Special Educational Needs and Disabilities (SEND) Information Report

Our Lady of Hartley

Inclusion Team
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Approved by:	Mr James Baker (Headteacher)	**Date:**	Nov 2025
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Dear parents and carers,

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

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



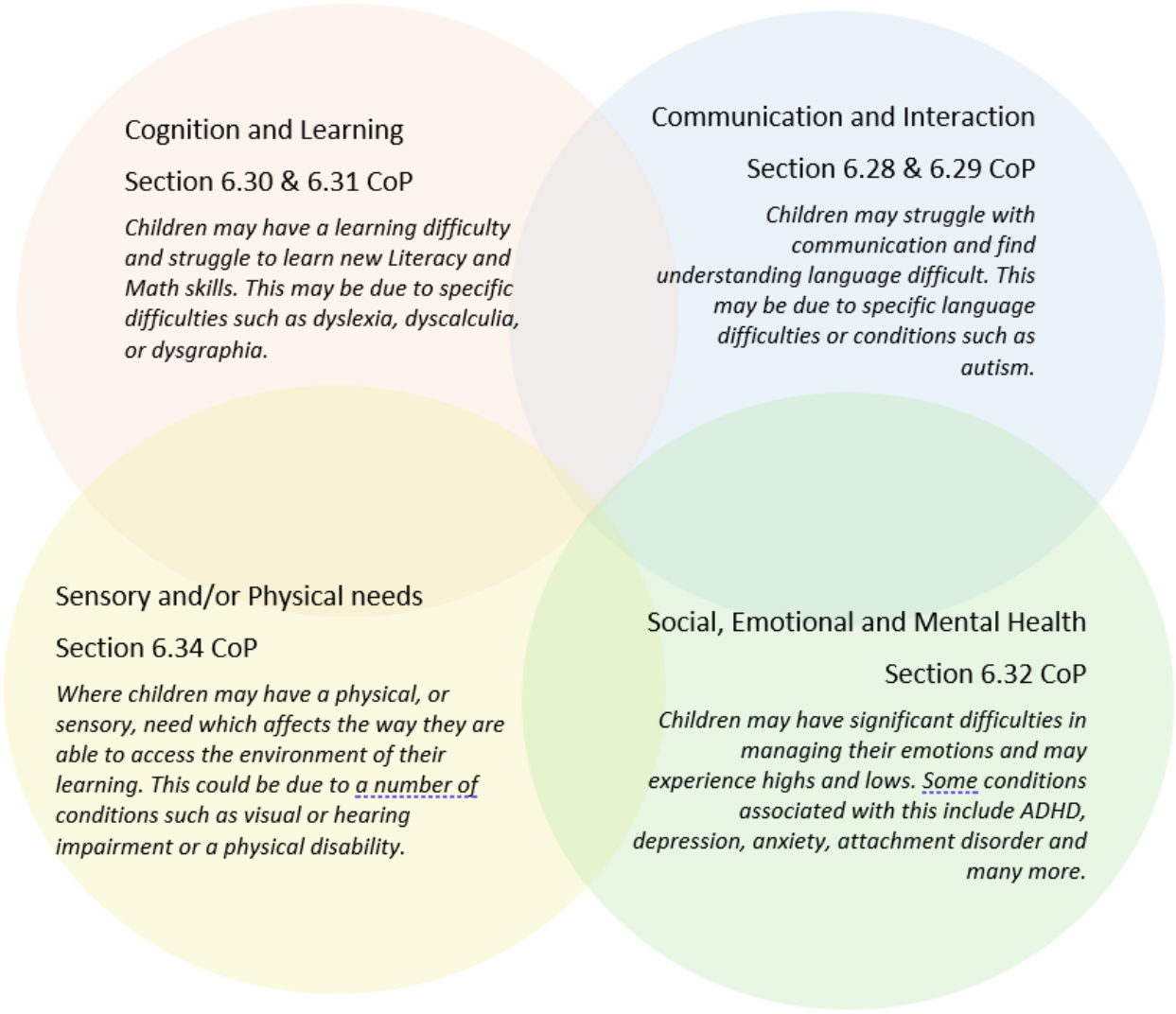
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website here: https://www.ourladyhartley.kent.sch.uk/policies/

