

Special Educational Needs and Disabilities (SEND) Information Report

St Peter's Church of England Primary, Folkestone



Inclusion Team

SEND Governor:

Glynn Hukins

SENCO:

Ali Tuckett

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Approved by: FGB

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Contents

1. What types of SEND does the school provide for?	4
2. Which staff will support my child?	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child's progress?	9
6. How will I be involved in decisions made about my child's education?	10
7. How will my child be involved in decisions made about their education?	11
8. How will the school adapt its teaching for my child?	182
9. What training has been delivered to staff to support my child?	183
10. How will the school evaluate whether the support in place is helping my child?	183
11. How will the school ensure my child has appropriate resources?	223
12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	224
13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	235
14. How does the school support pupils with disabilities?	245
15. How will the school support my child's mental health and emotional and social development?	256
16. What support is in place for looked-after and previously looked-after children with SEN?	276
17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	17
18. What support is available for me and my family? (Local Offer)	288
19. What should I do if I have a complaint about my child's SEND support?	19
20. Supporting Documents	19
21. Glossary	20

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:



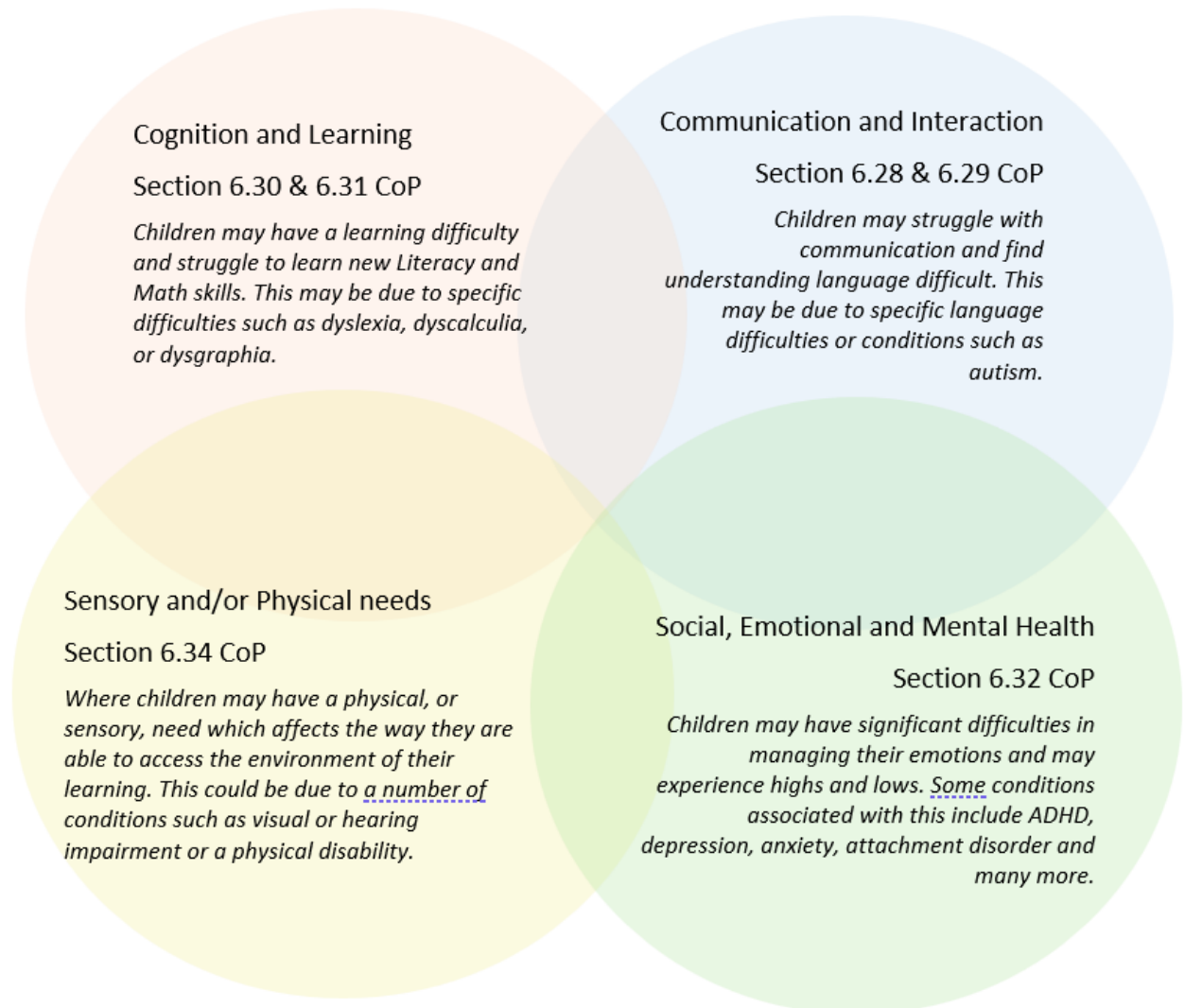
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Policies and Documents | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](https://stpetersfolkestone.com/Policies-and-Documents)

