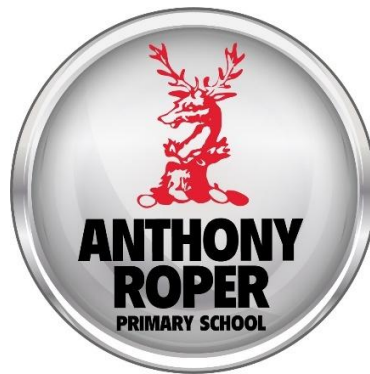


## Special Educational Needs and Disabilities (SEND) Information Report

Anthony Roper Primary School



### **Inclusion Team**

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Approved by:

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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. For further information about our arrangements for SEND, you may access our SEND policy via the school website. At the end of this report, a glossary is available to explain specific terms used here.

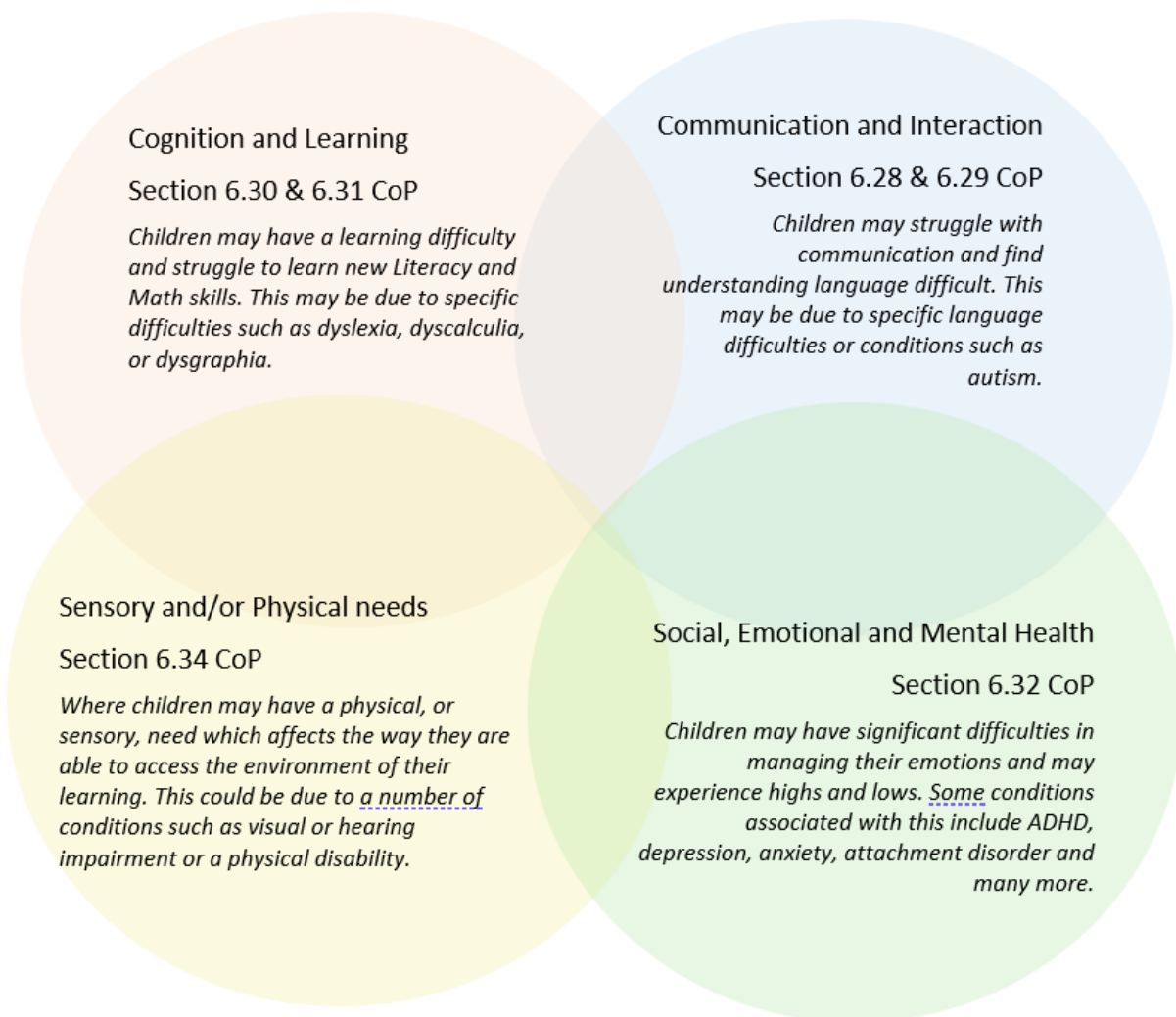
As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



You can find our SEND policy on our [website](#), using the link below.