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

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

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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a 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 (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 Our Lady of Hartley, 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 SENCO at our school is Mr Andrew Baldock.
Mr Baldock has several years of experience in this role. He has also served as a teacher, Assistant Headteacher, Headteacher, and Co-Headteacher.
He is currently working towards achieving the National Award in Special Educational Needs Co-ordination.
If you would like to contact Mr Baldock, please call the school on **01474 706 385** or email **senco@our-lady-hartley.kcsp.org.uk**.

Class/subject teachers

All of our teachers receive regular in-house training on supporting pupils with Special Educational Needs (SEN). They are guided by the SENCO to ensure they can effectively meet the needs of these pupils. Training includes Autism Spectrum Condition (ASC) awareness, phonics instruction, behaviour management strategies, the engagement curriculum, and trauma-informed practices.

Teaching assistants (TAs)

Like our teachers, all of our Teaching Assistants (TAs) receive in-house training and attend external courses when needed.
During the last academic year, our TAs have completed training in Autism Spectrum Condition (ASC) awareness, phonics, behaviour management, Team Teach, TEACCH, Pathological Demand Avoidance (PDA), and attachment theory.

Several of our TAs are also trained to deliver targeted support and interventions, including ELSA (Emotional Literacy Support Assistant), Lego Therapy, Clicker, and Comic Strip Conversations.

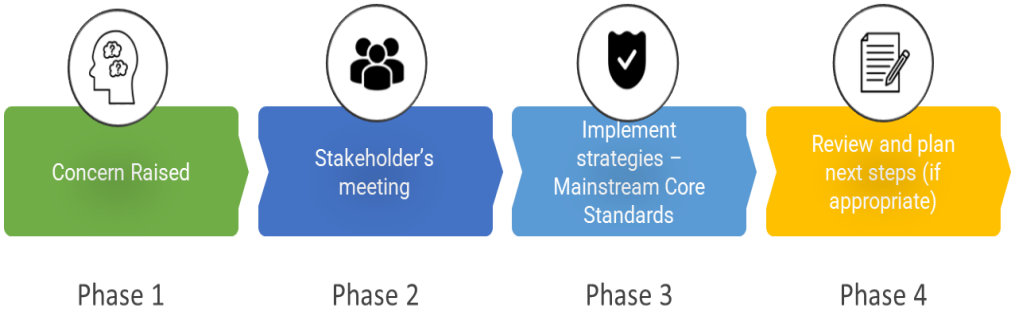
External agencies

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 Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



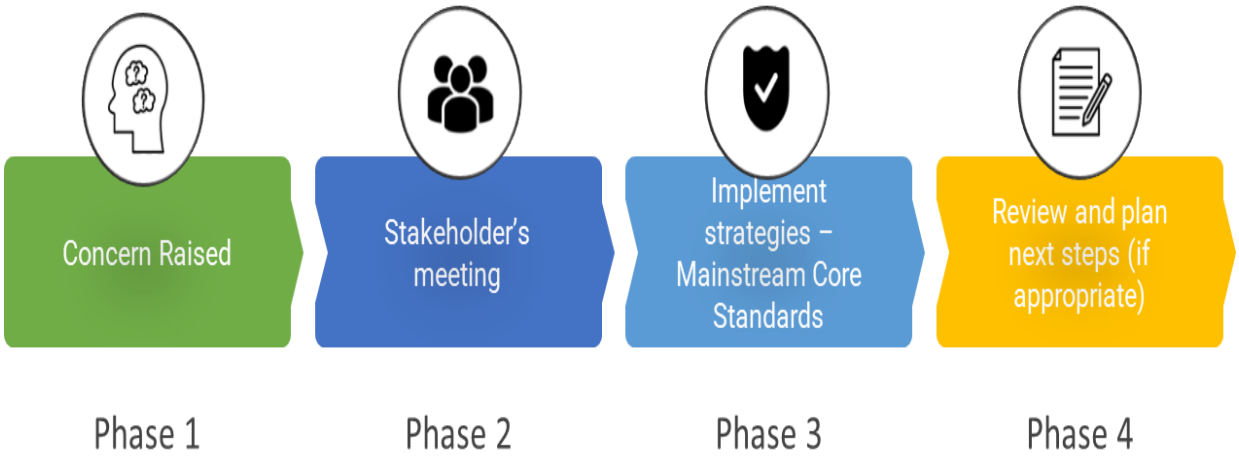
3. What should I do if I think my child has SEND?



