



Wateringbury Church of
England Primary School

SEND Information Report

Inclusion Team

SEND Governor:

John Callaghan

Inclusion Lead/SENCO/SEND Team:

Rachel Bryant

01622 812199

rbryant@wateringbury.kent.sch.uk

Document Type:	Statutory Information Report
Owner:	SENCo
Governor Committee:	FGB
Date Adopted by Governors:	May 2025
Re-adoption Date:	May 2026
Policy Type:	Safeguarding, T&L, Behaviour.
Statutory Policy:	Yes
Based on model/template	KCC SEND template

Document History	
Date	Summary of Changes
	New template

Learning, growing, achieving.....our journey together with God.

Contents

Our Vision and Values	4
Contents.....	2
1. What types of SEND does the school provide for?.....	4
2. Which staff will support my child, and what are their key responsibilities?.....	5
Our Special Educational Needs Co-ordinator, or SENCO.....	5
Class/subject teachers.....	5
Teaching assistants (TAs).....	6
External agencies.....	6
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?	9
7. How will my child be involved in decisions made about their education?	10
8. How will the school adapt its teaching for my child?	10
9. How will the school evaluate whether the support in place is helping my child?.....	11
10. How will the school ensure my child has appropriate resources?	12
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?.....	12
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	12
13. How does the school support pupils with disabilities?.....	13
14. How will the school support my child’s mental health and emotional and social development?	13
15. What support is in place for looked-after and previously looked-after children with SEND?...14	
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	14
Between years	14
Between schools	14
Between phases (for primary schools).....	15
17. What support is available for me and my family?	15
18. What should I do if I have a complaint about my child’s SEND support?.....	15
19. Supporting documents.....	16
20. Glossary.....	16

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy at Watringbury Church of England Primary School. It will demonstrate how we support pupils with SEND at our school.

As educational professionals, we all work towards the ultimate goal of growing independent young people as they prepare for adulthood. We expect the children to be able to identify and use a range of strategies at school so that they are confident students when they leave Watringbury C of E Primary school. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you would like to know additional information about our arrangements for SEND, read our SEND policy and parent information leaflet alongside this Information Report.

You can find our SEND policy on our website.

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.

