

SEND Information Report



Langney Primary Academy Special Educational Needs and Disabilities (SEND) Information Report

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Chair of Governors	Claire Taylor
Version	1

SEND Information Report

Contents Page

Introduction	
1.	What types of SEND does our school provide for?
2.	Who do I contact in School regarding SEND?
3.	What should you do if you think your child might have SEND?
4.	How does the school identify pupils' special education needs?
5.	How will we measure your child's progress and the effectiveness of our support?
6.	How will you be involved in decisions about your child's education?
7.	How will your child be involved in decisions about their education?
8.	How will the school adapt its teaching for my child?
9.	How will the school ensure my child has the resources they need?
10.	How will the school make sure my child is included in all school activities?
11.	How does the school ensure the admissions process is fair for pupils for SEND?
12.	How will the school support pupils with disabilities?
13.	How will the school support my child's mental health and emotional and social development?
14.	What support is in place for looked after and previously looked after children with SEND?
15.	What support will be available for my child as they transition between classes or settings or in preparation for adulthood?
16.	What support is available for me and my family?
17.	What should I do if I have a complaint about my child's SEND support?
18.	Supporting documents
19.	Glossary

SEND Information Report

Introduction (SEND CoP 6.81)

At Langney Primary Academy, we are dedicated to creating an inclusive environment where all pupils can learn, grow, and achieve their full potential. We believe in working closely with parents and carers to understand each child's unique needs and provide the best possible support.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year.

This report outlines how we put our SEND policy into practice. For more detailed information about our overall approach to SEND, please refer to our full SEND Policy, which can be found on our school website [LPA SEND Policy Template 2025](#). If you want to give us your views or contribute in any way to this report, please contact the SENDCo.

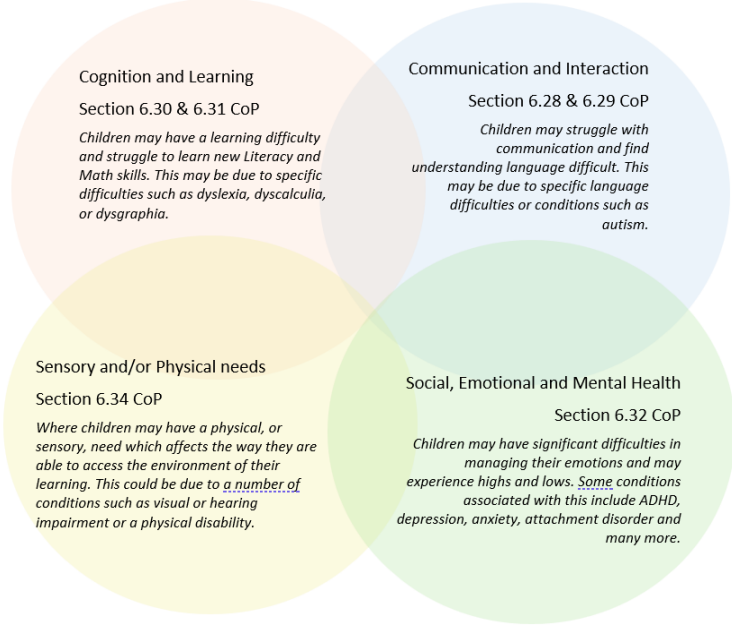
In this report we will make reference to the local offer which outlines support available for parents and families and can be found [here](#).

If you come across any terms in this report that you are unsure about, please check the Glossary at the end.