## 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 Anthony Roper 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

#### Our special educational needs co-ordinator, or SENCO

The SENCO at Anthony Roper Primary School is Mrs Bouchera Khatib, who has 9 years' experience as a SEND professional. She is a qualified teacher with 25 years of teaching experience and achieved the National Award in Special Educational Needs Co-ordination in 2022. In 2024, she completed the MA in SEN and Inclusion.

Mrs Khatib is also the inclusion and welfare leader at Anthony Roper Primary School and is available from Monday to Wednesday on 01322 863 680 or [senco@anthony-roper.kent.sch.uk](mailto:senco@anthony-roper.kent.sch.uk)

## 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. The training received include the following:

- Safeguarding Training
- Autism Education Training. Further information can be accessed via the following link: (<https://www.autismeducationtrust.org.uk/>)
- Supportive strategies for children with literacy difficulties
- Adaptive teaching (<https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important>)
- Zones of regulation (<https://zonesofregulation.com/>)
- Diabetes awareness
- Colourful Semantics ([https://www.bing.com/videos/riverview/relatedvideo?q=colourful+semantics&mid=C4BDD57F74\\_AB47C6C7C4C4BDD57F74AB47C6C7C4&FORM=VIRE](https://www.bing.com/videos/riverview/relatedvideo?q=colourful+semantics&mid=C4BDD57F74_AB47C6C7C4C4BDD57F74AB47C6C7C4&FORM=VIRE))
- Adverse Childhood Experiences

## Teaching assistants (TAs)

We have a team of TAs, who support SEN provision. They receive similar in-house SEN training as the class teachers. They are also trained to deliver interventions such as Better Reading Partners, Read-Write Inc. (RWI) Phonics Tutoring, TEACCH program, Sensory Circuits, Speech & Language Interventions, Lego Therapy, ELSA etc.

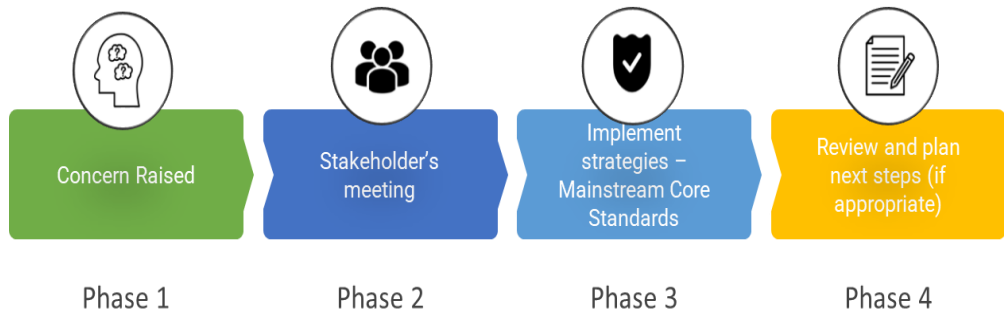
## External agencies

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
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language link therapists
- Other LA provided support services
- Voluntary sector organisations
- Community of Schools
- Early Help



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

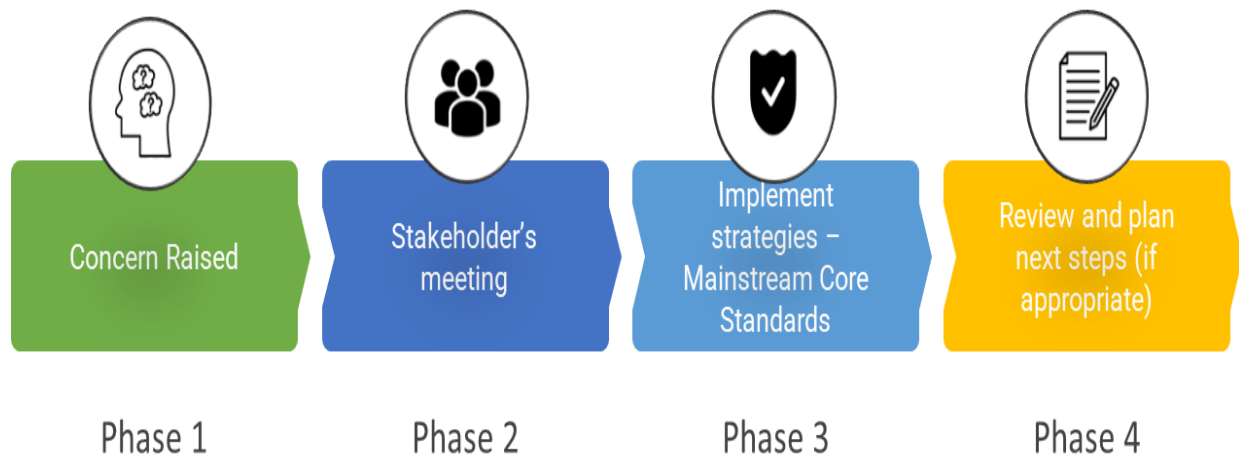


<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, the first person to raise your concern with is the class teacher. You can do this by arranging an informal meeting with them via the office or Class Dojo.</p> <p>The class teacher will inform the SENCO of any discussion you may have with them around your concern. Depending on the outcome and the action agreed following your meeting with the class teacher, the SENCO will be in touch with you to discuss your concerns.</p> <p>You may also contact the SENCO using the contact details listed above.</p>
<p><b>Phase 2</b></p>	<p>Along with the class teacher, 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.</p> <p>If needed, we will create an Individual Education Plan (IEP) outlining the support your child will receive and how you can help with this.</p> <p>We will make a note of what has been discussed during the meeting.</p>
<p><b>Phase 3</b></p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This</p>

	will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
<b>Phase 4</b>	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.

