Special Educational Needs and Disabilities (SEND) Information Report

The Malling School

Inclusion Team

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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:



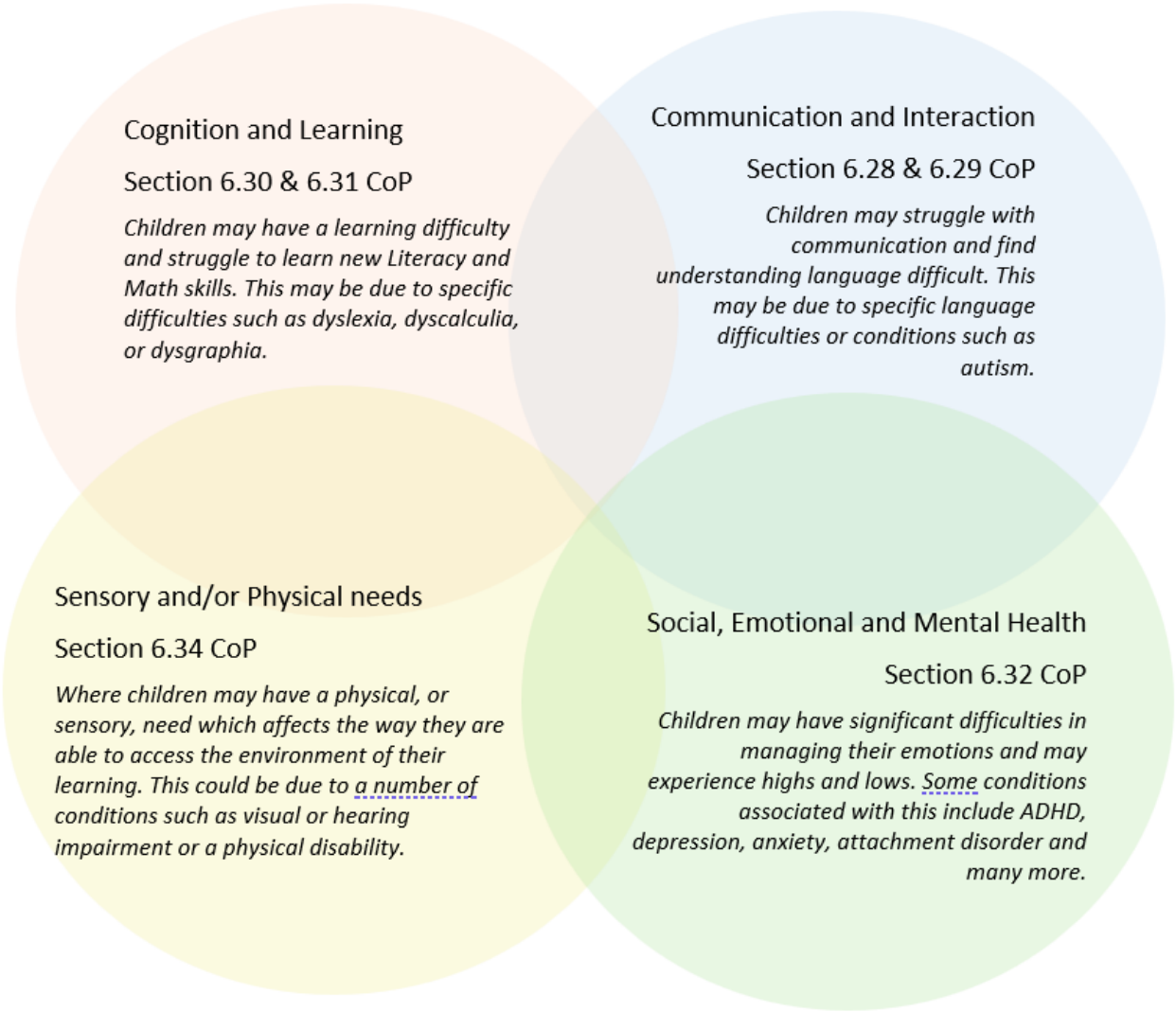
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [insert a link here].

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 The Malling 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 named SENCOs are Ms C. Graham (Assistant Headteacher for Inclusion and Head of the SRP), Mrs S. Cook (Deputy Head of the SRP), and Mrs H. Cable (SENCO for Sixth Form students). Together, they bring a wealth of experience to the role, having worked extensively across all areas of Special Educational Needs within the school. All three are qualified teachers and hold the National Award for Special Needs Coordination award.