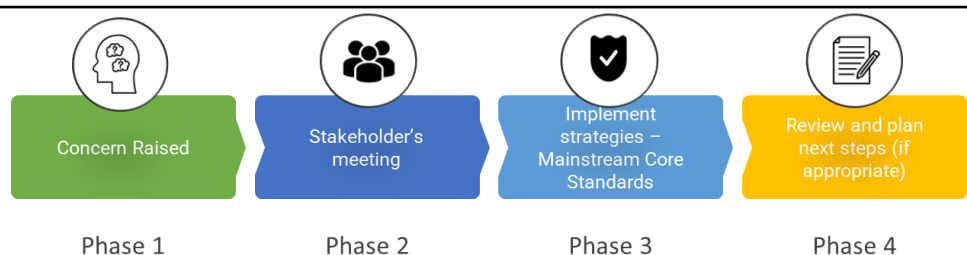
Signed *Claire Taylor* (Chair of Governors)

Date 14.07.2025

SEND Information Report

1	What types of SEND does our school provide for?
	- We are an inclusive school and, as such, our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):  Cognition and Learning Section 6.30 & 6.31 CoP <i>Children may have a learning difficulty and struggle to learn new Literacy and Math skills. This may be due to specific difficulties such as dyslexia, dyscalculia, or dysgraphia.</i> Communication and Interaction Section 6.28 & 6.29 CoP <i>Children may struggle with communication and find understanding language difficult. This may be due to specific language difficulties or conditions such as autism.</i> Sensory and/or Physical needs Section 6.34 CoP <i>Where children may have a physical, or sensory, need which affects the way they are able to access the environment of their learning. This could be due to a number of conditions such as visual or hearing impairment or a physical disability.</i> Social, Emotional and Mental Health Section 6.32 CoP <i>Children may have significant difficulties in managing their emotions and may experience highs and lows. Some conditions associated with this include ADHD, depression, anxiety, attachment disorder and many more.</i> - 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 holistic 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.
2	Who do I contact in School regarding SEND?
	- Our SENDCo, Heather Phillips, is a qualified teacher who is working towards the NPQSEND. - The SENDCO is responsible for overseeing the support for all pupils with SEND, including those with Education, Health and Care Plans (EHCPs). They also provide guidance to staff and work closely with families and external professionals. You can contact Heather Phillips is available on 01323762177 or heather.phillips@swale.at - Our school SEND Link Governor Is Karema Abdalla. - We understand the importance of regular communication and will respond to inquiries as promptly as possible, aiming for a response within 5 school working days.
3	What should you do if you think your child might have SEND?

SEND Information Report



- **Phase 1: Talk to us.** If you have any concerns that your child may have SEND, the first step is to speak to your child's class teacher or contact the Inclusion team through the school office so that the SENDCO is aware of your concerns.
- **Phase 2: We will listen and discuss.** We will arrange a meeting with you to discuss your concerns in more detail and to gain a better understanding of your child's strengths and any difficulties they may be experiencing. Together, we will discuss what outcomes we hope to achieve for your child and agree on the next steps. We will keep a record of our discussion and add it to your child's school file.
- **Phase 3: Implementing and monitoring initial support.** We will put any agreed strategies in place and monitor their effectiveness over a set period. These initial strategies are likely to be universal approaches outlined in the [Universally Available Provision](#). This begins what is known as the 'Graduated Approach', where we continually assess, plan, do, and review the support your child receives.
- **Phase 4: Formal SEND support.** If, after implementing these initial strategies and monitoring their impact, we determine that your child requires formal SEND support in the form of provision that is 'additional to' or 'different from' what is universally available, we will inform you officially, and your child will be added to the school's SEND register. They will then receive more targeted support, which will continue to be reviewed using the assess, plan, do, review cycle.

4

How does the school identify pupils' special education needs?

- At Langney Primary Academy, we follow a clear process to identify pupils who may have SEND. This process is the same whether a concern is raised by parents or by a member of our school staff.
- Class teachers, supported by the senior leadership team, monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. This includes a range of universal assessments: NFER assessments, Y1 phonics screening, speech link, language link, spelling age, reading age
- If a teacher notices that a pupil is facing challenges, they will first try to identify any specific gaps in their learning. If a learning gap is found, the school will put appropriate support in place to address it. For pupils who do not have SEND, progress usually improves quickly once these learning gaps are addressed.
- If a pupil continues to experience difficulties in making expected progress, the teacher will discuss their concerns with the SENDCO and will contact you to talk about the