Phase 1	If you believe your child may have Special Educational Needs and Disabilities (SEND), please raise your concern with the school so that the SENCO is made aware. You can do this by calling the school on **01474 706 385**, emailing the SENCO at **senco@our-lady-hartley.kcsp.org.uk**, or visiting the school office to request a meeting with the SENCO.
Phase 2	School staff (Class Teacher and/or SENCO) 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.
Phase 3	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.
Phase 4	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?

If we believe that your child should be identified as having an Additional or Special Educational Needs, we will speak with you. Together, you as parents/carers and the class teacher will meet to make a plan. Any support or learning outcome agreed at this meeting will be recorded in a personalised provision plan. You will be asked to sign this plan and you will be given a copy. Strategies discussed in the meeting will be put in place to help your child to make progress. After an agreed time period, we will meet again to review whether the additional support has been successful. If good progress has been made, then it might be decided that the additional support is no longer required. In this case, your child will no longer be considered to have Special Educational Needs. However, if the support has not been successful, then the support will continue. Sometimes, your child may require a higher or more intensive level of support and it may be necessary for the school to speak with professionals form other organisations, to find more effective ways of helping. We will always speak with you if we are thinking about speaking to professionals from external organisations. There will be another provision review meeting to discuss progress and set new outcomes three times a year. The same process is followed if a concern is raised by the school. The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their

schoolwork or socially. This might include difficulties with reading, writing, number work, mental health, social interactions or speech and language.

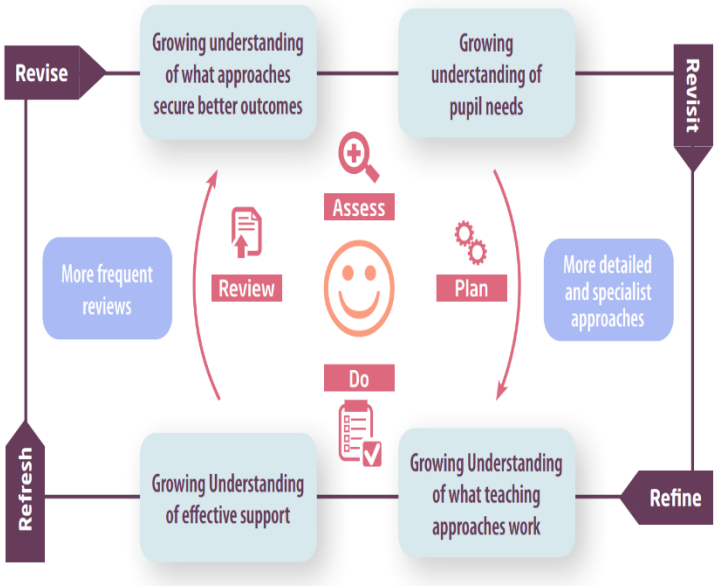
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

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**.



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 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.

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

We will provide termly reports on your child's progress.
A member of staff who knows your child well—usually the class teacher—will meet with you three times a year to:Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

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

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

If 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 Mr Baldock via senco@our-lady-hartley.kcsp.org.uk or by calling 01474 706 385

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 approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Implementing provision outlined in EHCPs
- Adapting our curriculum, resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

We may also provide the following interventions:

We offer a range of targeted interventions, including Precision Teaching, Colourful Semantics, communication approaches, Little Wandle catch-up interventions, ELSA, speech and language support, Clever Fingers (fine motor skills), BEAM (gross motor skills), Nessy, Clicker, Lego Therapy, and more.