Our Vision and Values

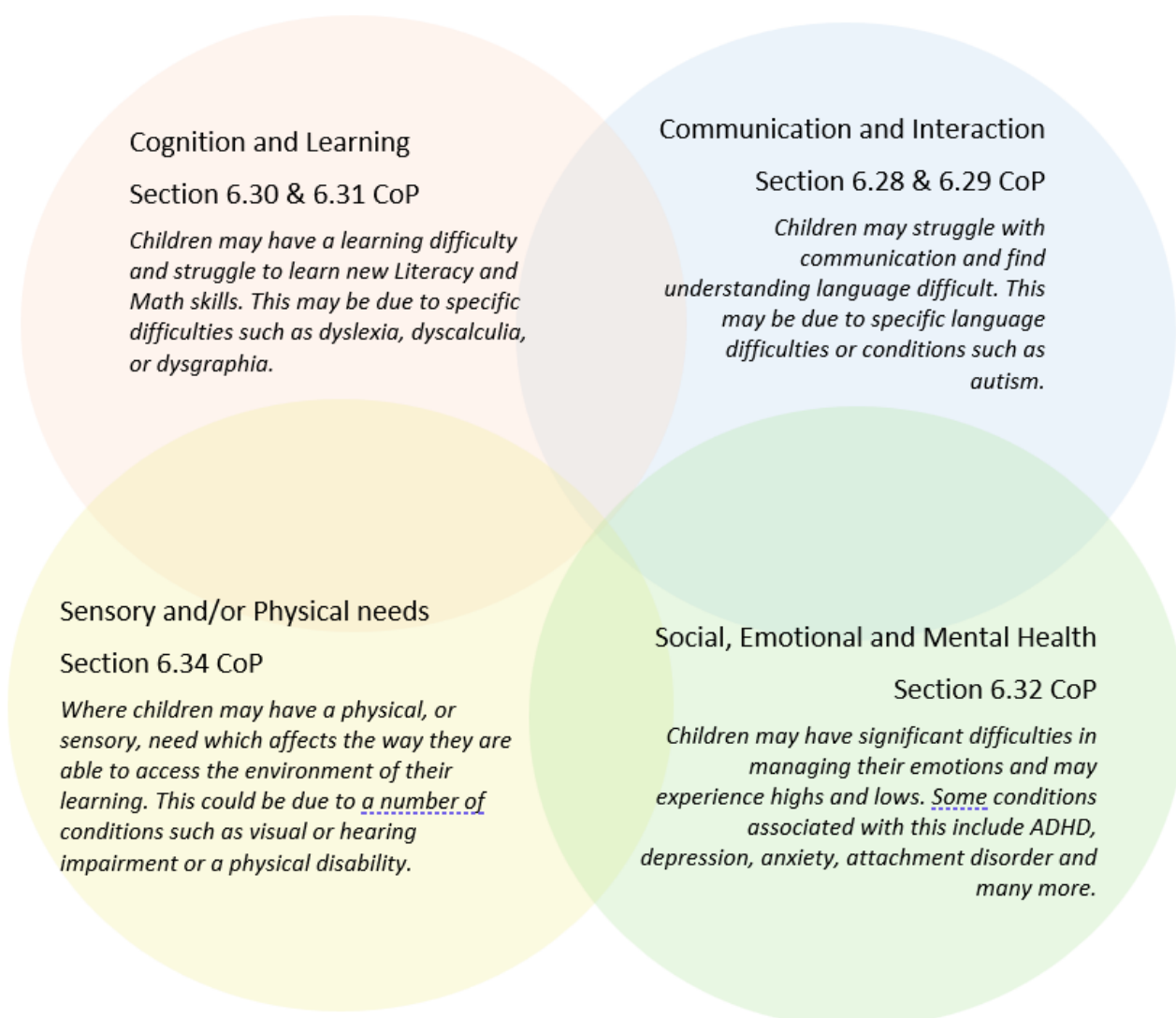
Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow green leaves to meet the challenges of our ever-changing world and to send out our roots to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to grow and achieve their very best in all they do.

LOVE FORGIVENESS JOY RESILIENCE RESPECT COURAGE

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/362222/SEND_Code_of_Practice_January_2015.pdf)

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



At Wateringbury Church of England 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 SENCO

The named SENCO is Rachel Bryant

Our SENCO is Rachel Bryant.

She has 10 years' experience in this role. She previously worked as a year 6 teacher in South London for 10 years, a leading maths teacher for the London Borough of Southwark and a specialist maths teacher at a local independent school. Mrs Bryant qualified as a teacher in 2003 at the Institute of Education (UCL). She achieved the National Award in Special Educational Needs Co-ordination in 2016.



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. The SENCO completes regular staff audits to determine the training required for individual staff or the whole school.

Staff training 2024-2025 includes:

- ◆ Whole school Kit Messenger behaviour management training.

- ◆ Whole school autism training
- ◆ Whole school dyslexia training
- ◆ Whole school de-escalation training
- ◆ In house ADHD training

Teaching assistants (TAs)

We have a team of 9 TAs, including 3 higher-level teaching assistants (HLTAs), who are all trained to deliver SEN provision.

We have 9 teaching assistants who are trained to deliver interventions such as: Speech and language link interventions, phonic interventions, clever fingers, BEAM, sensory circuits, draw and talk, precision teaching, toe-by-toe, power of two, Nessy, phonic interventions, nurture interventions and ELSA.