SEND Information Report

possibility that your child may have SEND. At this point, the school will begin to follow the 'Graduated Approach'

- The school may use a number of 'in house' screens and assessments to support in the identification of any specific SEN needs, e.g. (Language Link, Speech Link, Boxall, DST-J)
- For higher levels of need, we may need to draw on specialist assessments from any external agency professionals we have available to us.
- We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

5 How will we measure your child's progress and the effectiveness of our support?

- We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. Leaders review the quality of teaching and learning for all pupils through lesson observations, learning walks, book looks and pupil voice.
- We use the 'Graduated Approach' to ensure we are effectively meeting your child's SEND needs. This is a four-part cycle:
- **Assess:** If your child is not making the expected progress, we will conduct a thorough assessment to understand their individual strengths and difficulties. We will actively seek input from you and your child, and we will also involve external professionals when necessary to gain a comprehensive understanding of their needs.
- **Plan:** Working together with you and your child, we will agree on the outcomes we hope to achieve. We will then create a support plan that outlines the specific help we will provide to enable your child to reach these outcomes. This plan will be documented and shared with you and all relevant school staff.
- **Do:** We will put the agreed support plan into action. Your child's class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis and ensuring that the support we are providing is having the intended positive impact.
- **Review:** We will regularly assess how well the support has helped your child to achieve the agreed outcomes. By carefully reviewing the impact of our actions, we will gain a better understanding of your child's evolving needs and use this knowledge to further refine and improve the support we offer. This may mean that the Assess, Plan, Do, Review cycle continues, with adjustments made to the plan as needed.
- We evaluate the overall effectiveness of our SEND provision by: regularly reviewing your child's progress towards their individual goals each term; reviewing the impact of specific interventions after a set number of weeks (normally 12, dependant on the intervention); gathering feedback through pupil questionnaires; ongoing monitoring by the SENDCo; using provision maps to track progress across the school; and holding an annual review for pupils who have an Education, Health and Care (EHC) plan.

6 How will you be involved in decisions about your child's education?

- We believe that you, as parents and carers, are the experts when it comes to your child,

SEND Information Report

and your insights are invaluable. We are committed to working in partnership with you and will ensure you are fully informed and involved in all decisions about your child's education and support.

- We will provide you with regular updates on your child's progress through 3 meetings with a member of staff who knows your child well, as well as written reports [annually at a minimum]. During these meetings which we hold as part of the 'assess, plan, do, review process', we will work collaboratively:
 - Set clear and achievable outcomes for your child's progress.
 - Review the progress your child has made towards these outcomes.
 - Discuss the support we will put in place to help your child make further progress.
 - Clearly identify what actions we will take as a school, what we will ask you to do at home, and what we will encourage your child to do.
- If your child has an EHCP you will be invited to attend an annual review meeting to evaluate their progress in relation to the targets in their EHCP as one of these 3 review meetings.
- The SENDCo may also attend these meetings to provide additional support and expertise. We encourage you to share your thoughts, observations, and any information about how the SEND support is impacting your child outside of school so that we can build a comprehensive understanding of their needs. If your child's needs or aspirations change at any time, please inform us as soon as possible so we can ensure our support remains relevant and effective. If you have any concerns that arise between these scheduled meetings, please do not hesitate to contact the Class Teacher in the first instance, via the school office. You can also get in touch with the SENDCo via the school office.

