

Special Educational Needs and Disabilities (SEND) Information Report

Aylesford School



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Kent SEND Information Report

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Kent SEND Information Report

Dear parents and carers,

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

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



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

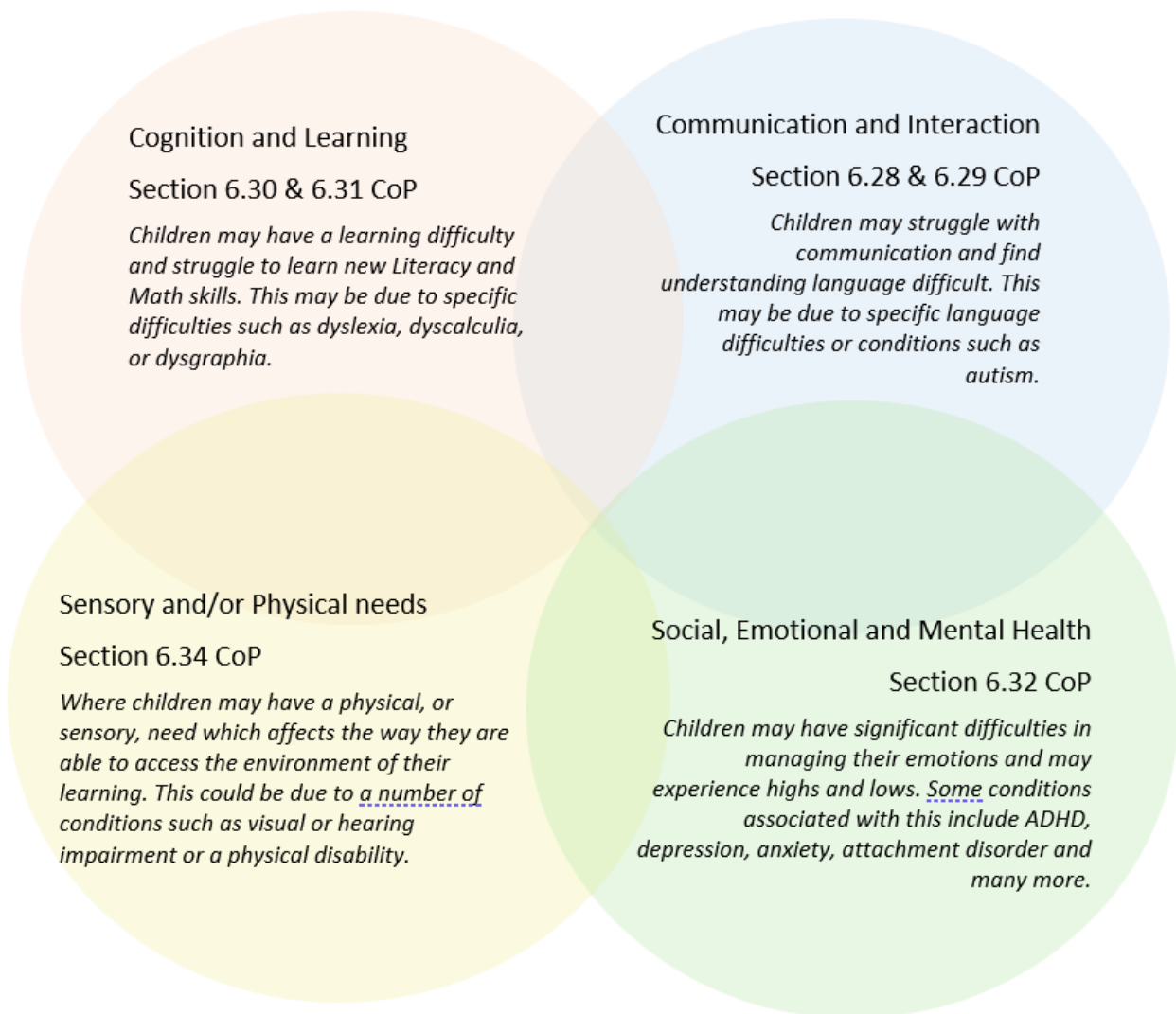
You can find our SEND policy on our website:

[SEND Policy](#)

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?



