Special Educational Needs and Disabilities (SEND) Information Report

Goat Lees Primary School

Inclusion Team
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Draft Prepared	April 2026
Date Agreed	21 May 2026
Signed by Headteacher	T.Adams
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Date Policy to be Reviewed	1 Year - 2027

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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:

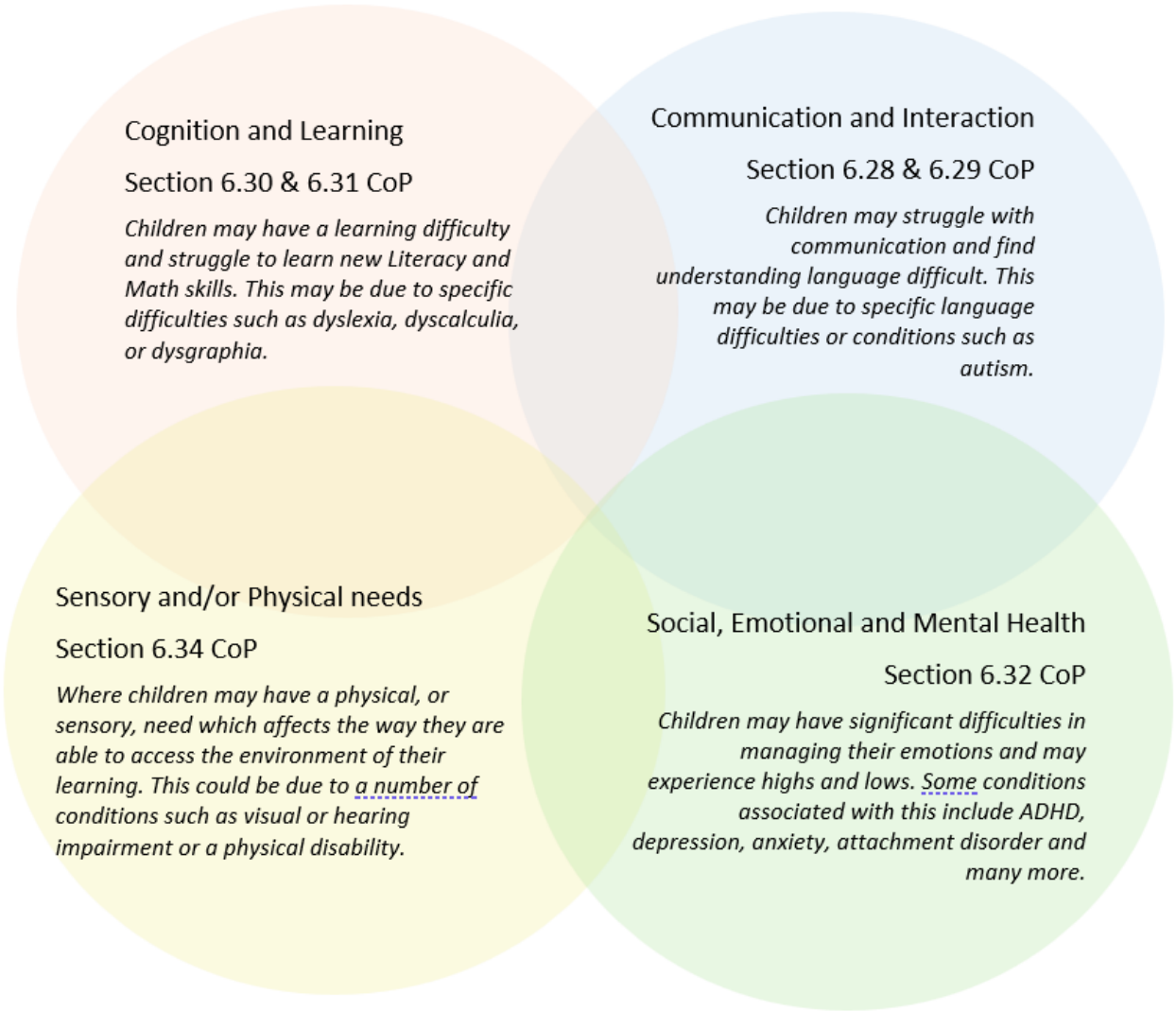
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: https://www.goatlees.kent.sch.uk/about-us/policies

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).

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

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

At Goat Lees 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*.

Miss B Coles
SENCo

Miss A Crockford
SENCo

Mrs F Martinho
FLO

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCOs are Miss Becca Coles & Miss Alison Crockford.