7 How will your child be involved in decisions about their education?

- We believe it is important for children to be involved in decisions about their own education, where appropriate. The level of their involvement will depend on their age, maturity, and individual needs. We will consider each child's circumstances on a case-by-case basis, always with your input.
- To gather your child's views, we may:
 - Invite them to attend meetings to discuss their progress and outcomes.
 - Encourage them to prepare a presentation, written statement, video, drawing, or other way of sharing their thoughts.
 - Facilitate a discussion with a member of staff who can then represent their views during meetings.
 - Ask them to complete a survey about their experiences and preferences.
- We will achieve this through the use of:

Activity	Who's involved?	How often?
<i>Self assessment</i>	<i>Pupil, class teacher/form tutor</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>Pupil, class teacher/form tutor</i>	
<i>Worry Box</i>	<i>Pupil, class teacher/form tutor</i>	

SEND Information Report

<i>School Council</i>	<i>Class, class teacher/form tutor</i>	
<i>Individual Pupil Voice/ Pupil conferencing</i>	<i>Pupil, SENCo, class teacher/ form tutor</i>	<i>At least once a year</i>
<i>SEN support review meetings</i>	<i>Pupil, parents, class teacher/form tutor supported by SENCo</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.</i>	<i>Once a year</i>

8

How will the school adapt its teaching for my child?

- We understand that your child's teacher plays a vital role in their progress and development, and we ensure that high-quality, inclusive teaching is at the heart of our approach. We're committed to providing all children with access to a rich and varied curriculum throughout their time at Langney Primary Academy.
 - Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. We tailor learning opportunities to meet the unique needs of each child, whether they're working in groups or individually.
- East Sussex Schools:
- Our high quality, inclusive teaching is informed by the [Universally Available Provision](#) advice developed by East Sussex Local Authority to ensure that our teaching conforms to best practice.
 - Our school provides an ambitious and inclusive curriculum, fostering high expectations for all pupils to ensure the best possible outcomes. Therefore teaching is adapted to ensure learning is accessible for every child.
 - These adaptations may include:
 - Adjusting our teaching methods, for example, by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and using visual aids.
 - Modifying our resources and staffing arrangements to provide appropriate support.
 - Utilising recommended aids such as laptops, coloured overlays, visual timetables, and larger font sizes.
 - Deploying teaching assistants or support staff to provide appropriate support based on the individual presentation of need.
 - Scaffolding lesson materials to provide appropriate levels of challenge and support.
 - We also provide a range of interventions to support pupils with specific needs:
- Communication and interaction:
- Language Link - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts
 - Speech Link - a programme to develop children's speech sounds

SEND Information Report

- NELI – a programme for Reception aged children to improve children’s language and early literacy skills
- Social Skills – a programme to develop and apply key social skills

Cognition and learning:

- Pre-teaching – an opportunity to pre-teach vocabulary, or repeat previous learning
- Maths Support - small groups or 1:1 sessions, independent ICT programs: Mathletics
- Lexia - a computer based software that supports phonological awareness, spelling and key word reading

Social, emotional and mental health difficulties:

- Nurture - small group nurture sessions to give children time to talk
- Thrive – a programme to develop resilient, confident children
- Zones of Regulation - a programme to support children with identifying their emotional state and the responses to this

Sensory and Physical:

- Jump Ahead - a physical development programme to develop fine and gross motor skills and attention and listening
- Sensory Circuits – an intervention to support with sensory integration
- Pindora’s Box - to support fine motor skills

These interventions are part of our contribution to the East Sussex Local Offer.

- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- If your child has an EHCP they will have relevant provision and intervention in place based on the targets in their plan.
- We encourage your child to take ownership of their learning and work independently, with our support, whenever possible.
- We invest in ongoing training for our teaching and support staff, ensuring they have the skills and knowledge to meet the diverse needs of our children. When planning support, we carefully consider the training needs of our staff.
- Training is planned to reflect the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- Our teaching and support staff have participated in a variety of professional development opportunities, including:

SEND Information Report

2019-21 SEN Training Included:

- CLASS Understanding and supporting pupils with Autism Spectrum Disorder - Support Staff
- iHASCO and Educare courses related to SEND and inclusion
- CLASS Understanding pupils at risk of Dyslexia - Support Staff
- update on SEND assessments
- SEN Support Plans
- A Makaton refresher - EYFS and Year One
- Specific training for Interventions (Selective Mutism and Language Link)
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists
- SENCo Training:
 - Role of East Sussex Lead SENCO - peer reviews, new SENCo support, NQT training
 - Autism - day course
 - ISEND Conference
 - Designated Safeguarding Training refresher
- East Sussex Inclusion Network Day 2021-22 SEN Training Included:
 - EHCP Provision training
 - Makaton Level 1
 - Inclusive Practice strategies
 - ASD
 - Use of screenings and assessments tools
 - Use of Dyslexia Screening Test
 - CLASS transition for children struggling to transition back to school
 - OCD
 - Grief & Loss SEMH CPD
 - Provision maps and target setting

2022-23 SEN Training Included:

- EHCP Provision
- Jump Ahead and Sensory Circuits Intervention
- Epilepsy
- Autism and Anxiety
- Use of Dyslexia Screening Test
- Emotional Regulation
- Good Autism Practice
- Women and Girls with Autism
- Sensory Integration and Creating a Sensory Environment
- Lego Based Therapy
- SALT Speech Sounds from CITES
- Precision Monitoring for Precision Teaching
- Creating a Communication Friendly Environment - The Role of the Adult
- Language Link

SEND Information Report

- Creating a Communication Friendly Environment - Use of Visuals
- Literacy SEND Adaptations in Foundation Subjects
- Creating a Communication Friendly Environment - Providing Opportunities for Communication
- Maths: Concrete to Abstract
- Inclusive Practice strategies
- Safeguarding and CPOMs
- Reading interventions
- Meditracker training 8
- Makaton
- Social Skills
- Clever Hands
- Online Safety
- Colourful Semantics

2023-24 SEN Training Included:

- De-escalation
- Colourful Semantics
- Careers and aspirations
- DST-J Using the Pearson Dyslexia Screening Test
- Creating a Communication Friendly Environment: The Role of the Adult
- Supporting Struggling Writers
- Dyslexia Screening Tests - What next?
- SEND - Inclusive Strategies and Adaptations
- SEND Identification
- Good Autism Practice
- Autism & Anxiety
- Women, Girls and Autism
- Speech Link: Assessment & Speech Link: Intervention
- Emotional Regulation
- Makaton Taster Session
- Creating a Communication Friendly Environment: Part 1
- Creating a Communication Friendly Environment: Part 2
- Effective Provision Maps & ANPs
- SEND Identification - Flowchart
- Selective Mutism
- Meditracker training
- EHCP Provision & Comments
- SALT Speech Modelling Sessions
- Provision maps and ANPs

2024-25 SEN Training Included:

- SALT Speech Modelling Sessions

SEND Information Report

- EHCP Provision & Comments
- Meditracker training
- SEND Identification - Flowchart
- Effective Provision Maps & ANPs
- Epilepsy
- Physiotherapy exercise programme
- Bucket time
- Sensory Circuits
- ADHD delivered by CLASS
- Evacuation chair training
- De-escalation
- Safeguarding
- Unconscious bias
- GDPR
- First aid
- Little Wandle
- Pre-teaching

We also implement recommendations from external specialists to further enhance our support.

- You can find more information about how we make our school accessible in our Accessibility Plan, which is available [here](#). Our Accessibility Plan outlines the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and covers how we are increasing the extent to which disabled pupils can participate in the curriculum.

9

How will the school ensure my child has the resources they need?

- Our school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- We are committed to providing the necessary resources to support your child's learning. This may include additional resources to support their learning, adaptations to in-class support, further training for our staff, or the involvement of external specialist expertise.
- Where appropriate, we will consult with external agencies to gain recommendations on the best ways to help your child access their learning, and we will do our utmost to ensure these resources are provided. Resources and support for pupils with SEND will be provided through the SEND notional budget or any top up funding made available to the school.

10

How will the school make sure my child is included in all school activities?

- We believe that all pupils, including those with SEND, should have the opportunity to

SEND Information Report

participate fully in all aspects of school life. The expectation is that our school provides an inclusive environment for everyone. While some pupils may require additional interventions alongside a broad and balanced curriculum, we are committed to ensuring there are no barriers to your child enjoying the same activities as their peers, including physical activities and extracurricular clubs.

