

Special Educational Needs and Disabilities (SEND) Information Report 2025 - 2026

Hildenborough Church of England Primary School



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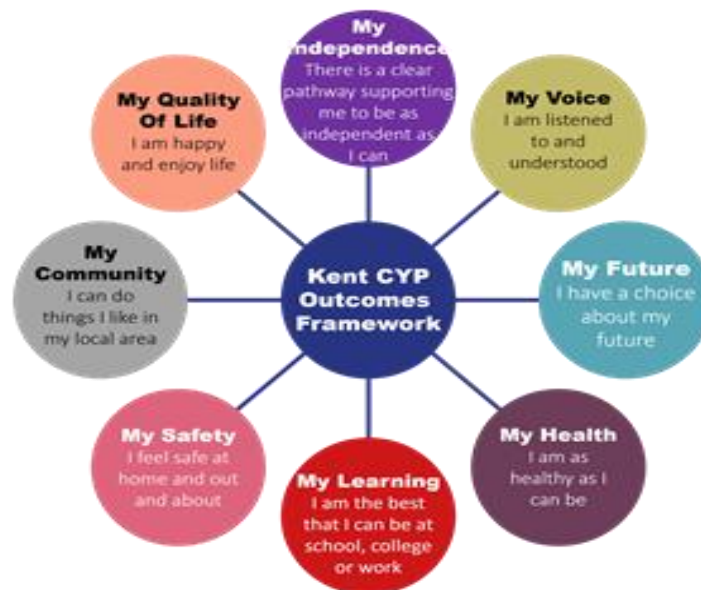
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Kent SEND Information Report

Dear parents and carers,

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

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



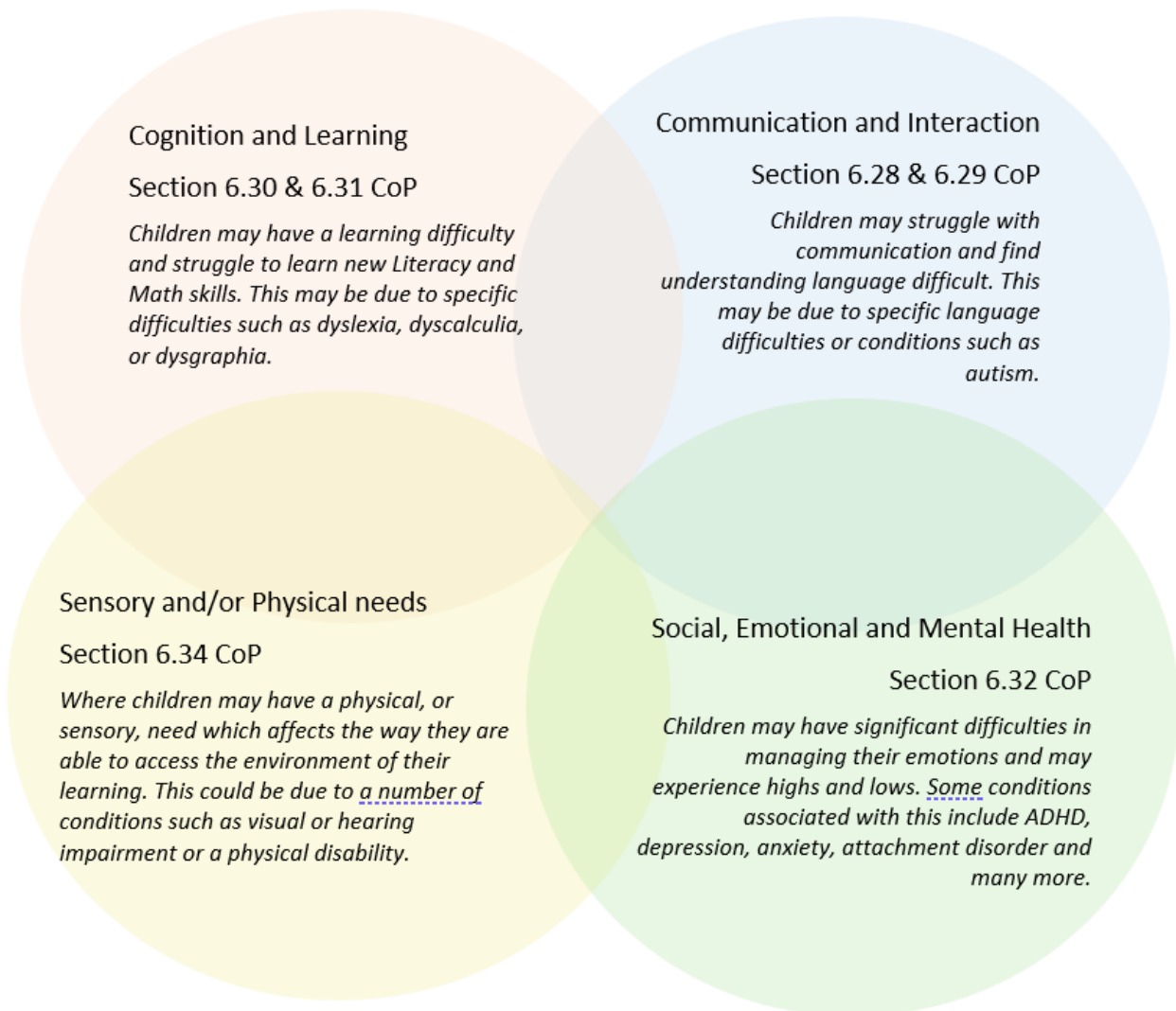
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website at [Hildenborough CE Primary School SEND Policy](#).