Mrs Cook obtained the National Award for Special Educational Needs Co-ordination in [insert year], while Ms Graham and Mrs Cable completed theirs in 2024.

Supporting them is a team of experienced SENCO Assistants, each with a dedicated area of expertise. Mrs Leat leads on Cognition and Learning, Mrs Hustwayte is responsible for Communication and Interaction, and Miss Johnson oversees Social, Emotional, and Mental Health (SEMH) provision.

Class/subject teachers

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

All staff recently received training from the Autism Education Trust.

Teaching assistants (TAs)

We have a team of 21 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 23 teaching assistants who are trained to deliver interventions such as Fresh Start Phonics

Reading Fluency.

In the last academic year, TAs have been trained in:

Homework support

Inferencing

HUB Check-ins

Wellbeing Support (students into Form/Assembly) & 1:1 Wellbeing Check-ins (Form)

Mental Health – Self harm / Anxiety / Body image / eating disorder

Anger Management

Zones of Regulation

Drawing and Talking Therapy

Back on Track

TalkAbout

Maths Skills

Literacy/Vocab Skills

English catch up

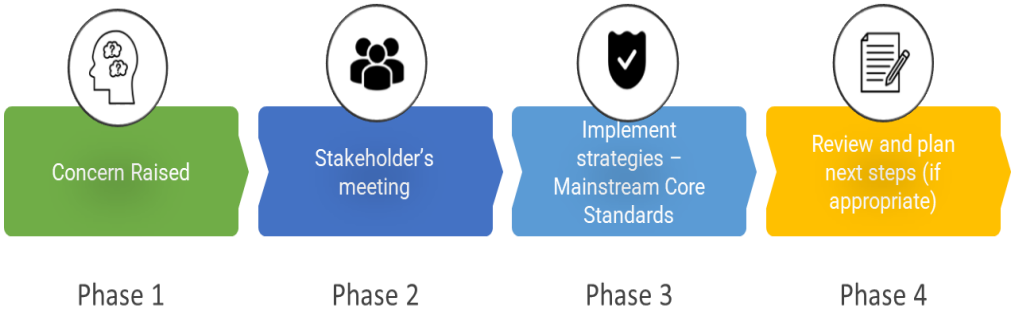
External agencies

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
- ers
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



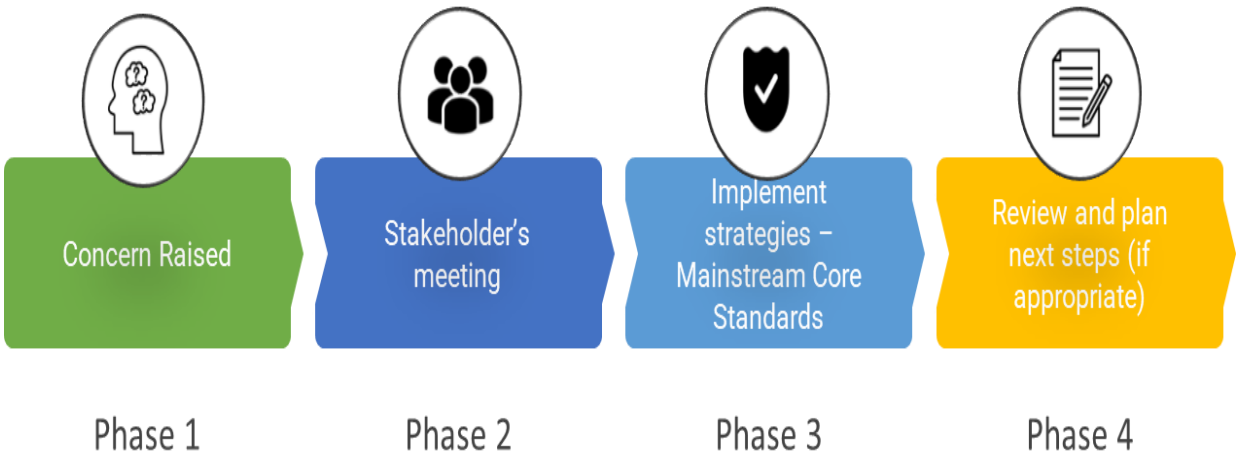
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the relevant team members are aware. Email: inclusion@themallingschool.kent.sch.uk
Phase 2	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.
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?