- We want every child to enjoy and benefit from off-site visits. When we plan these trips, we carefully consider the needs of all our children, especially those with SEND. Where necessary, we'll work with you to ensure appropriate risk assessments are in place, reflecting any additional support your child may require, so they can fully participate and have a positive experience.
- All of our extra-curricular activities and school visits, including our before and after-school clubs, are open to all pupils. We encourage all pupils to participate in school trips, including any residential trips, and to take part in events such as sports day, school plays, workshops. No pupil will ever be excluded from participating in these activities due to their SEND, and we will work closely with you to make reasonable adjustments.

11 How does the school ensure the admissions process is fair for pupils for SEND?

- Langney Primary Academy is an inclusive school and is part of the Swale Academies Trust. We admit pupils from age 2 to 11 years. Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEND are fair and equitable.
- For prospective pupils who have an Education, Health and Care Plan (EHCP) that names Langney Primary Academy, those pupils will be admitted before any other places are allocated, as required by law.
- If you want a place for a pupil who already has an Education, Health and Care Plan (EHCP) in place, contact your assessment and planning officer at East Sussex County Council.
- If you want a place for any other pupil with special educational needs, you should apply as normal and your application will be considered in the same way as applications from pupils without special educational needs.
- **Please follow the [school's website](#) link for further information about admissions**
- **Local authority school admissions:**
 - East Sussex admissions - [school admissions - East Sussex.gov.uk](#)
 - Contact information for families for admissions advice (East Sussex) 0345 60 80 192

12 How will the school support pupils with disabilities?

- We are committed to ensuring that pupils with disabilities are not treated less favourably than other pupils. We make reasonable adjustments to our practices and procedures to

SEND Information Report

prevent discrimination and promote inclusion. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our Accessibility Plan provides further details on the steps we have taken to improve the physical environment of the school, increase access to the curriculum, and improve the provision of information in accessible formats for disabled pupils, parents, and staff. Our Accessibility Plan can be found [here](#).

- Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.
- There is an integrated lift and playgrounds are tarmacked and level.
- When needed, we work closely with outside experts, like the Sensory Team, the Hearing Service, and Occupational Health and Physiotherapy, to ensure we're providing the best possible support for your child. They'll visit our school and share their expertise with our teachers and staff.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum

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

- We recognise that the emotional and social well-being of our pupils is just as important as their academic progress. We provide a range of support to help pupils with SEND develop their emotional and social skills, including access to a wellbeing corner in each classroom, Zones of Regulation, Social Skills intervention, Place2Be, Mental Health Support Team and more.
- We believe in nurturing your child's well-being, which is why we provide regular and carefully planned personal, social, and health education lessons, using the Jigsaw scheme of work
- To support busy families and provide a positive start and end to the school day, we offer a daily breakfast and after-school club.
- We actively participate in important events like Anti-Bullying Week, Mental Health Awareness Day, and E-Safety Week, to raise awareness and promote a safe and supportive environment for all children.
- To ensure we understand your child's perspective, we may use pupil voice questionnaires, giving them an opportunity to share their thoughts and feelings.
- We make sure all staff are fully informed about your child's individual needs, through regular meetings and briefings. This helps us maintain a consistent and supportive approach, especially when implementing risk reduction plans.
- We use themed assemblies to address important topics such as personal safety, online safety, anti-bullying, disability awareness, peer pressure, friendships, and autism spectrum disorder, helping to create a caring and inclusive school community.