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 \(publishing.service.gov.uk\)](#)

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



At St Peter's Church of England Primary, all staff are considered responsible for supporting the needs of pupils with SEND.

Below outlines the staff within St Peter's along with their roles and responsibilities.

Senior Leadership Team



Mrs Toni Browne
Headteacher



Mrs Sarah Goodwin
Assistant Head



Ms Ali Tuckett
SENCO

Kent SEND Information Report

The EYFS Reception Team - Penguins Class



Mrs Sarah Goodwin
Class Teacher



Mrs Chris Jessop
Higher Level Teaching Assistant



Miss Livie Rayner
Teaching Assistant

The Year One Team - Turtles Class



Mrs Hannah Hebdon
Class Teacher



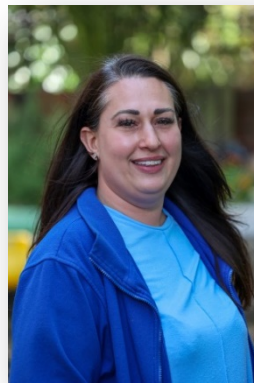
Mrs Sue Cornell
Teaching Assistant

The Year Two Team - Dolphins Class

Kent SEND Information Report



Miss Claire Manning
Class Teacher



Mrs Leanne Long
Teaching Assistant

The Years 3 / 4 Team - Seahorses Class



Mrs Sarah Bradbeer
Class Teacher



Mrs Maria Rodacan
Teaching Assistant



Mrs Di Philpott
Teaching Assistant

Kent SEND Information Report

The Years 5/6 Team – Sharks Class



Miss Ella Collins
Class Teacher



Miss Mel Wynn
Higher Learning Teaching Assistant



Mr Tremaine Moore
Teaching Assistant

Office Staff



Miss Edwina Wells
Office Manager



Mrs Sarah Kennett
Admin Assistant



Mrs Michelle Charlton-Taylor
Counsellor

Our Special Educational Needs Coordinator, or SENCO

The named SENCO is Ali Tuckett. She will:



- Support staff in identifying pupils with SEND and reducing barriers to learning.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on and use the graduated approach to monitor, assess and analyse pupils' progress towards their targets.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain links and information sharing with receiving schools
- Ensure the school keeps the records of all pupils with SEND up to date
- Support teachers in liaising with parents/carers regularly about the progress and impact of support in place for individuals (at least 3x per year)
- Be responsible for coordinating annual reviews for pupils who have an EHCP
- Support staff in the completion of any relevant paperwork or referrals

Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability



Class/subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND



- Ensuring they follow this SEND policy
- Follow and implement the Mainstream Core Standards throughout
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure any Individual Provision Maps are up-to-date and reviewed with next steps and to ensure this is communicated with parents/carers at least three times per year
- Regular liaison with parents and the SENCO (where appropriate)
- Attending reviews alongside the SENCO, unless otherwise agreed
- The completion of referral paperwork alongside the SENCO
- Ensuring they are aware of their pupil's outcomes and targets and provide opportunities for these to be progressed through recommended strategies, resources and interventions. Where this is not possible, the Class Teacher must inform the SENCO.
- Ensuring all pupils are aware of their targets and how they are working towards these

Teaching assistants (TAs)

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies, programmes and advice from specialists
- Record keeping, tracking progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teachers and the SENCO around progress and possible next steps



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

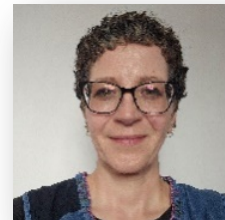
Rachel Campbell is the educational psychologist who works closely with the school



- GPs or pediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor

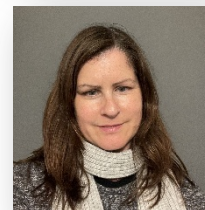
- STLS (Specialist Teacher and Learning Service)

Julie Pout from specialist teaching and learning service works closely with the school



- SALT (Speech and Language Therapists)

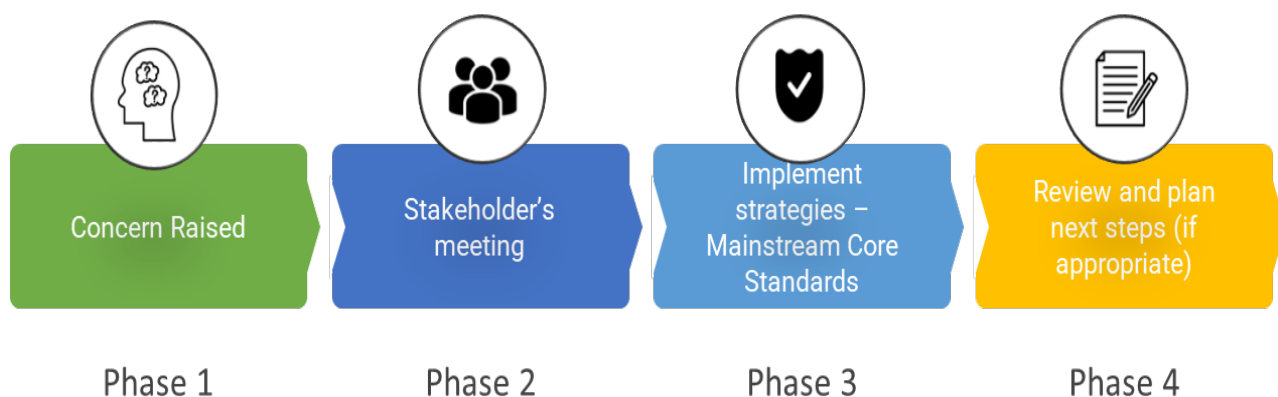
Dee Murphy is our Speech and Language Link Therapist



- Voluntary sector



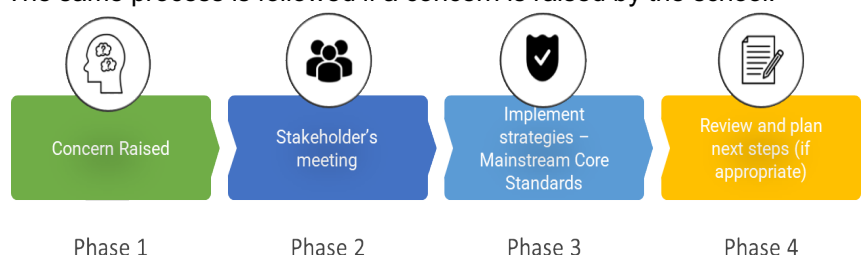
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can arrange to have a meeting with our SENCo, Ms Tuckett or send an email to inclusion@st-peters-folkestone.kent.sch.uk
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?

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. This might include difficulties with understanding maths, reading or writing, difficulties with gross and fine motor skills, difficulties with speech and language, difficulties with attention span, impulsivity, focusing, difficulties with emotional regulation or social interaction.