These interventions form 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:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Additional resources to support their learning
- 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.

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 or – in certain circumstances – a bespoke style of learning for certain parts of the day 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 participate in school trips, including residential visits. They are also encouraged to take part in Sports Day, fieldwork in the local area, theatre visits, science workshops, and workshops with visiting speakers. This list is not exhaustive.

No pupil is ever excluded from participating in these activities because of their special educational needs (SEN) or disability. We will make whatever reasonable adjustments are necessary to ensure they can be included.

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



At Our Lady of Hartley Catholic Primary School, we welcome all pupils, whether or not they have SEND. Priority is given to those pupils with an EHCP and those pupils who are looked after by the local authority. For pupils with SEND (including those with an EHCP) we will liaise closely with the child's previous school/nursery to establish the level of need.

We will have discussions with you as parents/carers to work out if/how we can meet the child's needs.

We can be flexible in our approach to supporting the transition, if necessary. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. 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.

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.

Our school is built on a single storey, however there are steps (no more than three steps) around the school site, and all of our classrooms are spacious and could accommodate a wheelchair. We have one accessible toilet. Please see our Accessibility Plan for further information.

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 one or more of the school club's on offer to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND by ELSA
- We have a 'zero tolerance' approach to bullying. Our Catholic Gospel Values and Catholic Social Teaching encourage our pupils to learn how to treat one another with respect and compassion. We prevent bullying in the school by frequent lessons within the RHE curriculum, assemblies, positive reinforcement and strong relationships with pupils and parents.

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



The name of our designated teacher for looked-after children and previously looked-after children is our Headteacher, Mr Baker.

Mr Baker will work with Mr Baldock, our 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). 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
- All children will have access to a social story and photos to take home with them. These resources will have photographs of their new classroom, their teacher, other supporting adults and other important information.

Between schools

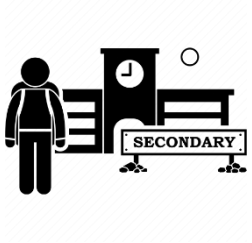
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between schools (for primary schools)

The SENCO of the secondary school will come into our school for 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:

- Visiting secondary schools
- Meeting with key staff
- 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 County Council's local offer by clicking here.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are called IASK. To visit their website, click here.

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

- Autism South East – Autistic-led support group offering events, activities, and autism cafés.
- Kent Autistic Trust – Family support and services for children and adults with autism.

- National Autistic Society – Kent Centre – Structured activities and support in Gravesend.
- Beams – Advice, respite, and activities for disabled children and families in Dartford, Gravesham, and Sevenoaks.
- Space 2 Be Me – Support for families in Maidstone, Tonbridge, and Tunbridge Wells.
- Include Us 2 – Support for families in Ashford, Dover, Folkestone, and Hythe.
- For Us Too – Support for families in Canterbury, Swale, and Thanet.
- Kent Parent and Carer Together (PACT) – Parent carer forum influencing local SEND services.
- Information Advice and Support Kent (IASK) – Free, impartial SEND advice for parents and carers.
- Kent Autism Education Service – EHCP support, advocacy, and tribunal representation.
- Kent County Council SEND Enquiries Hub – General SEND enquiries and EHCP support.
- Kent Local Offer Directory – Directory of SEND services, clubs, and support groups.
- Kent SEND Parent Training – Free and paid training courses.
- Kent Adult Education – Free online courses like Autism Awareness and ADHD support.
- Kent SEND Support – Workshops and consultancy.

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 at our school should be directed to the SENCO or Headteacher in the first instance. These will then be handled in accordance with the school's Complaints Policy.

If you are not satisfied with the school's response, you may escalate the complaint. In certain circumstances, this right may also apply to the pupil.

The KCSP Complaints Policy can be found here.

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. For more information about Mediation Support resolution please click here. Kent County Council use Global Mediation Services whose website can be found here:

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