Miss Coles achieved the National Award in Special Educational Needs Co-ordination in 2013. She has been SENCo at Goat Lees since 2013. Miss Coles is a qualified teacher.

Miss Crockford achieved the National Award in Special Educational Needs Co-ordination in 2019. She has been a SENCo at Goat Lees since then as well as covering the SENCo role at Phoenix Community Primary School as maternity cover and is also currently the SENCo at Challock Primary School (since 2021). Miss Crockford is a qualified teacher and has previously held the posts of Deputy Head Teacher and Head Teacher at other schools.

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.

All members of staff have received Autism Education Trust 'Making Sense of Autism' training and have also been trained in using the Mainstream Core Standards, Little Wandle phonics, and have attended ~~a SENCo led~~ SEN-focused staff development days for the CARE Foundation Trust schools. Some teachers have also attended Team Teach training.

Teaching assistants (TAs)

We have a team of ~~18~~ 15 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

~~In the last academic year, all~~ All TAs have received Autism Education Trust 'Making Sense of Autism' training as well as Little Wandle Phonics training. In addition, some TAs have been trained in Team Teach, Makaton, Speech and Language, and Boxall Profiling and Language Through Colour.

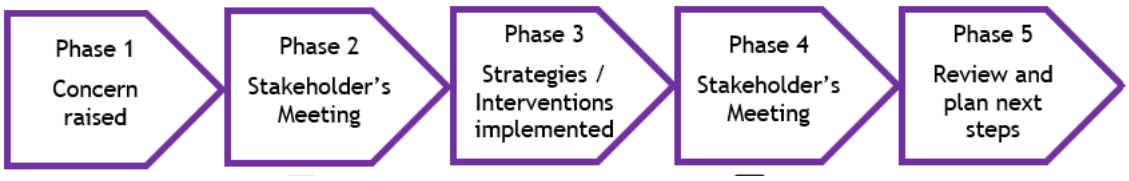
Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologists, Speech and language therapist, Specialist Teaching and Learning Services, Education People etc.

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
- Wellbeing Navigators for GP services
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Voluntary sector organisation

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



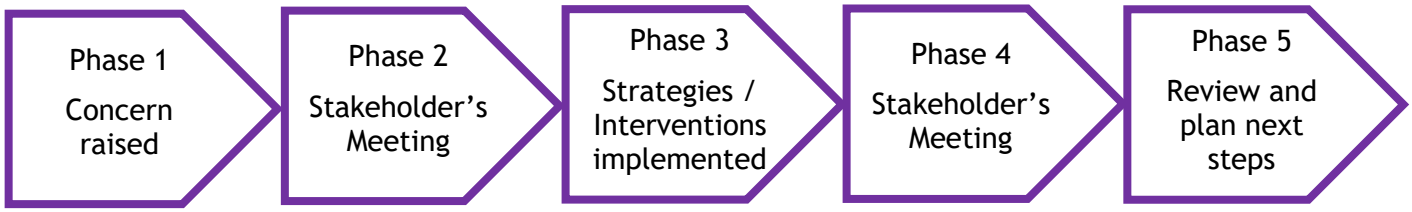
If you think your child might have SEND, raise your concern with the school.

Phase 1	The first step is to contact your child's class teacher to share your concerns. You can request a meeting by contacting them through the school office by calling 01233 630201 or emailing office@goatlees.kent.sch.uk . Alternatively, you may be able to speak to them at the end of the school day.
Phase 2	The teacher will meet with you to discuss your concerns and to try to get a better understanding of what your child's strengths and difficulties are. The SENCo may be invited by the class to teacher but this is not generally needed at this point. At the meeting, an outcome will be identified and strategies and/or interventions that could be put in place to support your child will be discussed. Next steps are agreed. A note of what has been discussed and agreed will be logged.
Phase 3	We will implement the agreed strategies/interventions and monitor these over an agreed period of time, usually no less than 6 weeks. These are likely to be universal strategies that are part of Quality First Teaching at Goat Lees Primary School and some that are set out in the mainstream core standards. A copy of the Mainstream Core Standards can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

	This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	The effectiveness of the strategies/interventions will be reviewed and discussed with parents by the class teacher as part of the 'Graduated Approach'. Next steps will be agreed which may be a continuation of the current support, trying alternative strategies/interventions or seeking support from the SENCo. If you still have concerns around the rate of progress or any underlying needs that your child may have, you can ask for a meeting with the SENCo. The SENCo can be contacted via the office on 01233 630201 or by email: senco@goatlees.kent.sch.uk
Phase 5	Following a discussion with the SENCO further strategies/interventions may be implemented and recorded on the Class Provision Map. The SENCo may seek advice from outside agencies such as the Specialist Teaching Service or the Link Speech Therapist and/or complete observations and screenings using the resources available. At this point, your child may be identified as needing SEND Support. (This does not mean that your child is placed on the SEND register). If we decide that your child needs a higher level of SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

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



All of 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 reading, writing, maths, social skills or emotional development.