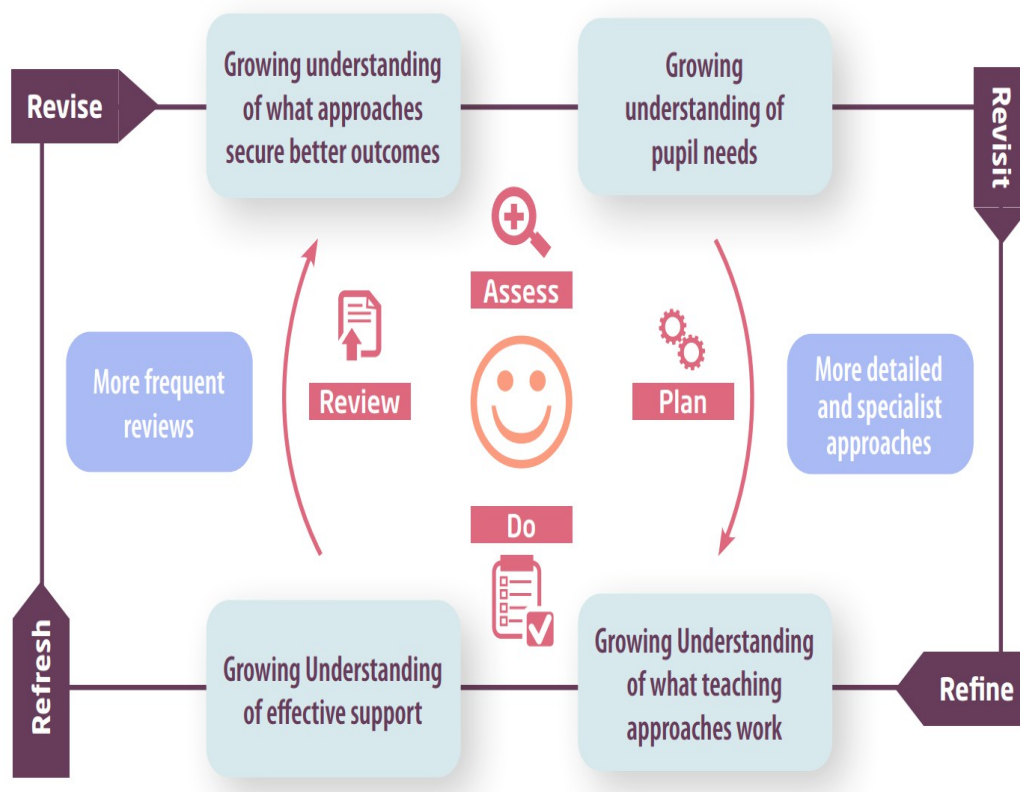
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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?

On starting school in Reception, all children are screened for speech and language difficulties using the Language Link programme. This helps identify gaps in language acquisition. All children in school are assessed by their class teaching staff using the Boxall Profile. This helps identify social and emotional difficulties and helps the teacher to plan suitable interventions. The children are assessed using formative assessment in every lesson and are given feedback to help them progress. Three times a year, the children are assessed summatively by the teacher and with academic tests. The class teacher meets three times a year with the Head Teacher and SENCo to discuss the progress of the children in the class and to plan additional support for the children with 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**.



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.

A member of staff who knows your child well will meet you 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



These meetings will be with either the SENCO or the class teacher.

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:

Ms Tuckett 01303 255400 or inclusion@st-peters-folkestone.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 written statement, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. the school adapt its teaching for my child?

How will

At St Peter's Primary, we believe that, wherever possible, the teaching should adapt to the needs of the child and we do not expect the child to adapt to the classroom. We know that quality first teaching is the most effective way of meeting the needs of all children and children with SEN stay in the adapted classroom as much as possible.

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.

All teaching staff wear dual coded behaviour lanyards to help children learn the appropriate responses and behaviour. All classrooms use calm, muted colours for displays and are as decluttered as possible to help children stay focused on their learning. The classrooms all have emotional regulation zones, visual timetables, task boards and use dyslexia friendly fonts.

We 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, pre-warning of questions to allow all children to join in discussions etc. 
- Adapting our resources and staffing. We use a range of scaffolding to support children's learning, including substitution tables, Russian scaffolding, dual coded word banks etc. 
- Using recommended aids, such as laptops, speed sound charts, coloured overlays, visual timetables, larger font, sloped writing surfaces, talking tins, sensory chews, sensory cushions, ear defenders, occupational therapy boxes, busy boxes etc. 

Teaching assistants or support staff will support pupils appropriately depending on their presentation of need. Key ideas will be recorded for the child to access again. Children will be supported to stay on task and will be given opportunities to move or take a break when needed. 

We may also provide the following interventions:

- Better Reading Partnership
- Sensory Circuits
- NELI
- Clever Hands
- Fizzy Bodies
- Attention Autism
- Nurture Groups
- Read Write Inc. one to one
- Language Link and Speech Link
- Language through colour

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction 	Social stories. Friendship groups. Speech and language therapy
Cognition and learning 	Pre-teach maths; maths tutoring; bespoke maths and English curriculum designed for some children with SEN; reading interventions; dyslexia games to teach phonics; toe-by-toe; Plus 1 and Power of 2; Fresh Start Phonics
Social, emotional and mental health 	Nurture groups Counselling Emotional regulation zones in class Mindfulness used in class and chime time. Wellbeing days. Sensory circuits.
Sensory and/or physical 	Help for sensory processing difficulties (sensory experiences, ear defenders, quiet reading corners). Clever hands. Fizzy bodies. Weights, slopes, easy grip cutlery, pencil grips to help dyspraxia, essential tremors and extra flexible pencils.

