

Special Educational Needs and Disabilities (SEND) Information Report

Green Park Community Primary School



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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

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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:



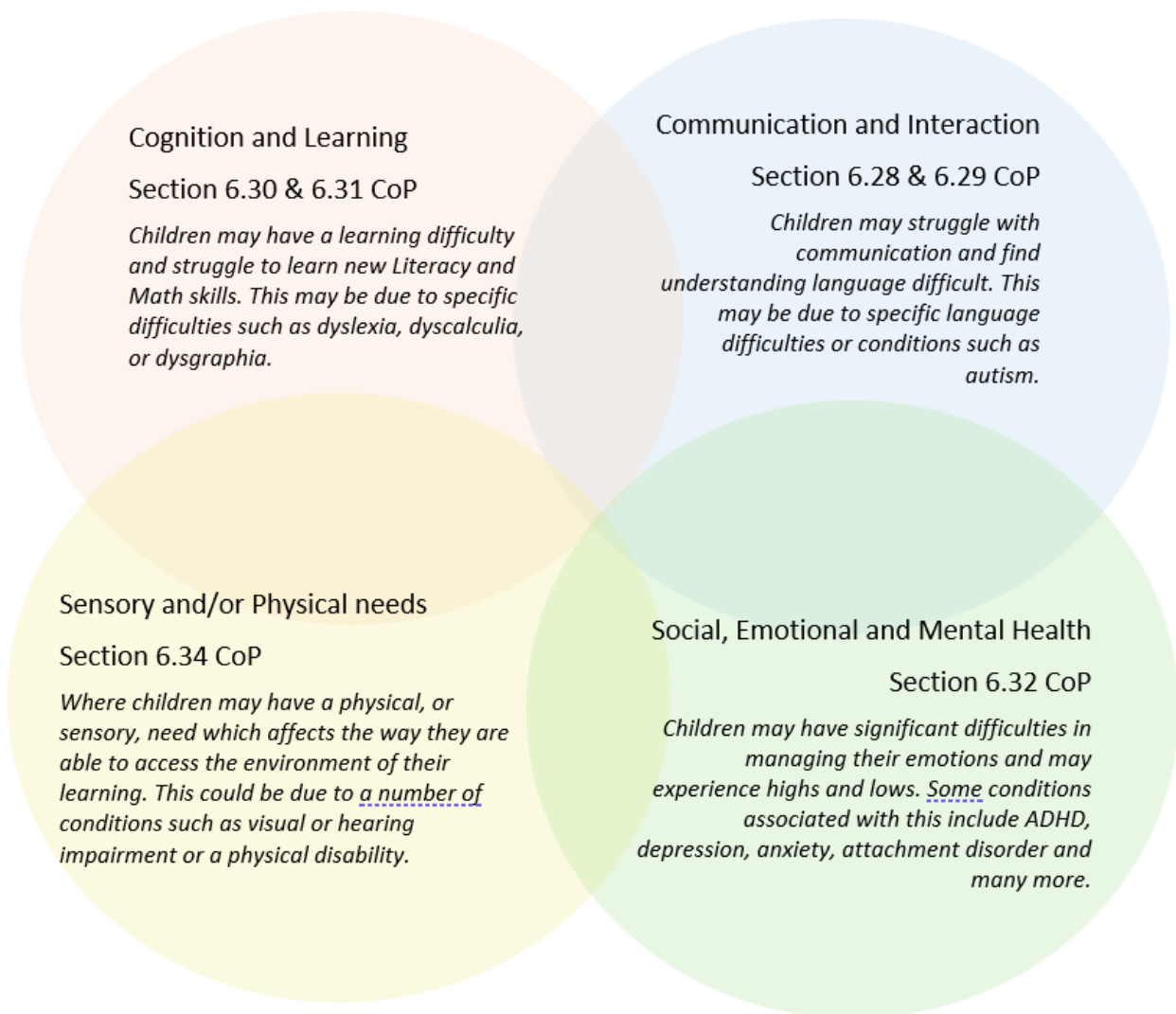
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our [website](#).

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 wholistic 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/262222/SEND_Code_of_Practice_January_2015.pdf)

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

At Green Park Community Primary supporting the needs of pupils with quality training to ensure that they wide range of pupil needs.



School, **all staff** are considered responsible for SEND. Our staff are committed to regular, high- have the knowledge and skills to better meet a

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Below outlines key staff, in addition to your child's class teacher, who may be supporting your child. Please note that this list is not exhaustive.