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At Aylesford 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.*

AEN STAFF

 Chayla Duff SENCO	 Mo Sammut Deputy SENCO	 Sandra Simpson Access arrangements Co-ordinator/Referrals
 Judy Duff SEN teaching assistant/ Community links coordinator	 Lyn Berry Lead maths support	
 Helen Wyatt SEN admin assistant / SEN Attendance	 Stefan Reckless SEN teaching assistant/ Inclusion support	 Hassania Crossman SEN teaching assistant / Inclusion support
 Victoria Bagley ELSA	 Kim Nash SEN teaching assistant	

ACE Regional Character Hub School | ACE School of CHARACTER | Character Education Trust | Ofsted GRADED GOOD

Department SEN Ambassadors

 Louise White Sixth form Social Sciences	 Tracey Leach English	 Amina Palmer Science
 Johnathan Hawkes Creative Arts	 Ben Edwards Food and Catering	
 Lee-Anne Baker Humanities	 Emily Staple Maths	 Joe Heather Design and Technology
 Severine Lawton Languages	 Ella Smith PE	

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Chayla Duff

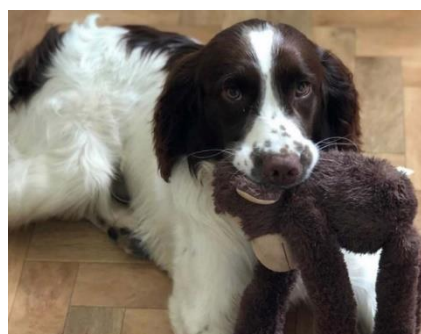
They have five years' experience in this role and is a member of the Senior Leadership Team at Aylesford School. They are a qualified teacher.

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.

Teaching assistants (TAs)

We have a team of eight TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have a fulltime KS3 and KS4 pastoral support manager and employ two therapeutic counsellors. As well as this we have two very friendly therapy dogs Buddy and Pepper who work across our trust of schools.



Buddy



Pepper

The following teaching assistants have had the following training:

M. Sammut: SLCN training, Visual Impairment training, Making Memories, Modification, 'Finding Your Voice', continuing 1:1 support from STLS, ASC for Girls, PDA Training

S. Simpson: Making Memories, Language for Learning, BA Honors Childhood Studies, Sounds-Write, Social Stories.

C. Beroule: PGCE with QTS in French, English degree, BDA level 3, HLTA Level 4

V. Bagley – Trained ELSA

J. Duff: Mental Health First aider

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In the last academic year, TAs have delivered the following interventions:

- Literacy and Maths Catch Up Interventions
- Subject specific interventions -
- Touch typing
- Phonics support
- Homework club
- Extra transition support
- Express club to support those who find social time challenging
- Quiet club to support those who find social time challenging
- Working memory intervention
- Sensory Circuits
- Circle time
- Support from therapy dog Buddy
- Specific group interventions for those with Autism Spectrum Condition (ASC)
- Intervention with school therapeutic counsellors
- Intervention with school ELSA
- Drawing and Talking
- Slide away
- Clever Fingers
- Lego therapy

External agencies

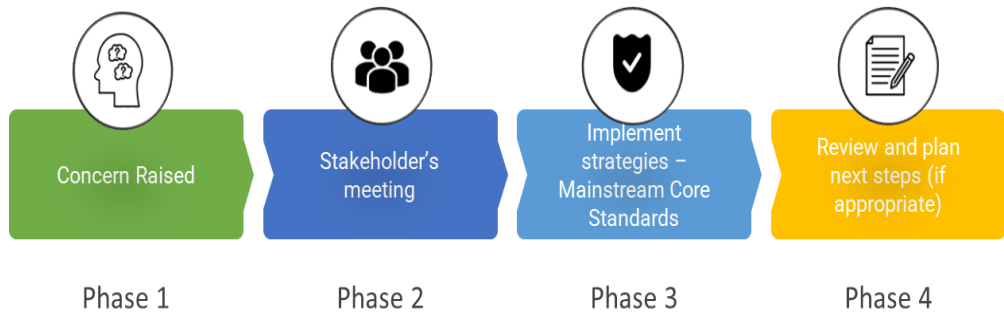
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- | | |
|---|-----------------------------|
| ➤ Child and adolescent mental health services (CAMHS) | ➤ NELFT practitioners |
| ➤ Education welfare officers | ➤ Occupational therapists |
| ➤ Educational psychologists | ➤ Therapeutic practitioners |
| ➤ GPs or paediatricians | ➤ Challenger troop |
| | ➤ Safeguarding services |

- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary organisations



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

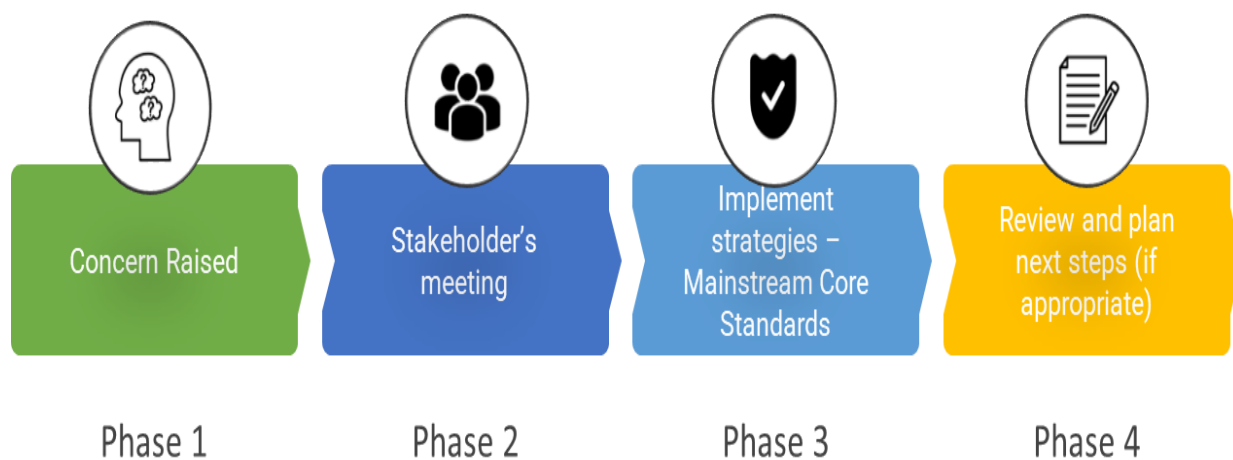


<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can do this by emailing the SENCO on: Chayla.duff@aylesford.kent.sch.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding 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>
<p>Phase 3</p>	<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>
<p>Phase 4</p>	<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?

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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. This is done via data collection points which assesses pupil progress. Other assessments that are used to identify potential needs include the following assessment tools:

- Star Reading Tests linked to accelerated reader
- Suffolk Reading Tests
- LUCID Extract
- LASS Testing
- Boxall Profile
- GL Assessment PASS Tests – tool to support pupil wellbeing
- Speech and language link

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.

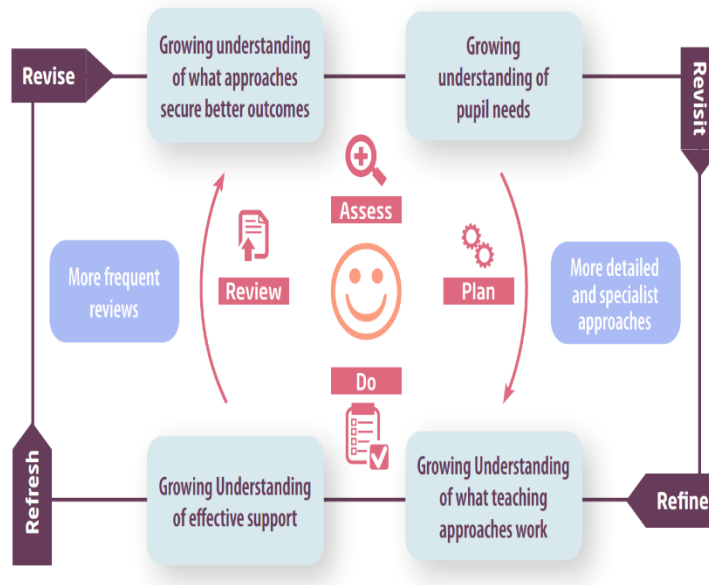
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If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous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

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We will provide regular feedback your child's progress through ClassCharts, meetings, email and data reports.