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

9. What training has been delivered to staff to support my child?

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. The type and frequency of training is reflective of the cohort of pupils at our school. Below is a list of some of the training that was delivered during the previous three academic years, please note that it is not exhaustive.

Training

2023 - 2024

Training provided	Date and length	Who accessed the training	Who delivered the training
Anaphylaxis training	30 minutes	All staff	NHS
Epilepsy for teachers	Two hours	3 members of staff	Epilepsy Action
Speech and Language	Two hours	All staff	NHS
Sensory circuits	One hour 20 th June 2024	5 members of staff (in addition to 3 who were trained last year)	NHS Occupational Therapy Service
Use of substitution tables	One hour	2 new members of staff	The Bell Foundation
Attention Autism	Three and a half hours	EYFS teaching staff	The Beacon
Clever Hands training	2 hours 15 mins 27 th June	2 teaching assistants	The NHS
Augmentative and Alternative Communication (AAC): Little and Often	2 hours 15 th November 2023	EYFS teaching staff and SENCo	The Education People
Nurture Uk and the Boxall Profile	One year July 23 – July 24	Two members of staff	Nurture Uk
Nurture Uk and the Boxall Profile	9 hours May – July 2024	All teachers	SENCo
Nurture Uk nurture group training	3 months	One teaching assistant	Nurture Uk
NASENCO course completed by	One year	SENCo	Christ Church Canterbury University

SENCO			
Cognitive Overload	Two hours	All staff	Jenny Jones – Primary school advisor
Mental Health and Suicide Awareness	Four hours	One teacher	MIND
Supporting young people: ADHD	Three hours	One teacher	Digital samba

2024 - 2025

Training provided	Date and length	Who accessed the training	Who delivered the training
Anaphylaxis training	1 hour	All staff	NHS
AET additional training	3 hours	All staff	STLS
Sensory circuits	3 hours	Two TAs	NHS
ADHD training	1 ½ hours	All staff	STLS
PROACT SCIPr training	3 hours	All staff	The Beacon
Fine motor skills in the classroom	3 hours	1 teacher	NHS
Nurture UK Nurture Group training	6 days	1 Teaching Assistant	Nurture UK
Social Stories training	2 hours	All staff	SENCO

2025-2026

Training provided	Date and length	Who accessed the training	Who delivered the training
Anaphylaxis training	1 hour and then revisited throughout the year	All staff	High Speed Training
SENDCO Help!	1 day	SENCO	Diocese of Canterbury
SENDCo Maths Hub training	2 days	SENCO	Maths Hub
Scaffolding	3 hours	All teachers	SENCO
Developmental Coordination Disorder	3 hours	SENCO	STLS
Allergy Safety Across Education	1 hour	Glynn Hukins (governor)	Anaphylaxis UK
Understanding Benedict's Law	3 hours	Headteacher and SENCo	Anaphylaxis UK
Assessment tools training	3 hours	SENCo	Link Ed Psych

- Anaphylaxis training for all staff

9. How will the school evaluate whether the support in place is helping my child?

At St Peter's Church of England Primary School, 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 6 weeks, looking at how effective it has been
- Asking the child about their experience through pupil voice
- 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?

The school use their SEN funding to provide staffing, equipment and facilities to support children with SEND. 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?

St Peter's Church of England Primary is an inclusive school. We ensure that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in your school, including physical activities.

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 trip to Kingswood.

All pupils are encouraged to take part in sports day, swimming lessons, school trips, and school performances. 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?

It is the policy at St Peter's C of E Primary School to admit pupils in the September of the academic year in which they are 5 years old. We are an inclusive school, welcoming children from all backgrounds and abilities. It is our wish to allow parents the right to have a place at the school of their choice. The only restriction on entry is number, where there is an excess demand on school places available. Children with SEN would be applied the same admission criteria as any other child. The SEN wouldn't disadvantage their admission.