<p><i>Lynne Latham</i> <i>Play therapist</i></p> 	<p><i>Miss Easterfield</i> <i>ELSA and Pastoral Support</i></p> 	<p><i>Mr Husk</i> <i>Forest School Leader</i></p> 
<p><i>Ms Anderson</i> <i>Enhanced Provision Teacher</i></p> 	<p><i>Mrs Gough</i> <i>Enhanced Provision Teacher</i></p> 	
<p><i>Mrs Flisher</i> <i>Enhanced Provision Teaching Assistant</i></p> 	<p><i>Mrs McGilloway</i> <i>Enhanced Provision Teaching Assistant</i></p> 	<p><i>Miss Thomason</i> <i>Enhanced Provision Teaching Assistant</i></p> 

Our Special Educational Needs Co-ordinator, or SENCO



The named SENCO is Rachel Guy

She has 3 years experience in this role and has worked as a class teacher at Green Park for 9 years prior to this. She is a qualified teacher. She is **working towards achieving the NPQ SENCo and will qualify in Spring 2026.**



The Deputy Head Teacher has over 6 years of experience in the role as SENCO and has worked as a KS1 and KS2 teaching assistant and teacher. Maria Harrison is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Class/subject teachers

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

Individual Teachers and Support Staff regularly attend training courses run by outside agencies that are relevant to the needs of our pupils. The most recent external training has included: ASC ADHD, Dyslexia, Speech and Language, Trauma, FASD, Emotion Coaching, Sensory Circuits, Brick-by-brick, Attention Autism, Team Teach, First Aid, Epi pen, Diabetes,

Teaching assistants (TAs)

We have a team of 21 TAs who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver a range of interventions to support children in any of the four areas of need.

In the last academic year, TAs have been trained in Little Wandle phonics, Team Teach, brick-by-brick, attention autism, language through colour, engagement model, emotion coaching, autism awareness and sensory circuits.

External agencies

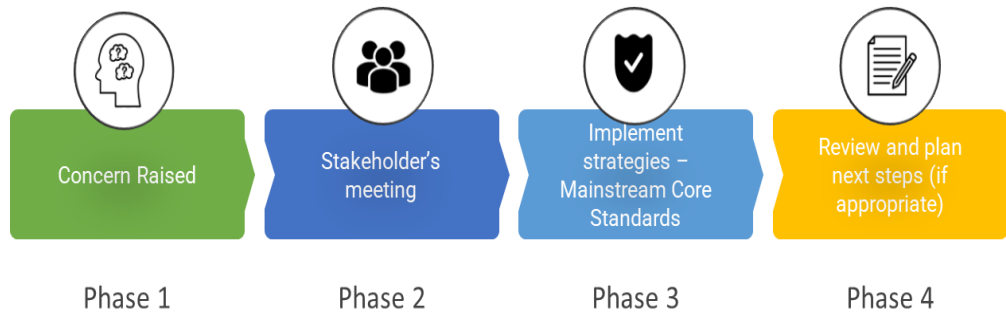
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians

- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- 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?

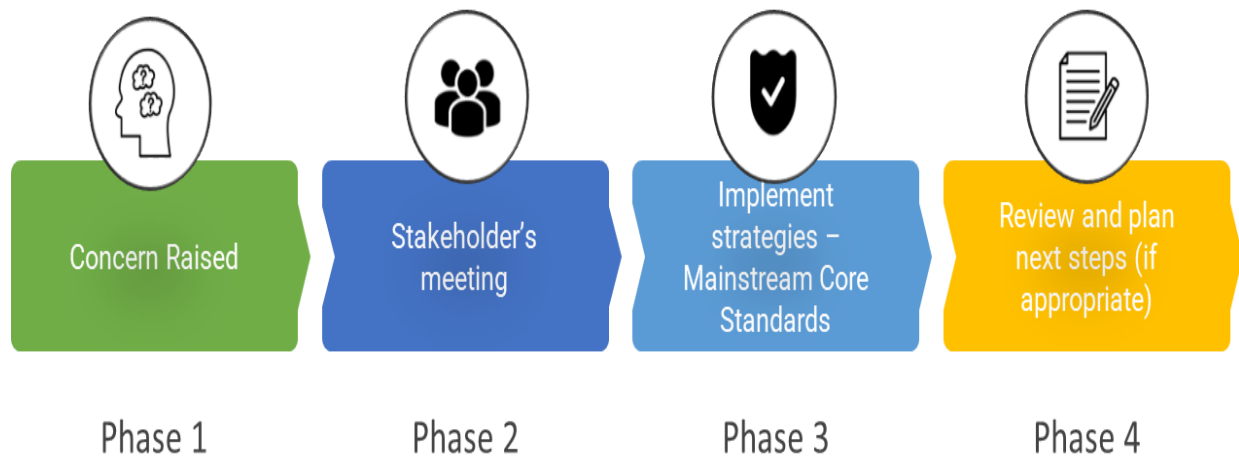


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Initially, please raise this concern with your child’s class teacher at a parent-teacher consultation. You can also book to arrange a meeting with the class teacher at an alternative time.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

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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 also review those who are not making the expected level of progress in their schoolwork or socially.