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

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

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

At Goat Lees Primary School, progress is monitored throughout the year and teachers carry out regular assessments to track progress and identify pupils who may need further support. The school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

At Goat Lees Primary School, progress is closely monitored throughout the year to review academic progress:

- twice a year using NfER tests in Years 1, 2, 3, 4, and 5 and previous SATs papers in Year 6

- a range of annual assessments with all of the pupils at various points.
- Y6 SATs, Y1 Phonics Screening Check, Y4 Times tables Check, GL Assessment CAT verbal & non-verbal assessments Y5, annually

These tests will enable the early identification of difficulties that a pupil may present with their learning. Further information about a child's difficulties may be gathered using additional or alternative assessments such as Speech Link, Infant Language Link, Junior Language Link or Lucid Rapid screening. Boxall and Social Difficulties Questionnaires (SDQs) will also be used to gather information about a pupil.

6. How will I be involved in decisions made about my child's education?

We will provide an annual written report on your child's progress.

A member of staff who knows your child well will meet you twice a year for Parent Consultations, 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 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 you have concerns that arise between these meetings, please contact the class teacher through the school office on 01233 630201 or office@goatlees.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
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

8. How will the school adapt its teaching for my child?

At Goat Lees Primary School, we are committed to being an inclusive school that supports all of our children to the highest standard. We strive to create an inclusive environment that offers all pupils, irrespective of need and/or ability, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our aim is to identify needs early and address those needs through our universal and targeted offer. Our universal offer includes, for example:

- Good quality teaching with appropriate adaptations made to allow all children to access the learning.

- Clear learning objectives and steps to success so that children know what they have to do.
- Lessons that are carefully planned, progressive and build on prior learning. Links between learning are made explicit.
- Additional adults in the classroom are planned for and used to maximise learning and promote independence.
- Well organised classrooms with resources clearly labelled.
- Instructions given in small chunks with visual cues to support recall and independence.
- Tasks are broken down into manageable steps and the steps are made explicitly known.
- Seating plans and groupings are carefully considered and used to support learners and learning, including through access to role-models and opportunities for structured discussion work.
- A nurturing approach towards our pupils with the wellbeing of the children at the centre.
- Training and professional development for staff to meet the needs of our pupils.
- Assessment systems that support the identification of learning gaps and monitor progress. Assessment is used to inform planning and interventions, and identify next steps for pupils.
- Alternative methods of recording used as appropriate.
- Use of a range of visual supports including class visual timetables, now and next boards, task management boards, symbols, word banks/lists, prompt cards and symbols, and learning steps clearly identified.
- Access to practical resources to support learning such as number lines, place value counters, cubes, number beads, 100 squares and, multiplication grids.
- Support for the development of reading skills including a structured systematic approach to learning phonic and reading skills (Little Wandle), the use of Little Wandle sounds charts and cards to reinforce, common exception words accessible and practised, whole class adult-led reading, and focused reading activities.
- Access to resources to support writing development including dictionaries, thesauruses, handwriting books, and different types of pens and pencils.

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
- Discussion at Pupil Progress Meetings with Senior Leadership Team
- Reviewing the impact of interventions after a minimum of 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 such as ear defenders, writing slopes, privacy screens, standing desks, use of visual learning supports, timers and a range of practical resources.
- Adaptations to in class support such as access to quiet spaces, individual working stations, standing desks, and targeted adult support.
- Further training for our staff
- External specialist expertise such as the Link Speech Therapist, Specialist Teachers, Educational Psychologists and Occupational Therapists.

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 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.

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 Year 6 residential trip.

All pupils are encouraged to take part in sports day, school plays, class assemblies, special workshops such as KIC Theatre and other school activities.

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. We also recognise that, for some children, participating in such events may be too overwhelming and accommodate their needs accordingly.