In the last academic year, TAs have been trained in:

- ◆ Kit Messenger behaviour management training
- ◆ Autism
- ◆ Dyslexia
- ◆ ELSA
- ◆ Sensory circuits
- ◆ De-escalation

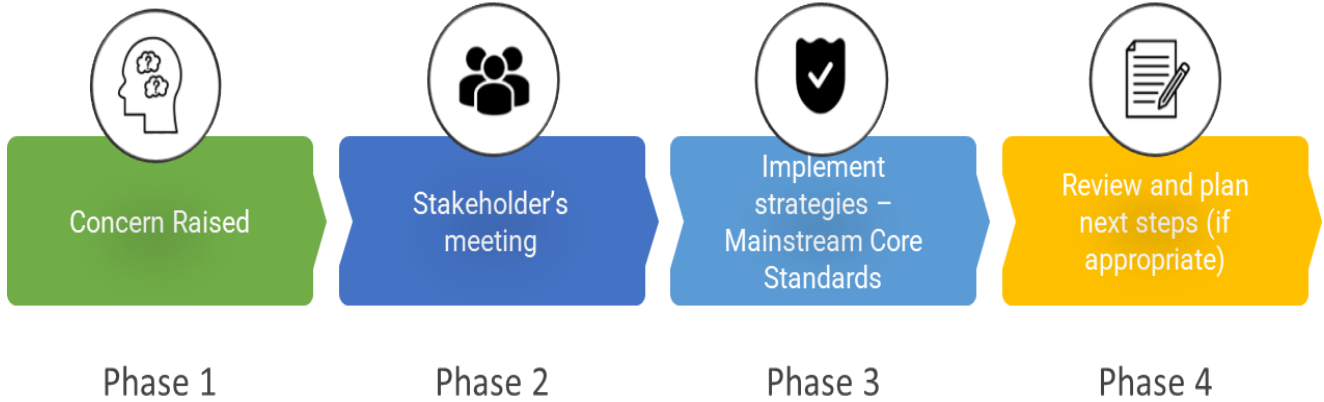
External agencies

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
- ◆ NELFT practitioners
- ◆ Occupational therapists
- ◆ Therapeutic practitioners
- ◆ Paediatrics
- ◆ Behaviour coaches
- ◆ Safeguarding services
- ◆ School Liaison Officer
- ◆ School nurses
- ◆ SEND Inclusion Advisor
- ◆ Speech and language therapists
- ◆ Voluntary sector organisation
- ◆ Specialist Teacher Service



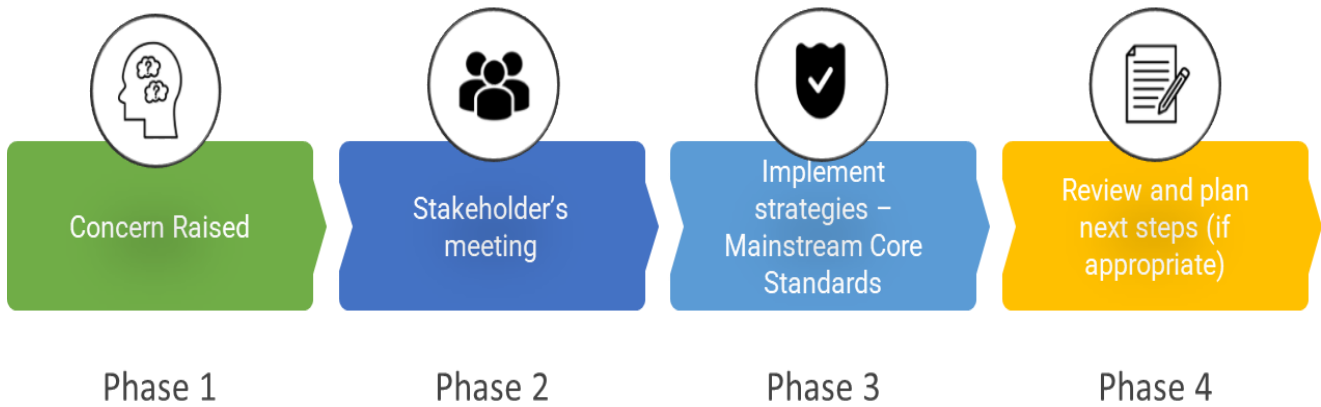
3. What should I do if I think my child has SEND?