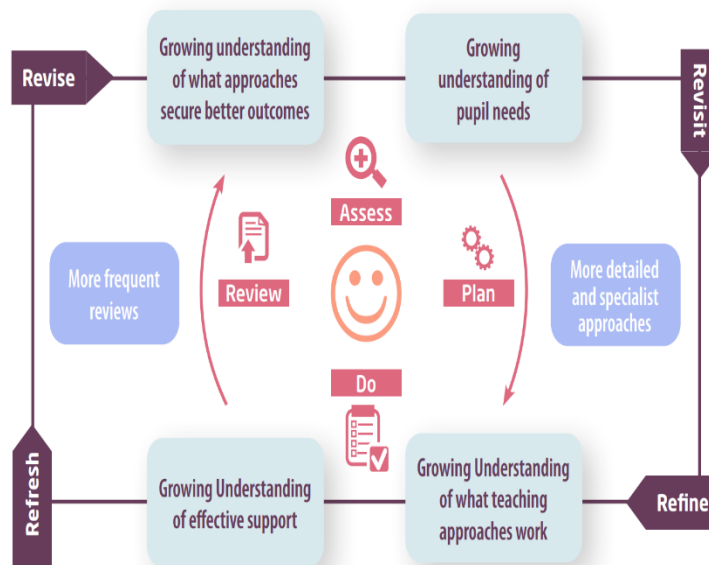
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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 reports on your child's progress three times a year.

During Parent Consultations, the class teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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 teacher is 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.

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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.

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.



Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



Scaffolding lesson materials



We may also provide the following interventions:

Little Wandle rapid catch up, clever hands, sensory circuits, lexia, numbots, speech link, language link, brick-by-brick, attention autism, fizzy, talkboost, PiXL, engagement model, accelerated reader, fizzy, social skills, memory groups, social skills groups, play therapy, emotional literacy, pre-teaching, bubble handwriting, Forest School, ELSA, toe-by-toe or drawing club.

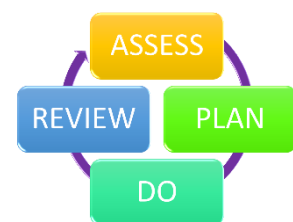


These interventions are part of our contribution to Kent County Council's local offer.

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 termly
- Monitoring by the SENCO
- Using provision maps to measure progress



- 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:

- Additional resources to support their learning
- 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.

All pupils are encouraged to take part in all school events, including: sports day, school plays, special workshops etc.

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?



All children whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated. The school must be consulted before it is named on a pupil's plan. If there are concerns around meeting the pupil's need this will be raised by the SENCO as part of this process. Any specific arrangements to meet the provision outlined on the plan will be put in place as soon as possible but will not delay in admitting the pupil to make these arrangements.

If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

1. Highest priority will be given to looked after children and all previously looked after children who apply for a place at the school.
2. Current family association e.g. elder brother/sister at the school.
3. Health and Special Access Reasons – Medical, health, social 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 those children whose mental or physical impairment, mean that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply

to children whose parents' / guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between the needs and our school.

4. Nearness of a child's home and ease of access to School. We use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everyone.

Please see [admissions policy](#) for further information.

13. How does the school support pupils with disabilities?



We are committed to meeting the needs of all pupils, including those with SEND. We have a duty not to directly or indirectly discriminate against disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people may need before they start with us, and what adjustments we may need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and to get additional resources and support. The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

a) Lifts giving access to the whole school building

- b) A ramp to gain access to the front of the school- main entrance
- c) Two disabled toilets, one at the main entrance and one half way through the school
- d) A care suite with washing facilities
- e) There are designated refuge points in the event of fire /fire drill.
- f) Customised furniture and/or equipment is available
- g) In class resources to provide accessible learning, for example alternative recording, writing slopes etc.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc. so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits. We consult with experts when new situations regarding pupils with disabilities are experienced.

See the school's [Accessibility Plan](#) for more information.

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 school council
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND with access to a Play Therapist, ELSA and Forest School leader
- We run an Enhanced Provision for pupils who need extra support with social or emotional development
- We run a nurture breakfast club, in addition to providing soft starts.
- We have a 'zero tolerance' approach to bullying.

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



Mrs Latham will work with Ms Harrison and Mrs Guy to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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



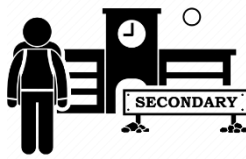
Between years

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

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule additional session with the incoming teacher towards the end of the summer term.
- Arrange for an entire transition week where students are taught by their new teacher in their new classroom, with new routines, for a week in term 6.
- Provide social stories.
- Hold a 'meet the teacher' event for parents.

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.



The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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](#). Kent publishes information about the local offer on their website:

[Kent County Council Local Offer](#)

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

[IASK](#) - information, advice and support Kent

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

[Kent PACT](#) - parents and carers together

[Involve](#)

[Includes us too](#)

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?

Complaints about SEND provision in our school should be made to the **class teacher or SENCO** 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. For more information on this service, please click on the link below.

[KELSI – mediation and resolution](#)

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](#)



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

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- **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