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

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

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



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

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

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

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



At Hildenborough Church of England 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.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Rachel Forward.

Mrs Forward is a qualified teacher who is passionate about supporting all pupils to reach their full potential. She has 9 years of experience in the role of SENCO and achieved the National Award in Special Educational Needs Co-ordination in 2019.

Mrs Forward is closely supported by Caroline Stone, the school's Inclusion Manager. She has extensive experience in supporting pupils with additional needs and delivers interventions to pupils across the school.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 8 TAs, who are trained to support in class and deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Speech and Language Support, Phonics, Words First, Toe-by-Toe, Power of 2, Sensory Circuits, Social Speaking, Time to Talk and Zones of Regulation.

In the last academic year, teachers and teaching assistants received training on the Mainstream Core Standards, ADPR and Personalised Provision Plans, Autism Awareness (delivered by the AET), Dyslexia, De-escalation, Zones of Regulation and the Nurture UK Programme.

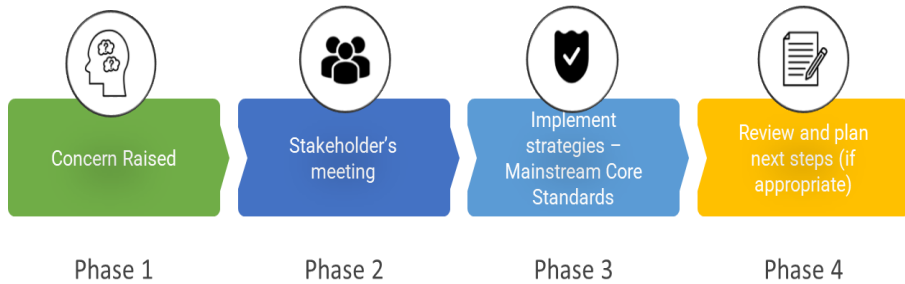
External agencies

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 and attendance welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services (including Early Help)
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



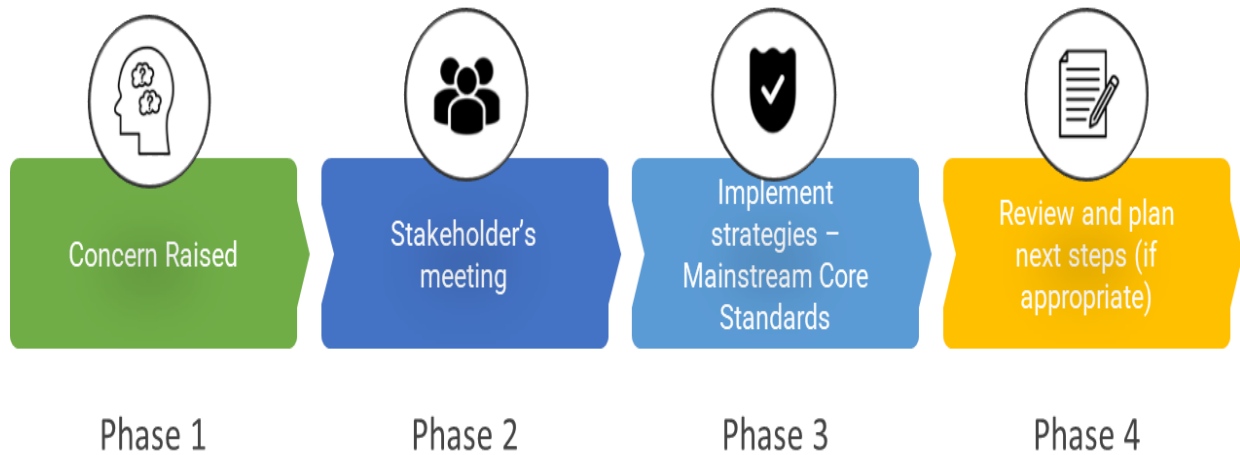
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You do not need to wait until a formal consultation meeting but may approach your child's class teacher and/or the SEND Team (Mrs Forward and/or Mrs Stone) at any time by email, telephone or face to face.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

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



At Hildenborough C of E Primary School, we believe early identification is key. All children's progress is carefully tracked throughout the year – not just in reading, writing and maths, but also in areas like social, emotional, and physical development. We use an online system called **Arbor** to monitor progress, and teachers carry out regular assessments to help us spot any pupils who may be falling behind.

If a child isn't making expected progress, even with high-quality teaching, we put extra support in place to help them catch up. This might include:

- Small group sessions for reading, writing or maths
- Regular reading with an adult
- Handwriting support
- Help with fine or gross motor skills
- Sensory Circuits
- Educational software/apps
- Clicker 8 writing support
- Speech and language groups

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- Therapeutic play sessions
- Social skills groups

If concerns continue, the class teacher will speak to the SENCO and work closely with parents to look into things more deeply. We may also use further assessments to explore areas such as: speech and language; dyslexia; auditory and visual processing; general learning ability. Where needed, we work with external professionals to get a fuller understanding of a child's needs.

If a child needs support that is additional to and different from what's normally provided, they will be identified as having SEND and a Personalised Provision Plan or Pupil Passport will be put in place.

This plan outlines:

- Your child's strengths and needs
- Clear outcomes and small-step targets
- Support strategies and interventions
- Who will be involved and how progress will be reviewed

These plans are reviewed three times a year and shared with parents. All staff working with your child will know what support is needed, and staff will receive training if required to deliver it effectively.

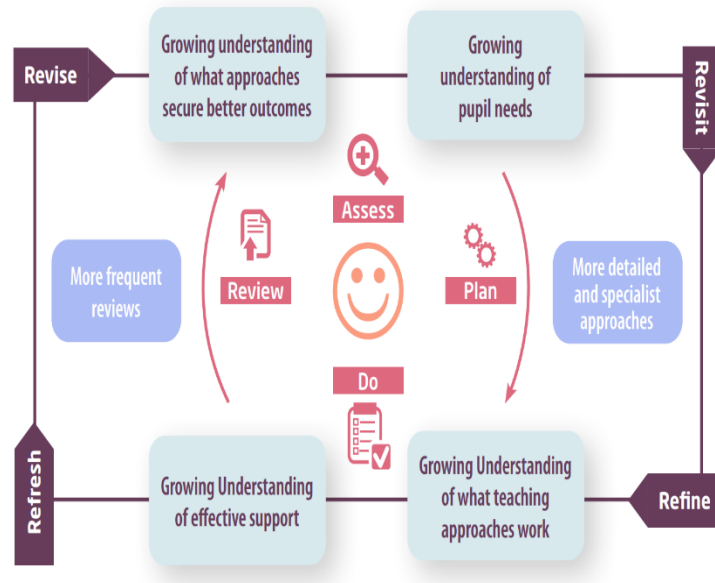
It's important to remember that slower progress or lower attainment does not always mean a child has SEND. Some children may need short-term support and then make good progress without ongoing help. Others may need continued support and will remain on the SEND register. Any changes to your child's SEND status will be clearly discussed with you.

If you have any concerns about your child's progress or development, please speak to their class teacher in the first instance, or contact our SEND Team.

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

When a child is identified as having SEND, they are placed on the school's SEND register, and we will follow the 'graduated approach' to meeting their needs.

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



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this, in the form of a personalised provision plan, and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

In line with the 'graduated approach', Personalised Provision Plan/ Pupil Passports will be reviewed 3x yearly and each review will be informed by the views of the pupil, parents and class teacher

(including assessment information from teacher). This will enable evaluation of the effectiveness of the special provision set out in their plan and will show whether adequate progress is being made towards outcomes. If these assessments do not show adequate progress is being made, the Personalised Provision Plan or Pupil Passport will be reviewed and adjusted.

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

We will provide an annual report on your child's progress, as well as inviting you to two face to face parent consultation meetings per year.

If your child is on the SEND register and has a Personalised Provision Plan, Pupil Passport or EHCP, a member of staff who knows your child well will share their reviewed plan with you three times a year, and offer you the opportunity to discuss further if required. Those with an EHCP will also have a formal Annual Review meeting once per year.

These discussions will allow us 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, and, if other professionals are involved with your child (particularly in cases where your child has an EHCP), they will also be invited to attend or contribute.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact your child's class teacher, either face to face, by telephone or email, in the first instance. Following this, a further meeting can be arranged with the SEND Team (Mrs Forward and/or Mrs Stone).

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. However, we do greatly value the voice of every child and feel it is important to seek their views and involve them in the planning of their provision.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make

sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

These adaptations may include:



➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



➤ Deploying teaching assistants to support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials

We may also provide the following interventions:

- Phonics
- Words First
- Toe by Toe
- Precision Teaching
- PAT Programme
- Reading for Meaning
- Memory Magic
- Power of 2
- Speech and Language
- Clever Fingers
- Sensory Circuits

- Zones of Regulation
- Time to Talk
- Therapeutic Play Therapy Sessions
- Socially Speaking

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

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

- Using whole class provision maps, personalised provision plans, pupil passports and Arbor to measure progress
- Reviewing their progress towards their outcomes each term
- Reviewing the impact of strategies, resources and interventions termly
- Collecting pupil voice through informal discussions and questionnaires
- Monitoring by the SENCO, including observation and work scrutiny
- Classroom and playground observations
- Holding an annual review (if they have an education, health and care (EHC) plan)



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

It may be that your child's needs mean we need to provide additional resources such as:

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

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. For highly specialist equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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 residential trip to PGL.

All pupils are encouraged to take part in all whole school and class events, such as Sports Day, school plays etc.

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. However, we also recognise that some pupils may not be ready to take part in these activities and we would never force them to do so.

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



At Hildenborough C of E Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, Autism, Attention Deficit Hyperactivity Disorder (ADHD), learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Further details of our access arrangements can be found here:

https://www.kent.gov.uk/_data/assets/pdf_file/0009/161829/Primary-Admissions-Scheme-for-2025-26.pdf

https://www.kent.gov.uk/_data/assets/pdf_file/0019/161830/Primary-Determined-Arrangements-for-2025.pdf

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

At Hildenborough CE Primary School, we pride ourselves on being an inclusive environment, welcoming children with a range of learning and physical disabilities to our school. We are fully committed to ensuring that all pupils, regardless of their background, additional educational needs, race or gender, are able to fulfil their potential, and strive to ensure that our classrooms cater for all need types, through outstanding classroom practice and informed methods that enable all children to succeed academically, socially and emotionally.

Our Accessibility Plan outlines the steps we are taking to prevent disabled pupils from being treated less favourably than other pupils and can be found here: [Hildenborough CEP School's Accessibility Plan](#)

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

At Hildenborough CE Primary School, we are committed to promoting a positive mental health for every member of our school community. We pursue this aim using universal, whole school approaches and specialised targeted approaches aimed at vulnerable pupils and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. We know that everyone experiences life challenges that make us vulnerable, and at times anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. Our aim is to be a school where:

- **All members of our school community feel valued.** *We will provide an environment where the voice of every individual is heard and they feel listened to.*
- **Children have a sense of belonging and feel safe.** *We will provide the children with a secure foundation from which to flourish, supporting them to become resilient learners and adopt a growth mindset.*
- **Children feel able to talk openly with trusted adults about their problems without feeling any stigma.** *We will promote the value of recognising and expressing our feelings. We aim to create an open and positive culture that encourages discussion and understanding of mental health issues to reduce the stigma that is associated with mental health difficulties.*
- **Positive mental health for all is promoted and valued.** *Our ethos, policies and behaviours support mental health and resilience, which everyone understands. We will train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems.*
- **We identify and support children, their families and staff with mental health needs.** *We value early identification of children who have mental health needs and plan support to meet their needs, including working with specialist services. We will encourage pupils, staff and parents to seek help when needed, so that all within the school community feel happy and healthy.*
- **Positive relationships between all members of the school community are promoted.** *We will promote positive interactions/ relationships between all pupils, staff and parents, offering support and intervention when needed.*
- **Bullying is not tolerated.** *We will promote our Christian values of Love, Compassion, Courage, Endurance, Hope and Honesty.*

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 or take on other leadership roles e.g. sports leaders, house captains and peer mediators.
- Pupils with SEND are also encouraged to be part of all clubs and enrichment activities to promote teamwork and build friendships.
- Use of OPAL at break and lunch times.
- Sports Leaders and Peer Mediators support pupils to participate in activities and help with conflict resolution.
- Lunch club (nurture group) is offered to those who need extra support with social or emotional development
- Specific interventions such as Time to Talk and Socially Speaking.
- Identified safe spaces within the school e.g. the Green Room, sensory tent etc.

Our Mental Health and Wellbeing Policy can be found here and gives further details:

[Hildenborough CEP School's Mental Health Policy](#)

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



Ruth Ardrey (Headteacher and Designated Safeguarding Lead) will work together with Rachel Forward (SENCO) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP) and support from the Virtual Schools Kent (VSK) service. We will make sure that the PEP and any Personalised Provision 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?

Starting School

At Hildenborough C of E Primary School we work closely with the educational settings used by pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. Transition meetings are held for some children with SEND when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child's needs are met in their new school.

Between year groups

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



- Provide social stories and transition booklets that can be taken home over the holidays.
- Arrange additional transition sessions with new class teacher or in the new classroom.
- Ensure that both the current teacher and the next year's teacher meet in order to discuss the pupil and their specific needs and provision, together with the SENCO where appropriate, before the end of each school year.
- Where appropriate, joint meetings between parents, SENCO, current teachers and new teacher.

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.

The SENCO (or another appropriate member of staff e.g. head of Year 7) of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. They may also attend the Annual Review meeting where a child has an EHCP. Some secondary schools also visit the pupils in their primary setting.

Pupils will be prepared for the transition to secondary school by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending our residential trip to gain independence
- Creating a transition booklet
- Transition visits to secondary school (these may be in addition to the general transition visits offered by secondary schools)
- Participation in transition projects run by the Specialist Teaching and Learning Service (STLS)



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's local offer. 'Local offer' is a term from the national government- in Kent the local offer is referred to as the 'SEND Information Hub'. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is Information Advice and Support Kent (IASK). They provide a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. They can be contacted:

HELPLINE: 03000 413000

EMAIL: iask@kent.gov.uk

www.kent.gov.uk/iask

The following website has a directory of local charities and services that offer information and support to families of pupils with SEND are:

<https://local.kent.gov.uk/kb5/kent/directory/results.page?localofferchannel=2>

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

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

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

The normal arrangements for the treatment of complaints at Hildenborough C of E Primary School are used for complaints about provision made for Special Educational Needs (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If you still

feel the issue is unresolved then you are welcome to make contact with the SEND team. The Headteacher can also be contacted to resolve the issue before making a formal complaint to the Chair of the governing body. Our complaints policy can be found here: [Hildenborough CEP School's Complaints Policy](#)

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

There are some circumstances, usually for parents seeking an EHC Plan for their child, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school. 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.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Inclusion and Special Educational Needs policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- *Accessibility Plan*
- *Equality Information and Objectives Policy*
- *Supporting Pupils with Medical Needs Policy*
- *Mental Health and Wellbeing Policy*
- *Positive Relationships and Behaviour for Learning Policy*
- *Child protection Policy*
- *Attendance Policy*



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