## 4. What happens if the school identifies a need?

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



All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include observations of classwork, social time, pupil progress meetings, etc.

All our class teachers are responsible for the monitoring of all pupils. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include tests, classwork or observations, for example.

If the teacher notices that a pupil is having difficulties or falling behind, they try to find out if the pupil has any gaps in their learning. If there is a gap, a relevant intervention is put in place for the pupil to use or access. Pupils who do not 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).

The SENCO will observe the pupil in the classroom and around the school to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

They will also compare your child's progress and development with their peers and with the available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as speech and language link therapist, an educational psychologist, a paediatrician or the local specialist teaching and learning services.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and your child's class teacher to create a SEN support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

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



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These outcomes are included in an Individual Education Plan (IEP). You will be invited in regularly to review this with the SENCO.

We will track your child's progress over time, towards the outcomes of the baseline assessment. We will adapt our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited regularly.

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

We will provide reports on your child's progress. If your child has been issued an IEP, you will be invited three times a year to review this with us, in addition to two parents' evenings and an annual school report.

Working in partnership, we expect you to help us:

- 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 are 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 are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. In line with our vision and values, we expect you to contribute to this support too.

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.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and a copy will be made available for you, should you request one.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 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
- 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.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work where necessary, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, flexible seating arrangements, etc.



- Teaching assistants will support pupils on a 1-to-1 basis when necessary

- Teaching assistants will support pupils in small groups when required



- Scaffolding lesson materials

# Kent SEND Information Report

As an example, we may also provide the following interventions, which are part of our contribution to Kent County Council's local offer.

Area of need	Condition	How we might support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories TEACCH Approach
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Sentence stems Visual cues
	Moderate learning difficulties	Use adapted worksheets, word banks, writing frames and ICT software.  Allow extra time to complete tasks and tests.  Break down new tasks into bitesize chunks with plenty of opportunities for reinforcement.
	Severe learning difficulties	Focus on effort, not outcome Provide role models Concentrate on strengths, not weaknesses
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Changing classroom environment
	Visual impairment	Limiting displays
	Multi-sensory impairment	Sensory circuits
	Physical impairment	Suitable therapies

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps/IEPs 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:

- Extra equipment or facilities
- Further adaptations to in class support
- Further training for our staff
- External specialist expertise
- More adult support in class

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

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in school events, and extra-curricular provisions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will work with families to make reasonable adjustments in the best interests of the child.

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



The Anthony Roper Primary School is a Foundation School and so the Governing Body is the Admissions Authority. However, the governors of the school will comply with national admissions legislation and work in co-operation with Kent County Council in order to operate within the local authority's admissions scheme.

Before the application of oversubscription criteria, children with a Statement of Special Educational

Need or Education, Health and Care Plan (EHCP) which names the school, will be admitted. As a result of this, the published admissions number will be reduced accordingly.

## 13. How does the school support pupils with disabilities?



According to the definition included in the Equality Act 2010, an individual 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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

You can find our Accessibility Plan on our website.

## 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
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for pupils with SEND by providing a trusted adult with whom they can check-in regularly with
- We run a nurture hub for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. You can find our approach to anti-bullying in our behaviour policy, available on our school website or by accessing the link below:

([www.anthony-roper.kent.sch.uk/attachments/download.asp?file=291&type=pdf](http://www.anthony-roper.kent.sch.uk/attachments/download.asp?file=291&type=pdf) )

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



The headteacher will work with Mrs Khatib, our SENCO/the inclusion and welfare leader, 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:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

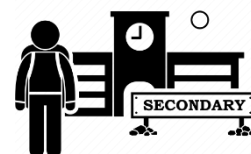
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

The SENCO of the secondary school will arrange a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



## 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, which is accessible on the link below:

<https://www.kent.gov.uk/education-and-children/special-education/needs/about-the-send-local-offer>

Information Advice and Support Kent (IASK) provides 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. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. This can also make them feel confident to express their views and wishes

about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<https://www.iask.org.uk/>

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 class teacher in the first instance. You will then be referred to the school's complaints policy, which you can find on our website.

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:

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

## 19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code of Practice 2015*
- *Mainstream Core Standards*



## 20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages