



Special Education Needs and Disabilities Information Report

Inclusion Team

SEND Governor:

Charlotte Knight

Inclusion Lead/SENCO

Paula Williams

Contact No 01959 523 145

Inclusion Lead:

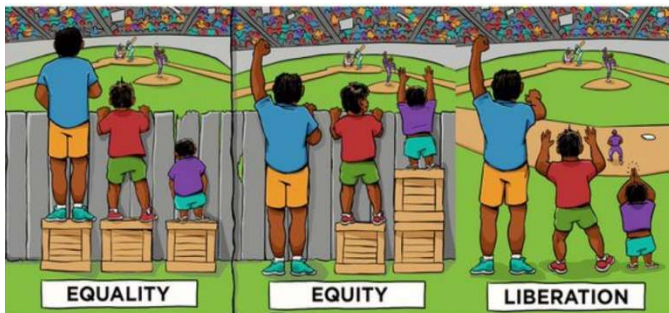
senco@otford.kent.sch.uk

Kindness Courage Curiosity

We thought it would be useful to produce an inclusion parents guide. We feel it is important to share information with you about school practice and sign post resources and information. We value parental feedback and encourage our parents to talk to us about their child's emotional, social and or academic needs-especially if there are concerns or worries. We also know that you are the expert when it comes to your child's needs and aspirations. We want to work in partnership with you and make sure you have a full understanding of how we are trying to meet your child's needs, so you can provide insight into what you think works best for your child.

Paula Williams

Offord Primary School Vision



Offord Primary School is an inclusive community where everyone is welcome. Our values of kindness, courage and curiosity guide our children to develop emotionally, socially and academically. We believe all children have equal rights to an inspiring, broad and balanced curriculum and provide equity through adaptive teaching and learning opportunities. We aim for all of our children to thrive and feel liberated by removing barriers so we can celebrate and value difference. We are committed to implementing the adaptations that are needed to support your child whilst upskilling their areas of need to provide them with the opportunity to thrive academically, socially and emotionally.

Inclusion Lead Contact Information

Paula Williams

Monday-Friday

SENCO@otford.kent.sch.uk

We are committed to working with our parent community to ensure our children feel safe, happy and make progress academically, socially and emotionally. If parents have any concerns about their child's academic, social or emotional well-being they are encouraged to arrange a meeting with their child's class teacher. Parents are also invited to meet with Paula Williams, the school Inclusion Lead/SENCO.

Appointments with Class Teacher

Appointments can be made via the school office.

Offord Primary School Website



The school website provides a range of information about our inclusive practice.
<https://www.offord.kent.sch.uk/inclusion-special-educational-needs-and-disability/>

Useful resources can be located by clicking on the link above and scrolling down through the introductory information.



You will see the following symbol-click on the subject of interest to find resources and information.

You will find information about ADHD, ASC, Dyslexia, Dyscalculia, Mindfulness, Feelings regulation, Well-being, Touch Typing, Hearing impairment, Fine motor coordination, Speech & Language, Touch Typing.

Appointments with Inclusion Lead/SENCO

Appointments can be made with Mrs Williams on Monday after school via the link on the school website.

Monday 3:30-5:30

<https://www.offord.kent.sch.uk/inclusion-special-educational-needs-and-disability/>
<https://www.schoolinterviews.co.uk/> using code dnyee

Offord Primary School Policy

Our Special Educational Needs and Disability Policy is available on the website. It outlines the aims of SEND and the systems we use to support our SEND children.

<https://www.offord.kent.sch.uk/policies/>

The process for identifying additional needs

A document that outlines the process for identifying a child with special educational needs from SEND identification to EHCP is available on the website-please follow this link.

<https://www.offord.kent.sch.uk/offord-primary-school-process-for-identifying-chil/>

How do we identify children with additional needs?

At Offord, we believe there are 3 key influences that interactively affect pupil's learning and development: time, personal characteristics and environment.

Time- Children's development is not linear: children transition through different patterns of development over time as they experience and interact with different environments in different ways. Some children might not have additional needs to begin with but will develop as they mature. Others who are considered to have additional needs at the beginning of their lives may no longer have these needs later in life.

Personal Characteristics- Children have different characteristics that lead them to react differently to the same environment. Personal characteristics alone do not determine the presence, type or complexity of additional need or special educational need.

Environment- Children's needs will change as they move through different environments and life experiences.

We recognise that children's needs change and we must create a positive and supportive environment for all children without exception.

The **SEND Code of Practice** (2015) groups needs into four broad areas of special educational needs:

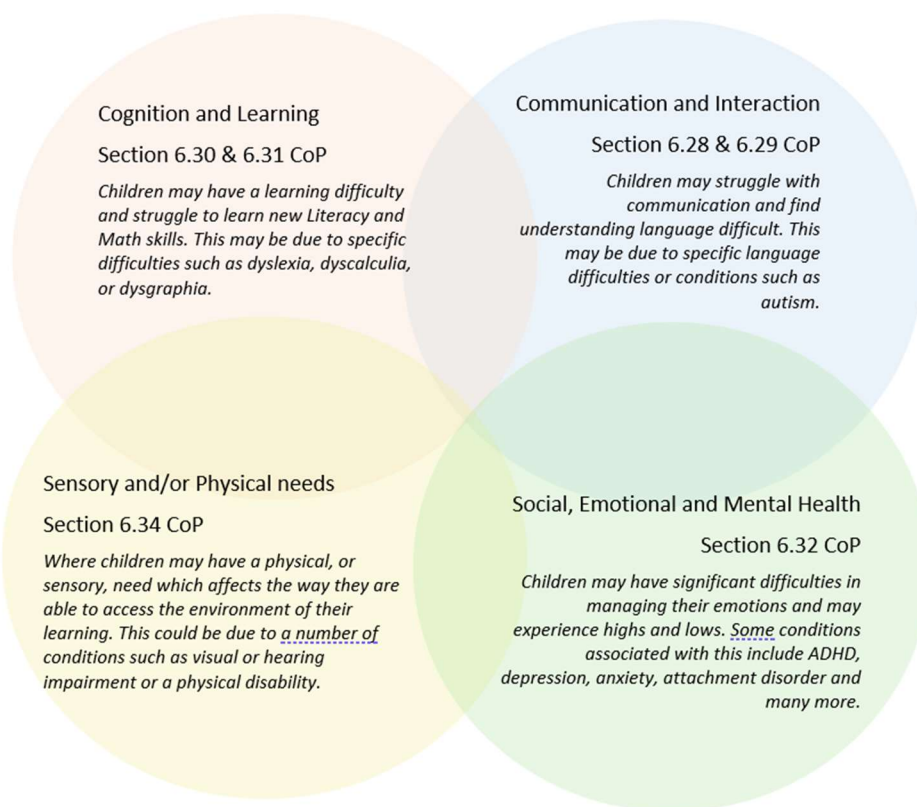
Cognition and learning

Communication and Interaction

Social, emotional and mental health

Sensory and physical needs.





Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools... SEN Code of Practice (2014, p 4)

Identifying our children's needs through our Tier System

At Otford, a tiered system is used to identify our children with additional needs.

Tier 1 children are identified at the monitoring stage and may have additional needs that has impacted their academic, social or emotional progress. These children are included on the termly provision plans and targeted support is planned and monitored.

Tier 2 Children at SEND Support level are identified as Tier 2 and are on our SEND Register. Their learning, social or emotional needs are significantly greater than the majority of their peers and attainment and progress is well below age expectations. Adaptations to access curriculum learning are made and provision is implemented to target personal progress and reduce the age related learning gap.

Tier 3 Children with complex needs, which significantly impacts attainment and progress are identified as Tier 3. Specialist support will be accessed to guide personalised provision and targeted support.

