

# Special Educational Needs and Disabilities (SEND) Information Report

Claremont Primary School

Responsible person	Clare Smith, SENCo
Responsible governor	Heather Philips - SEND Governor
Responsible governor team	FGB
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Dear parents and carers,

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

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:



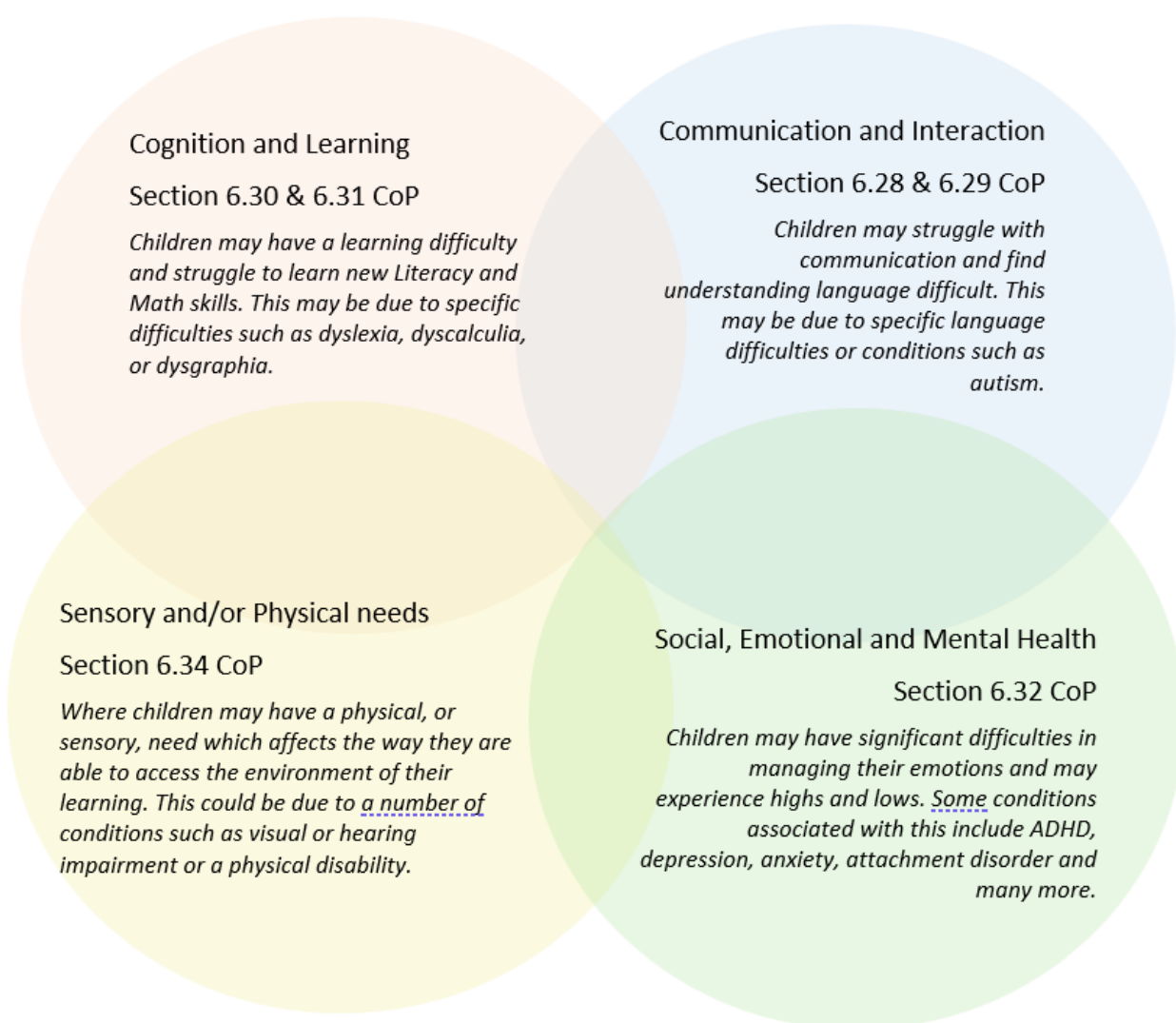
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website  
[claremont.kent.sch.uk](http://claremont.kent.sch.uk)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

# 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

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

At Claremont all staff are trained to meet the needs of pupils with SEND. Our training ensures that they have the knowledge and skills to better meet a wide range of pupil needs.



At Claremont 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.

### Our Special Educational Needs Co-ordinator, or SENCO



At Claremont our SENCO is Mrs Clare Smith. Mrs Smith is a qualified teacher and has been in the role of SENCO for 5 years. She has been accredited by the National Award for SEN Co-ordination (2018) and holds the following qualifications: BSc (Hons) Social Policy and Administration, Postgraduate Diploma in Psychology, MSc in Social Policy and Planning. Mrs Smith is also the school's Designated Safeguarding Lead, Pupil Premium Champion and Designated Teacher for Looked After Children.

#### Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In the last academic year, all our teachers have received training in de-escalation, Colourful Semantics and the Autism Education Trust Autism Awareness training.

#### Teaching assistants (TAs)

We have a team of 30 Teaching Partners (TPs) and Teaching Support Assistants (TSAs), including **three** higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Colourful Semantics, Touch Type Read and Spell, Lexia and First Class at Number. Our TPs and TSAs also run various interventions to boost spelling, writing, handwriting, GPS and timestables. In addition, they support children outside of lessons to ensure that they keep up with their peers.

In the last academic year, all our TPs and TSAs have received training in de-escalation, Colourful Semantics and the Autism Education Trust Autism Awareness training.

#### External agencies

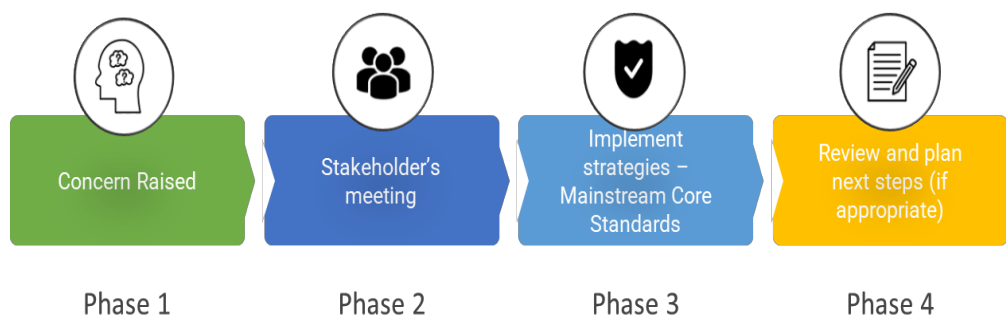
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Tunbridge Wells 2 Community of Schools
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Kent and Medway Children and Young People's Mental Health Service

- Kent PRU and Attendance Service
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



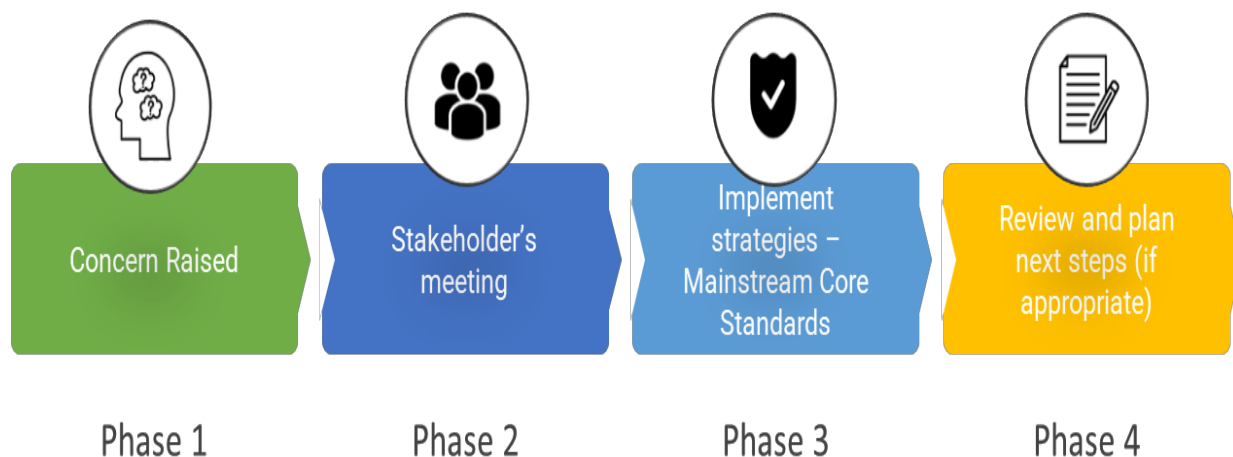
### 3. What should I do if I think my child has SEND?



<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>It is always helpful to have a meeting with the class teacher and SENCO together to discuss this.</p>
<p><b>Phase 2</b></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 share this with you.</p>
<p><b>Phase 3</b></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: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></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?

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 in their reading, writing or maths. It might also be around their social interactions or emotional regulation.

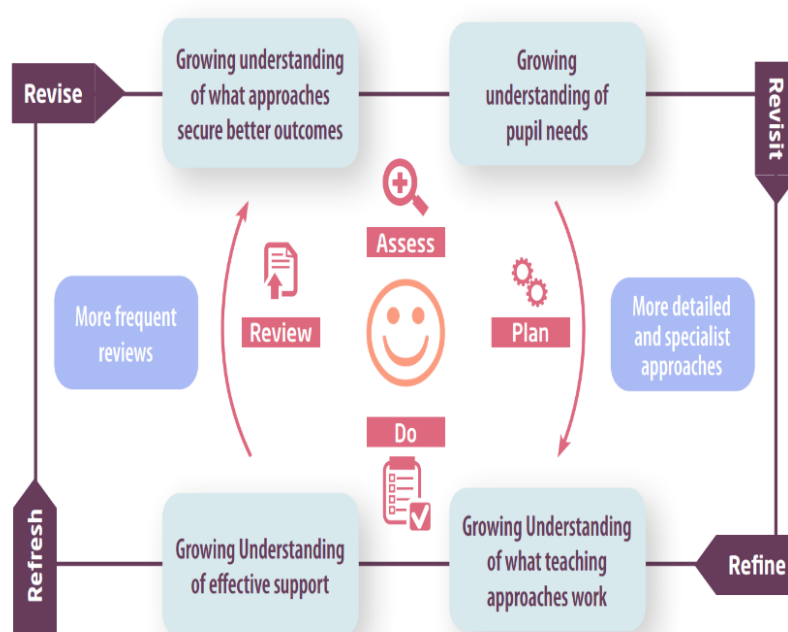
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If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

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 or next](#) page).

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

The school's assessment cycle happens three times over the year – at the end of each seasonal term and reports are made to parents. Each term, teachers meet with the Headteacher, Deputy Head and Senco in a Pupil Progress Review. At these reviews, any additional support, resources or intervention will be discussed. Where this is agreed it is recorded on the class Provision Map. This will then be monitored using the 'graduated approach'.

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



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	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 every seasonal term.

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

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 so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact Mrs Clare Smith on [senco@claremont.kent.sch.uk](mailto:senco@claremont.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:

- Discuss their views with a member of staff who can act as their representative during the meeting.
- Complete a profile or 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. [Mainstream Core Standards guide for parents](#)

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



➤ Scaffolding lesson materials

**We may also provide the following interventions:**

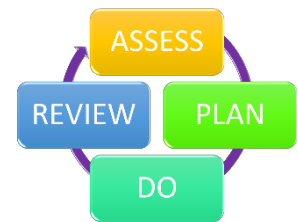
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or physical
<ul style="list-style-type: none"> <li>• Phonics interventions</li> <li>• Use of Dandelion books</li> <li>• Daily Readers</li> <li>• Writing booster groups</li> <li>• Rapid Readers</li> <li>• First Class at Number</li> <li>• Non-Verbal Reasoning games</li> <li>• Reading comprehension booster groups</li> <li>• Speedy Spiders</li> <li>• Times table support</li> <li>• Small group interventions to support writing skills</li> <li>• Touch, Type Read and Spell</li> <li>• Lexia</li> <li>• Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Link assessment and Programme.</li> <li>• Language Link Assessment and Programme</li> <li>• Use of Social Stories</li> <li>• Use of emotion coaching</li> <li>• Social communication groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime Haven</li> <li>• Zones of Regulation</li> <li>• Talkabout groups</li> <li>• Use of trusted adult to offer personal support</li> <li>• Social Stories</li> <li>• Drawing and Talking</li> <li>• Use of emotion coaching</li> <li>• Class based programme to identify anxiety and discover basic strategies</li> <li>• Mindfulness</li> <li>• Support from Pupil Wellbeing Ambassadors</li> <li>• Access to Sensory Room.</li> </ul>	<ul style="list-style-type: none"> <li>• BEAM</li> <li>• Sensory Circuits</li> <li>• Clever Fingers</li> <li>• Access to equipment to support such as ear defenders, writing slope etc.</li> <li>• Access to Sensory Room.</li> </ul>

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 **ten** 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 to Kingswood in Year 4 and Wales in Year 6.

All pupils are encouraged to take part in all school activities including Sports Day, assemblies, plays, concerts and special events and 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?

We will ensure that Claremont's an SEN or a disability. Claremont provisions and admission processes in



admissions process is fair for pupils with complies with non-discrimination line with the Equality Act 2010.

If your child has an EHC plan, then via the SEN Team at Kent County Council.

their school placement will be arranged

Further information on our admissions processes can be found here: [Claremont Primary School - Admissions](#)

## 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.

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.

We will ensure that no pupil is disadvantaged because they have a disability. We will work closely with external professionals to support pupils effectively.

Further information can be found in our Accessibility Plan: [CLA Accessibility Plan Autumn 2023-2026](#)

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

Wellbeing is at the heart of everything we do at Claremont. We value the mental and physical wellbeing of every member of our school community. We believe that it is only when the pastoral needs of all pupils are met, that they can make progress in their personal learning journey.

We have a 'zero tolerance' approach to bullying. Further information on all that we do to tackle bullying can be found here: [add link](#)

Further information on how we provide support for pupils to progress in their emotional and social development can be found here: [add link](#)

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

Our SENCO, Clare Smith, is the children. She will ensure that all or previously looked-after pupil's interact, and what the implications



designated teacher for looked after teachers understand how a looked-after circumstances and their SEND might 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 year groups

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 meeting when the pupil's SEND is discussed with the SENCO
- Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

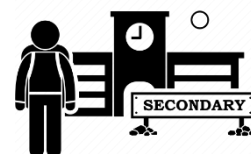
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. SEND records are shared with the receiving school.

### Between phases

The SENCO of the secondary school will meet 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
- Supporting any additional transition days that the secondary school might offer.



## 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 the Kent local offer. Kent publishes information about the local offer on their website. You may wish to look at the East Sussex local offer if you live over the county border.

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

[East Sussex Local Offer](#)

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

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

[Kent Family Hub - Kent County Council](#)

[Short breaks - 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](#)

[Resources - Kent Resilience Hub](#)

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?

The normal arrangements for the treatment of complaints at Claremont are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, as well as the SENCO Mrs Smith or one of the Pastoral Leads and then the Headteacher to resolve the issue, before making the complaint formally through the complaints procedure.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. 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

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the governing body and 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, pages 246 and 247 of the SEND Code of Practice [SEND Code of Practice](#)

Complaints Policy: [CLA Complaints Autumn 2024-25](#)

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
- **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