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

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



Phase 1: the class teacher will contact the parent and request a meeting to discuss their concerns.

Phase 2: the class teacher, SENCO and parent will meet to discuss the concerns and identify an outcome that they would like to work towards.

Phase 3: the school will follow the mainstream core standards and will implement the strategies identified during the meeting at phase 2. The child will be monitored for an agreed period of time.

Phase 4: at the end of the agreed period, the school will identify whether the child should be on the school's SEND register and will notify the parent as soon as this decision is made.

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: maths, reading, writing, behaviour or relationships.

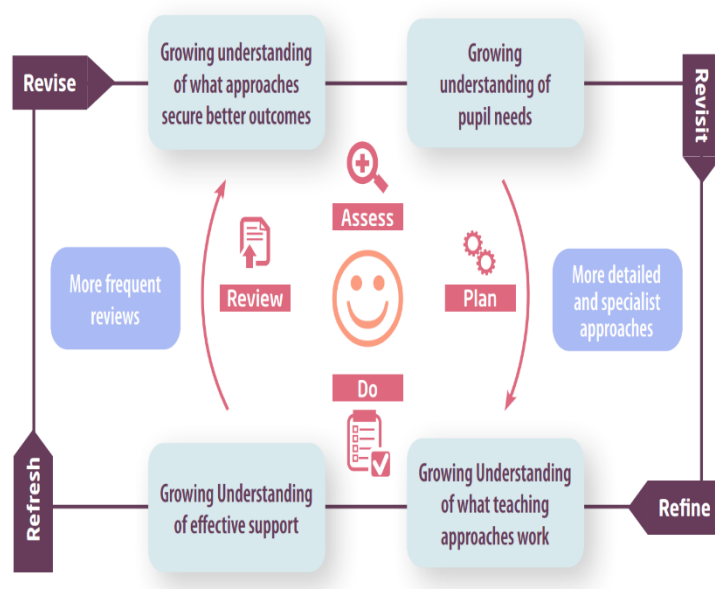
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

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 plan 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.

The SENCO and class teacher will meet you 3 times a year to:

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

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are 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 class teacher or SENCO. The class teacher can be contacted by email or class dojo and the SENCO can be contacted on rbryant@wateringbury.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?

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.

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:

- ◆ Adapted curriculum: individual learning pathways for children not working within their year group programme of study. Children have longer processing times, pre-teaching of vocabulary, scaffolding and they are encouraged to read instructions aloud.
- ◆ Adapting resources through use of scaffolds, widget, colourful semantics and a range of manipulatives.
- ◆ Adapting staffing – teaching assistants will support pupils appropriately depending on their presentation of need.
- ◆ Using recommended aids such as laptops, coloured overlay, visual timetables and larger fonts.
- ◆ CPA (concrete, pictorial, abstract) approach in maths for all learners
- ◆ Educational visits available to all
- ◆ Higher profile of outdoor learning and practical approach to teaching
- ◆ Child-centered approach to learning
- ◆ Ensure a coherent curriculum, so knowledge builds year on year so that the learning is linked, is relevant and can be used to formulate own ideas
- ◆ Personalised curriculum and timetables



We may also provide the following interventions:

- ◆ Speech and language interventions
- ◆ Floppy's phonic interventions
- ◆ Clever fingers
- ◆ BEAM
- ◆ Sensory circuits
- ◆ Draw and talk
- ◆ Nurture interventions
- ◆ Play therapy
- ◆ Precision teaching
- ◆ Writing interventions
- ◆ Comprehension
- ◆ Toe-by-toe and the power of two
- ◆ Nessy

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

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

We will evaluate the effectiveness of provision for your child by:

- ◆ Reviewing their progress towards their goals each term
- ◆ Reviewing the impact of interventions after 12 weeks
- ◆ Using pupil questionnaires
- ◆ Monitoring by the SENCO (learning walks, planning and book looks)
- ◆ Using provision maps to measure progress



- ◆ Reviewing pupil's individual progress towards their goals personalised provision plan.
- ◆ Transition meetings for pupils with SEND before they start a new school year or new school.
- ◆ 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?