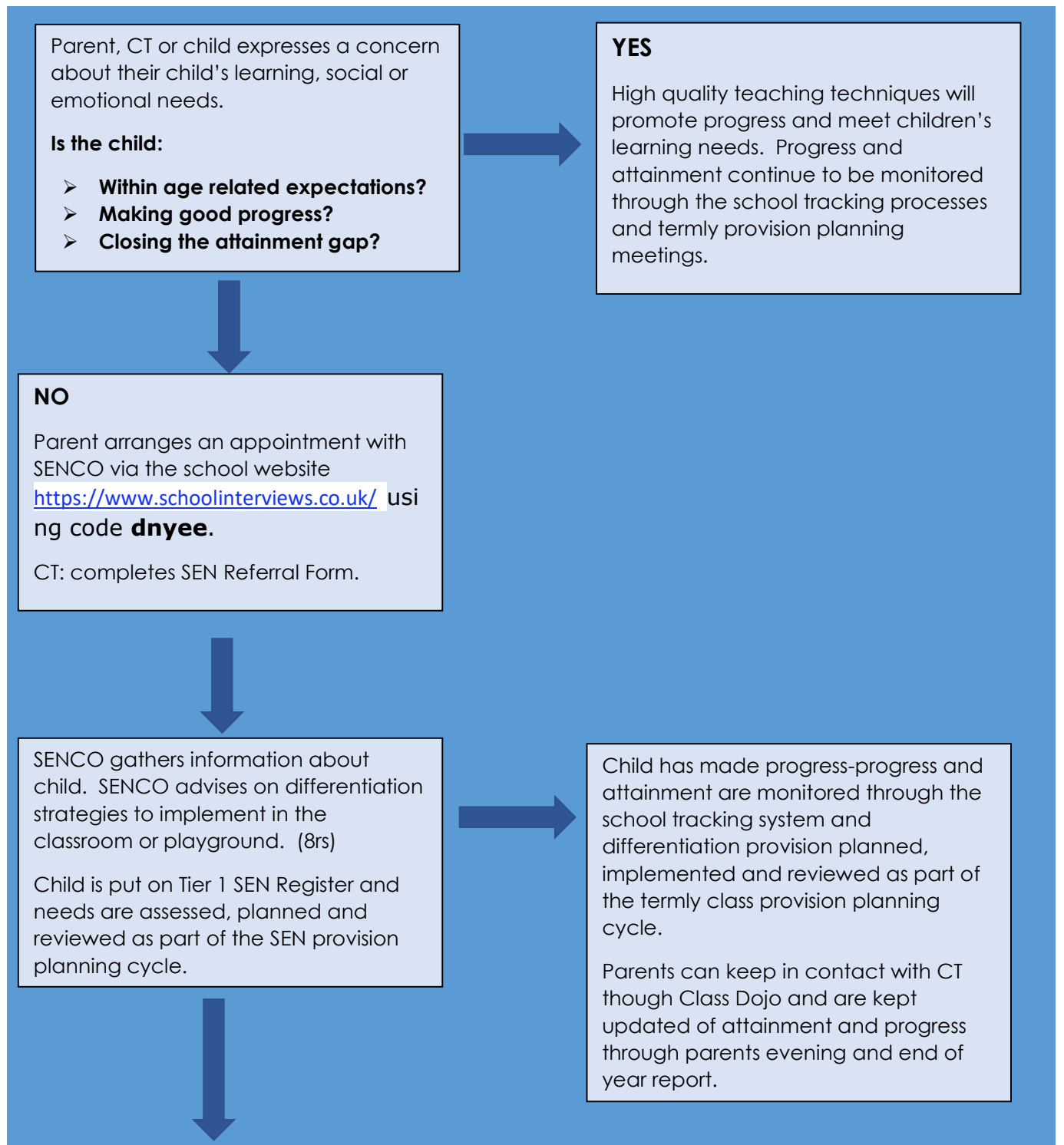
Tier 4 children have an Education Health Care Plan, issued by Kent County Council and NHS Kent and Medway CCG. The personal plan outlines the special education provision needed to support their academic, social and emotional progress.

At Otford, we recognise that children are unique individuals: we need to understand the individual characteristics of their needs and how these relate to the classroom environment and curriculum. We focus on the individual learning needs of the child rather than the 'condition' or diagnosis that a child might have. The question is therefore not, "What is most effective for pupils with dyslexia?" the question is always, "What does this individual child need to thrive?"



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

Process for Identifying Children with SEND



Child's progress is slow or stuck or a specific area of need has been identified. Targetted outcomes are planned on the class provision plan and specific strategies are implemented to target progress. Parents are informed by CT. Parents can make an appointment to see SENCO via the school website.
<https://www.schoolinterviews.co.uk/>

Child has made progress-progress and attainment are monitored through the school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.
Parents are kept updated of attainment and progress through parents evening and end of year report.