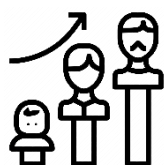
SEND Information Report

14	What support is in place for looked after and previously looked after children with SEND?
	• Our designated teacher for looked-after children and previously looked-after children is Teresa Compton who works closely with our SENDCo, Heather Phillips, to ensure that all staff understand how a looked-after or previously looked-after pupil's experiences and their SEND may interact, and the implications this has for their teaching and learning. • Looked-after and previously looked-after children with SEND will receive support in the same way as any other child with SEND. However, looked-after children will also have a Personal Education Plan (PEP)
15	What support will be available for my child as they transition between classes or settings or in preparation for adulthood?
	Moving to a new class, a different school, or even preparing for life after school can be a big step for any child. We understand that children with SEND may need extra support during these times, and we have specific plans in place to make these transitions as smooth and comfortable as possible.  Moving Between Years: To help your child get ready for their new class each year, we will: • Make sure that both their current teacher and their new teacher meet to discuss their individual needs and how best to support them. This usually happens towards the end of the school year. • Arrange opportunities for your child to spend some time with their new teacher and in their new classroom before the summer holidays. This helps them to become familiar with their new environment and build relationships. Moving to a New School: When it's time for your child to move on to a different school, whether it's a new primary school, secondary school, or a specialist setting, we will work closely with you and your child to ensure a positive transition. We will: • Ask you and your child what information you feel would be helpful to share with the new school. • With your permission, we will then share relevant information about your child's SEND, their learning style, and the support strategies that have been effective for them. This ensures the new school has a good understanding of your child's needs from the start. Moving Between Phases (for children in primary school moving to secondary school): When your child is moving from our primary school to secondary school, we will: • Arrange for the SENDCo from the secondary school to visit our school to meet with our

SEND Information Report

SENDCo. Together, they will discuss the needs of all the pupils who are receiving SEND support to ensure a seamless handover of information and strategies.

- Help your child prepare for the changes ahead by:
 - Practising using a typical secondary school timetable.
 - Giving them strategies to help them become more organised and independent with their learning.
 - Identifying and addressing any gaps in their knowledge to ensure they feel confident in their new setting.



Primary schools -

Prior to transitioning to Secondary School, all Additional Needs Plans for our SEND pupils will be reviewed to ensure that the information moving with them is accurate to their current level of need and progress. This will be through liaising with Class Teacher, parents and the school SENDCo. Children will benefit from transition day/s with their new Secondary school. Some local Secondary schools may also offer additional support for children with SEND, such as an additional transition day or Summer school. EHCP plans will be reviewed through the annual review process with support from the local EHCP transitions team and advisers, as well as other supporting services such as the Placement Support Team.

16

What support is available for me and my family?

- We understand that having a child with SEND can bring both joys and challenges, and we want to support you as a family. Please do not hesitate to get in touch with us if you have any questions about SEND or if you are finding things difficult to cope with. We are here to help.
- To see what support is available to you locally, have a look at East Sussex's local offer. East Sussex publishes information about the local offer on their website:

East Sussex Schools:

www.eastsussex.gov.uk/localoffer

East Sussex Schools:

SENDIASS AMAZE:

Amaze supports children and young people with special educational needs and disabilities (SEND) and their families in East Sussex.

Amaze SENDIASS Helpline: 01273 772289

Email: sendiass@amazesussex.org.uk

<https://amazesussex.org.uk/east-sussex/>

17

What should I do if I have a complaint about my child's SEND support?

SEND Information Report

	• We hope that you are always happy with the support your child receives at our school. However, if you do have a concern or complaint about our SEND provision, we encourage you to let us know so that we can try to resolve it. • In the first instance, please speak to the relevant member of staff in the first instance. If not resolved, they will be referred to the school's complaints policy. • If you are not satisfied with the school's response, you have the right to escalate your complaint further, as outlined in Swale Academies Trust Complaints Policy which can be found on our school website.
18	Supporting documents
	• Equality Information and Objectives Statement • Child Protection and Safeguarding Policy • Behaviour Policy • Accessibility Plan • Attendance and Punctuality Policy • SEND Policy • SEN & Disabilities Code Of Practice 2015 • Mainstream Core Standards
19	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

SEND Information Report

- **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
- **SENDCo** – 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