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

- *In our Admissions Policy it states the following:*

Before the application of Oversubscription Criteria, children who have an Education and Health Care Plan (EHCP) which names the school, will be admitted. As a result of this the PAN will be reduced accordingly.

- *In our oversubscription criteria we also include Health and special access reasons as further criteria for consideration.*

Refer to the Admissions Policy for Goat Lees Primary School, which is available on the school website.

- Goat Lees Primary School is a Foundation School and therefore the Governing Board is the admissions authority. However, the Governors of Goat Lees Primary School will work in co-operation with Kent County Council in order to operate within the local authority's Co-ordinated Scheme for Primary Admissions.

Admissions arrangements are in line with Local Authority guidance.

13. How does the school support pupils with disabilities?

At Goat Lees Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Goat Lees Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

(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.)

See Accessibility for more information https://www.goatlees.kent.sch.uk/about-us/policies

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
- We provide extra pastoral support for listening to the views of pupils with SEND by external providers
- We have achieved the Nurture UK accreditation and have adopted the Nurture Principles into our everyday practice.
- We use the Boxall Profile across the school to identify children with SEMH needs and plan support to meet those needs on an individual, class and group basis.
- We have a 'zero tolerance' approach to bullying. Please see the Anti-Bullying Policy and Behaviour Policies for further information.

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

Ms Adams - Head Teacher, Designated Safeguarding Lead and Lead Teacher for looked-after and previously looked-after children.

Ms Adams can be contacted via the school office: 01233 630201
office@goatlees.kent.sch.uk

Ms Adams will work with our SENCOs, 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:

- Current and next class teachers meet to discuss pupils and handover pen portraits
- Schedule lessons / transition day with the incoming teacher towards the end of the summer term
- For some children, additional contact is arranged with the new class teacher
- Social stories are created for every class which includes pictures of the adults in their new classes as well as a story about starting a new class
- SENCos update class profiles with ley information which are stored on TEAMS
- SENCos meet with class teachers and TAs as appropriate for children with more significant needs, EHCPS and/or personal plans

Between schools

When your child is moving on from our school, we will share relevant information / evidence that we have gathered that may support your child in the new setting.

Between phases – transition to primary school

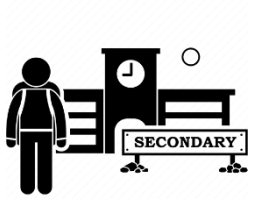
The SENCo and/or Early Years' Teachers will liaise with nurseries to gather information about the new intake. For some children, SENCos may visit the child at the nursery setting to gain a greater understanding of the child's needs. Nurseries forward relevant information to the primary school during term 6. Transition sessions are arranged throughout term 6 and home visits by the class teachers are also offered by the class teachers.

A social story is given to all children which includes pictures of the key adults in Reception.

Between phases – transition to secondary school

The SENCO or member of the SEN team of the secondary school will come into our school for a meeting with our SENCOs. They will discuss the needs of all the pupils who are receiving SEND support and/or those with an EHCP. Additional liaison between the SENCOs and the secondary school SEN teams will take place as needed.

Pupils will be prepared for the transition by:



- Year 6 use a secondary style visual timetable in preparation
- They practise with a secondary timetable
- Learning how to get organised independently
- Accessing additional transition support and visits if appropriate
- Meeting staff from the secondary schools

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's Local Offer.

Kent County Council publishes information about the local offer on their website:

http://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer

Our local special educational needs and disabilities information advice and support service (SENDIASS) organisation is:

Information, Advice and Support Service Kent (IASK)

https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/listening-to-your-voice-and-taking-action/information-advice-and-support-kent

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

- For us Too - Canterbury, Swale, and Thanet
- Includes Us 2 - Ashford, Dover, Folkestone, and Hythe
- Space 2 Be Me - Maidstone, Tonbridge and Malling, and Tunbridge Wells
- We are Beams - Dartford, Gravesham, and Sevenoaks.
- Lighthouse on the Marsh – New Romney, and Ashford

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 Head Teacher, Ms Teresa Adams in the first instance. They will then be referred to the school's complaints policy (which can be found using the QR code).

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.

Global Mediation

02084411355

https://www.globalmediation.co.uk/service/special-educational-needs-disability/

19. Supporting documents

- *Equality and Equity Policy*
- *Child Protection policy*
- *Behaviour and Relationships Policy*
- *Accessibility Plan*
- *Anti-Bullying Policy*
- *Admissions Policy*
- *Attendance policy*
- *Complaints Procedure 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