Learning gap has widened and the child is significantly behind their peers.
Child is moved to Tier 2 SEN Register.
Specific strategies are implemented to target progress, which is recorded on class provision plan. Child's progress is monitored through school tracking system and termly class provision planning meetings.
Parents are kept updated of child attainment and targeted strategies and interventions on a SEN Parent Form handed out on parents evening.
Parents can make an appointment to see SENCO via the school website.

Child has made progress and the learning gap is reduced.
Child moves to Tier 1 SEN Register.
Child's progress is monitored through our school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.
Parents are kept updated of attainment and progress through parents evening and end of year report.

Minimal progress or specific area of need continues to be a concern.
Specific strategies are tweaked to target progress, which is recorded on class provision plan. Child's progress is monitored through school tracking system and termly class provision planning meetings.
External referrals maybe made to seek expert advice and or further diagnostic information with parental consent.

Child makes progress and the learning gap is reduced.
Child moves to Tier 1 SEN Register.
Child's progress is monitored through school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.
Parents are kept updated of attainment and progress through parents evening and end of year report.

Learning gap is significantly behind peers and or child presents with complex needs.

Child is moved to Tier 3 on the SEN Register.

Personal plan is implemented to target and monitor specific area of need.

External referrals to outside agencies maybe made to seek expert advice and or further diagnostic information.

Child makes progress and the learning gap is reduced.

Child moves to Tier 2 SEN Register.

Child's progress is monitored through school tracking system and differentiation provision planned, implemented and reviewed as part of termly class provision planning cycle.

Parents are kept updated of attainment and progress through parents evening and end of year report.

After 3 cycles of provision planning, learning gap is significantly behind peers and or child presents with complex needs.

Application for High Needs Funding with parental consent to fund the personalised provision plan and learning support.

Learning gap is widening, progress is minimal and the child is presenting with complex needs, causing significant barriers to learning.

Application for EHCP.

How do we measure children's progress?

The Provision Planning Process.

A cycle of assess, plan, do, review is integral in identifying our children's specific needs as well as monitoring their academic, social and emotional progress. Teachers, learning partners and SENCO meet three times a year to review children's progress, discuss their needs and plan support. In response to the outcomes, provision adaptations are implemented and resources redeployed to ensure impact is effective. Provision plans

Termly Tracking

Children's attainment and progress is tracked through marking, verbal feedback and ongoing observations.

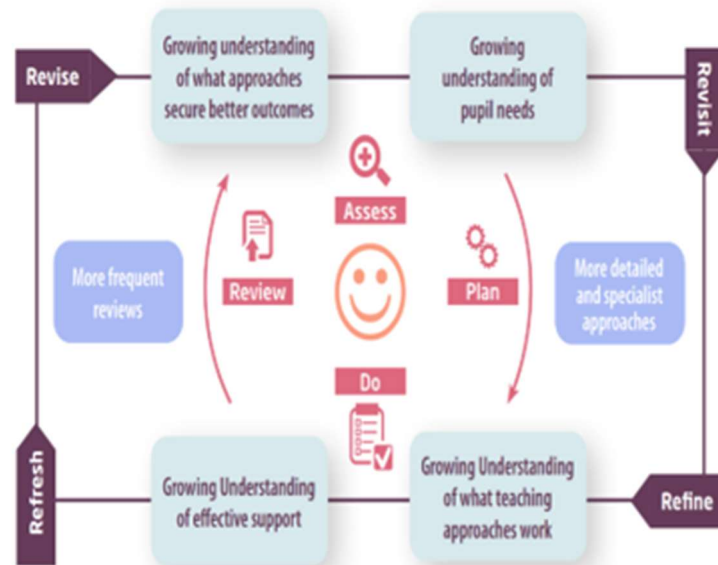
Provision Planning

Learning targets in class support and interventions for children working towards age expected.

