloakroom, toilet area and new staff members that they can take home to become familiar with ready for the new academic year. Staff share three things they like and dislike, and pupils have space to add their own, making connections to their new staff members.
- Hold 'transition/moving up' assemblies where change is discussed and questions/worries are shared.

Between Schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO and members of the SEND team. They will discuss the needs of all the pupils who are receiving SEND support. We may also hold joint meetings with parents, secondary school SENDCOs and outside agencies where appropriate.

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
- Attending additional transition days at the secondary school



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

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

You can email the SEND team here at Sandgate Primary: sen@sandgate.kent.sch.uk

or telephone the school's office on 01303 257280.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer

Kent SEND Information Report

www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities

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

IASK (Information, Advice and Support Kent) - <https://www.iask.org.uk/>

Early Help - <https://www.kent.gov.uk/education-and-children/early-help-support-for-families>

Kent Family Hubs - <https://www.kent.gov.uk/education-and-children/kent-family-hub>

Kent Parents and Carers Together (PACT) - <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/kent-pact>

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

Includes Us 2 - <https://www.includesus2.org.uk/>

Lighthouse On The Marsh - <https://www.lighthouseonthemarsh.org/>

Church Street Project - <https://thechurchstreetproject.org/>

KOOTH - <https://www.kooth.com/>

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?

[Sandgate Primary School's Complaints Procedure](#)

Complaints about SEND provision in our school should be made to the class teacher, the SENDCO (or a member of the SEND team), the Family Liaison Officer, one of the Deputy Headteachers or the Headteacher in the first instance. They 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.

Kent County Council Mediation Service is Global Mediation:

<https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



[Please click here for the school's policies available via the website.](#)

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
- **SENDCO** – 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