For students with a provision plan. A member of staff who knows your child well will meet you three times per year.

- 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 the SENCO or deputy SENCO or your child's mentor or progress leader.

SENCO: Chayla.duff@aylesford.kent.sch.uk



Deputy SENCO: Morag.sammut@ylesford.kent.schuk



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 teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. Students on the SEN register will have a pupil passport which will give teachers strategies to suit the learners needs (please see an example below).

Pupil Passport - Demo School 14 Date: 3/3/2017
Teacher: Ms Rachel Stephens

Bill Ackett
Date of birth: 11/6/1998
Pupil ID: J820200107001
Year group: 11
Tutor Group: 11A

I would like you to know that...
I find it better if I work with someone so they can help me.

This means that...
Having someone available in the lessons that I struggle in will help me to achieve my best work

I find it difficult to...
Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.

It would help me if you could...

- Understand I can get restless sometimes.
- Break the long writing into small sentences.
- Help me with my spellings.

I will help myself by...

- Asking for help when I feel I need it
- Giving the teacher enough time to explain the task at hand
- Make teachers aware of my triggers

Additional Support
TA support in English and Science
Attendance on an Accelerated intervention

Access Arrangements
Extra time to be given on reading exams, to the agreed amount

Your Logo Here

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

- Language Link
- Phonics
- Maths booster
- Literacy boosters
- Accelerated reader
- Catch up support



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 6 weeks
- Using pupil questionnaires
- 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, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/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?

Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP) which names the school will be admitted. As a result of this, the published admissions number (PAN) will be reduced accordingly.

If you receive a request for a child to be considered under the Health and Special Access criteria, please ensure that the school holds a meeting internally to discuss the case. Senior staff should be involved in reaching a decision on whether the evidence is demonstrable or significant for the child to be ranked under this criterion to attend your school.

13. How does the school support pupils with disabilities?



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.

The school is designed to conform to BS8300: 2001 'Code of Practice' Design of buildings and its approaches to meet the needs of disabled people. Please see the link to our Accessibility Policy:

[Aylesford School Accessibility Policy](#)

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 express club to promote teamwork/building friendships (this is a lunch time provision).

- We provide extra pastoral support for listening to the views of pupils with SEND by having a pastoral manager in each of the stages.
- 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 our three school rules: Ready, Respect and Safe.
- We have two therapy dogs that support the social, emotional and mental health of pupils.
- We provide a Healthy Hearts and Minds Provision to give a 'safe space' for students with ASC or on the pathway.
- We employ two therapeutic counsellors

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



David Wright (Safeguarding lead) will work with 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.

Aylesford School Safeguarding policy can be found here: [Safeguarding Policy](#)

David Wright Senior Assistant Headteacher and safeguarding lead



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

Between years

Meetings with progress leaders and pastoral managers will take place to ensure that all information is correctly passed on

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
- Have taster lessons before September so students know who their teachers will be before the school holidays.

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.

Primary to Secondary support for students with SEN

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

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

Extra transition days are offered along with a summerschool to support students who may find this process daunting.

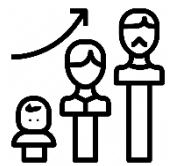
Aylesford School work with Specialist Teaching Learning Services (STLS) to ensure that extra transition days take place for students who would benefit from additional support.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We employ a carer advisor who students have access to. This member of staff will also attend annual review meetings when there is a phase transfer.



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 local offer. <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

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 in the first instance. If this is not resolved the SENCO should be made aware along with the Headteacher. They will then be referred to the school's complaints policy.

<https://www.aylesford.kent.sch.uk/images/documents/CET-Complaints-Policy- November 23.pdf>

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.

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

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- **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