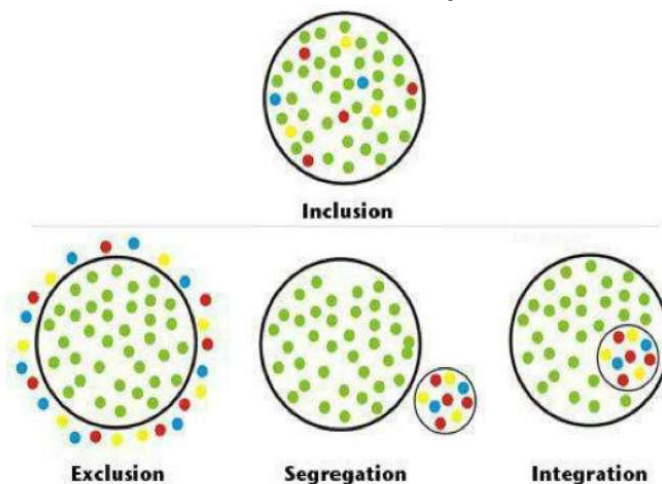
Termly Meeting

Teachers & Inclusion Lead meet to discuss the children's academic, social and emotional needs.

record the focus of the in-class support and interventions to target the learning.



How will the school adapt its teaching for my child? Inclusive Practice at Offord Primary School



Research shows that in class support through quality teaching and adaptive practice has the greatest impact on children's academic progress and well-being. Adaptations are promoted through an 8R structure—relationships, resources, response, relevance, resilience, recall, retention—to provide access to children's learning, emotional well-being and social development. Interventions are used at the beginning and end of the day to compliment the adapted teaching and learning in the classroom.

Offord has a differentiation culture planned through considering the 8rs: room, relationships, resources, response, relevance, resilience, recall, retention.

Adaptations, inclusive strategies and interventions are implemented to compliment the high quality teaching at Offord Primary School.

Room—adaptions to the learning space will reflect & promote engagement, allowing space for different ways of learning & recognise children's different learning needs.

Relationships—the adults in the room will know the children and will provide personal check in times to meet the different social, emotional and mental health needs of the class.

Resources—learning aids, visual cues, manipulatives and equipment will be used to provide access to the learning.

Response—adaptations to our responses with regard to declarative language and processing time will support the children with language, social, emotional and mental health needs.

Relevance—passports are used to discover what inspires and engages the children and discover what their interests and motivations are.

Resilience—a culture where it is safe to make mistakes as part of the learning process is taught and promoted. Self-esteem and confidence are drivers in building this can-do culture through specific PSHE lessons, assemblies, our broad and balanced curriculum and as part of daily Offord Primary School life.

Recall (short term memory)—differentiated questioning is used to prompt what we know and support the recall of learning.

Retention-(long term memory) Meta-cognition strategies to promote recall and retrieval are used to promote independent learning and a recognition of what they know and understand.

In-Class Inclusive Practice

At Otford, we use 5 key areas to adapt teaching and learning for our children.

- Explicit teaching and modelling of the learning.
- Use of scaffolding techniques and learning aids to support the independent learning.
- Use of flexible grouping as children support and learn from each other.
- Teaching metacognition by developing our understanding of how we plan, review, check-in, know we're doing well, how we can improve and learn from mistakes.
- Use of technology and computers as a supportive learning tool.

Targeted Provision

Interventions and support groups may be planned to target specific areas of learning. These are planned to ensure children have access to a broad and balanced curriculum and are timetabled at the beginning and end of the day.

Spelling interventions-focus on phonics, sight words recall, dictated sentences.

Reading interventions-phonics recall, sight word recall, understanding, retrieval, inference.

Writing intervention-grammar sentence focus, colourful semantics, ideas generation, planning, developing ideas.

Maths Intervention-correct & perfect misconceptions or common errors, number, mental maths recall.

Fine motor-clever fingers, write start programme.

Gross motor-Sensory circuits.

Speech & Language-narrative therapy, speech and language link

SEMH-games club, mindfulness, Listening Ear, circle of friends, Leap Pad Room, transition work, feelings regulation, social skills, Lego therapy.

In school counsellor



Resources to support children's additional needs.

The school has an allocated SEND budget which funds the Inclusion Lead, Learning Partners, Forest School, interventions, staff training as well as equipment and facilities to support pupils with SEND.