As a Voluntary Controlled primary school, our admissions arrangements are determined by the LEA (Local Education Authority) in line with the current legislation:

Schools Standards and Framework Act 1998 and the Education Act 2011.

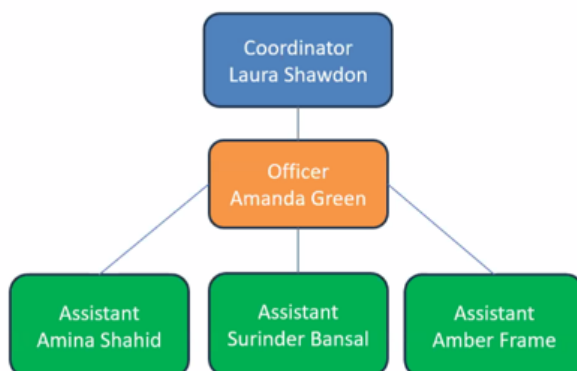
The current determined arrangements for the coordinated scheme for primary Admissions are available for view at www.kent.gov.uk



In some instances, families can apply for places with medical, health, social and special access reasons. These applications will be treated in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority under Health and Special Access reasons will be given to those children whose mental or physical impairment means 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 means that they have a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner which can demonstrate a special connection between these needs and the particular school that parents feel is the only school that can accommodate these needs.

Children with Education Health Care Plans (EHCPs) will be allocated places by the SEN Data Coordination Team: SenDataCoordination@kent.gov.uk

SEN Data Coordination Team



They work alongside the primary and secondary admissions teams to ensure that all children achieve fair access to their local mainstream schools.



Once your child with SEN is offered a place, we would carefully plan their transition with the current setting and would meet to discuss their needs and ensure that planned support be put in place in order for their experience to be as positive as possible.

For more information, please see our Admissions Policy at: [Policies | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](https://stpetersfolkestone.com/policies)

13. How does the school support pupils with disabilities?



At St Peter's Church of England Primary School, we recognise that we have three key duties towards disabled students, under Part 4 of the Disability Discrimination Act 1995 (DDA):

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

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.

Our key objective is to reduce and eliminate barriers to access the curriculum, the physical environment and the delivery of information and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

We ensure that staff have training to meet the needs of the children in our school, for example, over the past two years, our staff have trained to help children with Tourette's and Epilepsy.

For more information, please refer to our Accessibility Plan on the school website: [Policies | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](https://stpetersfolkestone.com/Policies)

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

At St Peter's Church of England Primary, we aim to promote a caring, supportive environment in which each individual is valued and respected. We have high expectations and aspirations for all children. We recognise that all children need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of children, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

St Peter's Church of England Primary is committed to raising awareness, increasing understanding and providing a place where all children people feel safe, secure and able to achieve and experience success and well-being. A consistent approach means that the school environment and the school ethos promote the mental health of the whole school community. Healthy relationships underpin positive mental health and have a significant impact.

At St Peter's Church of England Primary School, we will provide:

A mentally healthy environment which has:

- A clear and agreed ethos and culture that accords value and respect to all;
- A commitment to being responsive to children's needs;
- Clearly defined mental health links in appropriate school policies;
- A counsellor on site three days a week to work with children and parents;
- Strong links with external agencies to provide access to support and information;
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

A mentally healthy environment where children:

- Have opportunities to participate in activities that encourage belonging;
- Have opportunities to participate in decision making;
- Have opportunities to celebrate academic and non-academic achievements;
- Have their unique talents and abilities identified and developed;
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others;
- Have opportunities to reflect;
- Have access to appropriate support that meets their needs;

- Have a right to be in an environment that is safe, clean, attractive and well cared for;
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.
- A mentally healthy environment where staff:
 - Have their individual needs recognised and responded to in a holistic way;
 - Have a range of strategies that support their mental health, e.g. supervision every term, sign posting;
 - Have recognition of their work-life balance;
 - Have the well-being of the staff reviewed regularly;
 - Feel valued and have opportunities to contribute to decision making processes;
- A mentally healthy environment where parents/carers:
 - Are recognised for their significant contribution to children and young people's mental health;
 - Are welcomed, included and work in partnership with schools and agencies;
 - Are provided with opportunities where they can ask for help when needed;
 - Are signposted to appropriate agencies for support;
 - Are clear about their roles and expectations of their responsibilities in working in partnership with schools;
 - Opinions are sought and valued and responded to;
 - Strengths and difficulties are recognised, acknowledged and challenged appropriately.
- A mentally healthy environment is a where the whole school community is involved in promoting positive mental health and is valued for the role it plays in contributing towards the ethos of the school.
- A healthy learning environment provides opportunities that promote positive mental health, through the National Curriculum and extended provision, e.g. Jigsaw, Chime Time, play, nurture groups, differentiated learning activities, individual timetables where appropriate, parents/carers events, challenging stereotypes, etc.