Wateringbury 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. When this happens, we will ensure that interventions are short and effective so that pupils do not miss out on other aspects of their learning.

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

All pupils are encouraged to go on our school trips, including our residential trip to Hindleap Warren.

All pupils are encouraged to take part in sports day, school plays and special workshops.

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?



How pupils with disabilities and SEND are supported:

- ◆ Arrangements for the admission of disabled pupils – we invite all children to look round the school. We demonstrate what we can provide and discuss ways of adapting the school environment to suit the disabled child’s needs.
- ◆ The school ensures risk assessments and health care plans are put in place for children with a temporary disability.
- ◆ We are an inclusive school and we ensure that all children are treated equally regardless of their disability.
- ◆ The school has ramps so that all areas can be accessed and we have a disabled toilet to assist disabled pupils.
- ◆ In reception, all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.
- ◆ Our oversubscription criteria ensure that children with a disability or special education need is not unfairly disadvantaged.
- ◆ If you are moving into Kent and have been provided with an EHC plan from your previous local authority or are in the process of an EHC needs assessment, please follow the link: [find out what to do before you move. Move to a different school - Kent County Council](#)

13. How does the school support pupils with disabilities?



At Watringbury, we take great care when supporting pupils with disabilities and provide the following:

- ◆ Accessibility to the building from the playgrounds
- ◆ Additional disabled toilet facility
- ◆ Disabled parking facilities by main entrance
- ◆ Soft lighting in classrooms
- ◆ Playground equipment for climbing and strengthening arms
- ◆ Quiet break-out areas established in ICT suite, library and atrium
- ◆ Improved group teaching areas
- ◆ Safe Space for out-of-class calming time
- ◆ Nurture camp

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

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

At Watringbury, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching for instance PSHE, SEAL, Collective Worship, school council and class circle time. We believe that every conversation an adult has with pupils throughout the day should develop rapport, self-confidence and mutual respect.

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

- ◆ Pupils with SEN are encouraged to be part of the school council
- ◆ Pupils with SEN are also encouraged to be part of the play leads (year 6 pupils) to promote teamwork/building friendships etc.
- ◆ Some pupils might require additional support in this area to help with their emotional and social development therefore we can provide the following: access to counselling, Play Therapy, Draw and Talk, therapy dog, mentor time with a member of staff, bereavement support, external referral to CYPMHS and time-out space for pupil to use when upset or dysregulated.
- ◆ We have a zero-tolerance approach to bullying. We prevent bullying in the school by educating the children using the Jigsaw programme (more information in the Anti-Bullying Policy).

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



Our designated teacher, Debbie Johnson, will work with Rachel Bryant, our SENCO, 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 lessons with the incoming teacher towards the end of the summer term
- ◆ Pupils with SEND carry out additional classroom visits to their new class to help them form positive relationships with their new class teacher.
- ◆ The SENCO holds transition meetings for the parents of pupils with SEND, new class teacher, current class teacher, pupil with SEND and SENCO.
- ◆ Pupils with SEND are also offered transition booklets to help them with their transition.

Between schools

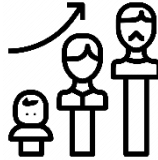
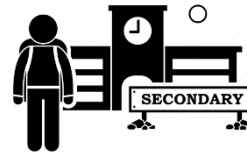
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

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
- ◆ Taking part in a transition project led by specialist teachers



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's local offer. Kent publishes information about the local offer on their website:

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

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

[Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

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

[Space 2 Be Me - Making a difference to the lives of disabled children and their families](#)

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, followed by the SENCO and finally the headteacher. They will then be referred to the school's complaints policy which can be found on our website.

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 support and appeals - Kent County Council](#)

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
- ◆ **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