It maybe that your child's needs mean we need to provide resoirces such as:

- Additional resources for their learning.
- Adaptations to in class support.
- Further staff training.
- External specialist expertise.

Where possible, we will consult with external agencies to get recommendations on what will best help your child to access their learning and use our best endeavours to ensure these are supplied.

External Agenices

Whenever possible we will work and consult with external agencies to gain effective support on how to meet our children's special educational needs. These include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practioners
- Occupation Therapists
- Therapeutic practioners
- Safeguarding services
- School Liaison Officer
- School Nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and Language Therapists

How will parents be involved in decisions about their child's education and know whether their child is making progress?

Working in partnership with our parents is important: we aim to provide information about every child's education, which includes curriculum coverage, learning targets, attainment and progress.



Every year a parent can expect to receive the following information about their child's attainment and progress.

- Termly newsletter that outlines the learning coverage.
- Annual meet and greet with the teacher.
- Children identified as SEND-Twice a year SEND report outlining provision and targets.
- Twice a year open classroom for your child to share their learning with you.
- Annual class assembly.
- Annual school report.

Twice a year parents are also invited to a parent consultation with their child's class teacher to discuss progress and attainment. Adaptations and support will also be discussed as part of the consultation.

Class Dojo is also a tool that enables class teachers and parents to communicate directly.

Parents are also able to make an appointment with the class teacher, outside of the parent consultation, if they would like additional information about their child or if they have any concerns.

Mrs Williams (Inclusion Lead) is also available every Monday after school to discuss a child's SEN provision, progress or any parental concerns. These are also another opportunity for parents to share key information about their child and be part of the decision making process.

How will children be involved in decisions about their education?

The level of children's involvement will depend on your child's age and individual needs but where possible their views will be sought and integral to the adaptations and support.



We may seek your child's views by:

- Contributing to their personal passport by outlining their hopes & dreams, how they communicate best, their best way of learning, things they find tricky and how adults can help them.
- Child-LP-Teacher check ins to discuss their feelings and well-being.
- Attending meetings to discuss their progress and outcomes.
- Pupil well-being surveys.

How will the school evaluate whether the support in place is helping your child?

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



- Reviewing their progress towards their outcomes each term, on the personal plan.
- Using pupil passports to consult with the children.
- Monitoring by the SENCO.
- Using Sonar Tracking to monitor academic progress.

- Responses from well-being questionnaires
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school ensure my child has the appropriate resources?

For some children who have more complex needs, an Education, Health and Care Plan (known as an EHCP) may be needed. For children who are either SEN Support or who have EHCP, extra funding may be required if the school's provision exceeds £6000. Funding is applied for through the Communities of schools group. This may provide top-up funding to cover additional costs of supporting a child.

It may be that your child's needs additional resources such as:

- Additional resources to support their learning, communication, social skills, emotional needs or physical need.
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

As part of our review process we discuss the resources needed to support our children with additional needs and use our best endeavours to ensure they are supplied.

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.

How will the school make sure my child is Included in activities alongside peers who don't have SEND?



Our aim is always to teach children together within their whole class setting. Quality First teaching is acknowledged as best practice and this is our goal. Within the class, children have access to maths manipulative resources as well as other visuals such as word banks, now/next boards etc. Strategies such as mixed ability grouping, talk partners, pre teach, mind maps, ICT and TA support are used to enable children to feel safe and supported, enabling them to access the learning and make progress. Where needed, additional interventions are used. 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 residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc For all of these activities, discussions with parents/ carers may take place to ensure that the child is fully supported and has their needs met.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Kent Local Authority (LA) co-ordinates the admission arrangements of all primary schools in the County. This means that instead of applying separately to different schools a RCAF (reception common application form) can be used to name up to 3 schools which can be submitted online by using the online process at www.kent.gov.uk/ola or by contacting kentonlineadmissions@kent.gov.uk for an alternative method. The number of places available is

determined by the physical capacity of the school, our 'Published Admissions number (PAN)'. Our PAN is 30 although the school reserves the right to amend this in conjunction with KCC requirements. Parents have the right to state a preference for any school. If your preference is Otford Primary School (OPS), a place will be offered if there are places available. Children with a statement of special educational need or Education (SSEN), Health and Care Plan (EHCP) which names OPS will be admitted. As a result of this the PAN will be reduced accordingly. If OPS is oversubscribed and the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order listed below. Ranking children against our oversubscription criteria ensures that the places are offered in a fair way. Health and special access reasons medical, health, social and special access reasons will be applied in accordance with OPS'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 Otford Primary School. This also applies to children whose parent's/guardian's physical or mental health or social needs means that they have a demonstrable and significant need for their child to attend OPS.