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

- We monitor the mental health of all children using the Boxall Profile
- We have wellbeing days
- We have emotional regulation zones in each classroom
- We have worry monsters to give all children the opportunity to share their concerns
- We employ a counsellor three days a week
- We use nurture groups, friendship groups, emotional check-ins for some children, individual timetables, mindfulness techniques
- We have chime time on a regular basis to maintain a calm and purposeful environment
- All children, including children with SEND, are encouraged to become involved in the school council.
- We run a nurture club for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by carefully recording and closely monitoring behaviours and using a consistent approach to

behaviour management across the school. We work in partnership with parents to promote a tolerant and caring environment

For more information, please see our Anti-Bullying Policy at: [Policies | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](#)

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



Ali Tuckett is our Designated Teacher who works with looked-after children.

Ali Tuckett, 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). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

At St Peter's Church of England Primary, we follow the Six Principles of Nurture and recognise that transitions can be challenging for children and children with SEND need additional support at these times. In light of this, we plan carefully for all transition that children experience.

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 a final meeting of the year with the SENCO when the pupil's SEND is discussed
- Organise a transition day for all of the children with the incoming teacher towards the end of the summer term
- Put in additional support for children who need it such as: photo books of the new class, transition boxes, extra emotional check ins



Between nursery and school

When your child is joining from nursery, we will offer several transition opportunities including, New Parents' information evening, story time transition afternoons, transition morning, meet the current Reception Class picnic. The EYFS teacher and the SENCO will meet with your child's current provision to discuss their needs. The EYFS team will visit your child at home prior to them starting and the SENCO will be available to discuss any provision that needs to be in place at the start of the year.

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:

- Experiencing transition days with the local secondary schools.
- As one of the FESI (Folkestone Ethos Schools Improvement) schools, we organise annual transition days for the children to make friends prior to starting secondary.
- Some children will be offered additional transition groups in small nurture groups to help them adjust
- Children with SEND may also need support understanding, for example, how to navigate their timetable or how to plan to get to school and staff will work with them to ensure that they understand and feel confident about the new phase in their school career.



We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

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Pupils who are looked-after or previously looked-after will be supported much in the same way a 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.

18. 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's Local Offer for pupils with SEND are, please follow the link:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

And the local offer directory:



[Local Offer - Search Results | Local Kent Directory](#)

In addition, the following voluntary organisations and are charities are available to help locally:



Information, advice and support in Kent (IASK) [Home](#) | [IASK](#)



Kent Parent and Carers Together (PACT) [Kent Parents and Carers Together \(Kent PACT\)](#) | [Local Kent Directory](#)

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

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. What should I do if I have a complaint about my child's SEND support?

Please see St Peter's Church of England Primary's Complaints Procedure document at: [Policies | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](#)

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage.

Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. St Peter's C of E Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the complaints coordinator, Toni Browne, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, Toni Browne will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important. We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Toni Browne will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

Complaints about SEND provision in our school should be made to the Head teacher, the Assistant Head Teacher, the SENCO, or the class teacher 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: [Mediation and Resolution - KELS!](#)

20. Supporting documents

St Peter's CEP Policies:

[Policies | St Peter's Church of England Primary School \(stpetersfolkestone.com\)](#)

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Anti-bullying Policy*
- *Attendance and punctuality policy*
- *SEND policy*



Local Authority and Government Guidance

- *SEN & Disabilities Code Of Practice 2015* [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- *Mainstream Core Standards* [Mainstream Core Standards guide for parents \(kelsi.org.uk\)](#)

21. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **ASC or ASD** – these are terms for Autistic Spectrum Disorder (Autism)
 - **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 coordinator
- **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
- **STLS** – Specialist Teaching and Learning Service
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