How does the school support children with disabilities?



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.

Otford Primary School site is on one level and all classrooms are well equipped and accessible for all children. We have a disabled toilet (including hoist and shower facilities), visible and audible emergency alarms to support children who need these facilities. Further reasonable adjustments will be made, as needed, in discussion with the pupil and parents/ carers as well as outside agencies such as occupational therapists to ensure children are well supported and plans are personalised. These may include: the use of interpreters or assistive technologies, enlarged print for classroom resources, adapted equipment such as specialised cutlery and toilet seats. The use of adaptations within the classroom for a range of needs, e.g. higher class chair, writing slopes, wobble cushions and ear defenders. Class routines can be adapted where required and the allocation of support staff is considered according to need.

Disability access aligns with our school accessibility plan which can be located on the school website.

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

At Otford, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is important for everyone and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children to understand their emotions and feelings better
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum. We achieve this at Otford by creating an environment and school ethos where children are encouraged to talk about their thoughts, feelings, moods and emotions and by

raising awareness of mental health across the school and what it means. We do this through Well-being assemblies, PHSCE sessions, Celebrating World Mental Day and raising money for Young Minds amongst other things.

Additional support - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

Support staff received Mental Health First Aid training in 2023 and then worked with a trained counsellor on 2024. Termly staff meeting always include well-being reflection and training to ensure well-being is integral to all we do at Otford.

Mrs Cornelius is a fully trained Mental Health First Aider and is Well-being Lead in the school.

What support is in place for looked after and previously looked after children?



Paula Williams is the designated teacher for looked after children and previously looked after children 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.

What support will be available for my child as they transition between classes or secondary school?

'Starting School' School Tours are offered by the senior leadership team prior to applications.

Parent meetings can be arranged through the online tool on the school website, to arrange a meeting with Paula Williams (SEND/Assistant Head) to discuss any transition needs for your child-this includes parents of our new EYFS class prior to them starting Otford Primary school.

Between years

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

- Organise transition meetings with the current class teacher and present class teacher to discuss children's additional needs and adaptations to ensure there is consistency in practice and expectations.
- Meet the teacher time for all children to meet their new class teacher prior to the next academic year so children are familiar with their new class teacher and classroom.
- Organise personalised transition plans for identified children to support them with the transition in Summer Term 2.
- Produce an online transition booklet on the school website for children to access over the summer holidays with pictures of their new teacher and classroom.
- Offer school visits prior to the new school term for identified children.

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

Mrs Williams will liaise with nursery SENDCOs and Secondary SENDCOs to discuss the needs and adaptations for all SEND children.

Nursery to Reception:

Summer term prior to starting school

- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail) to discuss academic, social and emotional strengths and needs.
- All records and reports will be passed on from the nursery school.
- Parents are invited to an EYFS meeting to meet Head teacher, EYFS teacher and SENDCO.
- Children are invited to two transition afternoons to spend time in their new class and with their new class teacher.
- All children start school full time on their first day but adaptations and personal transition plans can be made to meet children's physical and emotional needs.

Primary to Secondary:

Summer Term 2

- Children participate in a transition programme-Go Big to support secondary transition.
- Personalised transition plans can be implemented for identified children to support them with their Secondary Transition.
- All children will visit their new secondary school on a specific day if their school is in Kent-many secondary schools offer additional visits for identified children. Mrs Williams will liaise with the schools to ensure this is offered to the right children.
- Secondary SENDCOs will be invited to EHCP annual reviews for children with an EHCP.
- The SENCO of the secondary school will come into Otford Primary School for a meeting with our SENDCO or liaison will happen through an online meeting. They will discuss the needs of all the pupils who are receiving SEND support. Mrs Williams always offers continued support to secondary SENDCOs if it is needed when the children have transitioned into their new school.

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.