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 reading, writing, completing tasks in timed conditions, mathematic and speech and language.

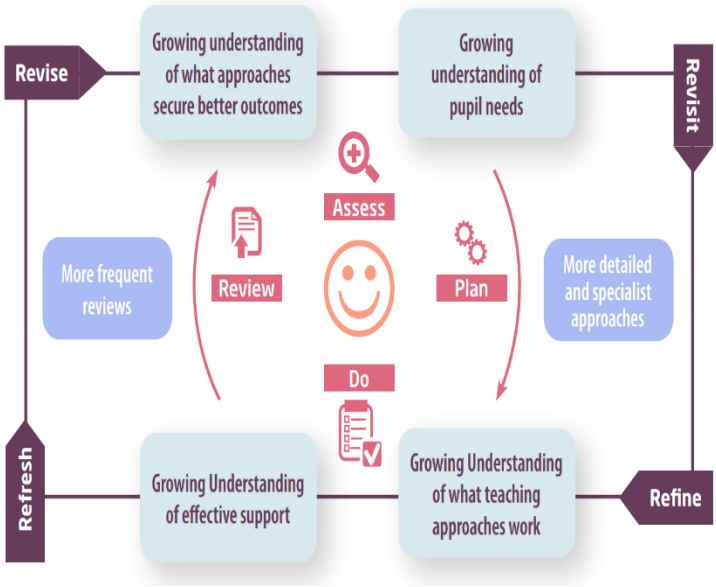
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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?

At The Malling School we monitor the progress throughout the year to review their academic progress. We use a range of assessments with all pupils and we will provide termly reports on your child's progress.

A member of the Inclusion or Pastoral teams, who knows your child well, will meet you at a minimum 3 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 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 through the provision of Pupil Passports via our online software *Provision Map.*

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 inclusion@themallingschool.kent.sch.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- 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.



- Adapting our 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:

- Mentoring
- Counselling
- Educational psychology
- Reading fluency
- Lego therapy

- Numeracy
- Social skills
- Language link
- Forest School

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:



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

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

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our website. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Funding which

exceeds this amount is requested by the Community for Schools but it is worthy of note that funding is allocated at a group level and not individual.

At The Malling School, we are committed to ensuring that every pupil has access to the resources they need to thrive. This begins with a thorough understanding of your child's individual needs, which may be identified through assessments, observations, input from teachers, and collaboration with parents and external professionals where appropriate.

Once needs are identified, we work closely with teaching staff to ensure that appropriate support and resources are in place. This may include differentiated classroom materials, access to specific learning aids, targeted interventions, or adjustments to the learning environment. We regularly review the impact of these resources and make changes as necessary to support your child's progress and well-being.

In line with the SEND Code of Practice, we follow a graduated approach (assess, plan, do, review) to ensure provision remains tailored and effective. Where additional or specialist resources are needed, we also liaise with external agencies to access further support.

Our aim is to remove barriers to learning and ensure that every child has the tools they need to succeed in a mainstream setting.

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 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 residential trips.

All pupils are encouraged to take part in sports day, the school play, careers events and other events arranged by specific departments.

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.

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



The Malling School follows the admissions procedures set out by Kent County Council, ensuring that no pupil is discriminated against on the basis of SEND or disability. Our admissions arrangements are fully inclusive and make reasonable adjustments where necessary to support access to a place at the school.

Admissions decisions are made in line with:

- The School Admissions Code (DfE);
- Kent's co-ordinated admissions process;

- Consideration of Education, Health and Care Plans (EHCPs), in accordance with the Children and Families Act 2014.

We work closely with families and the local authority to ensure that transition arrangements are carefully planned and tailored to the needs of each individual child with SEND.

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.

We are committed to ensuring that all pupils, including those with disabilities or long-term medical conditions, can access the full curriculum and school environment. Our Accessibility Plan sets out how we aim to:

- Improve access to the physical environment (e.g. ramps, lifts, modified furniture where needed);
- Ensure availability of accessible teaching and learning materials;
- Provide appropriate auxiliary aids or services to support pupils with sensory or physical needs;
- Train staff to meet the needs of all learners inclusively.

We make reasonable adjustments on a case-by-case basis and regularly review our environment and provision in light of pupils' evolving needs.

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 all extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by completing student voice.
- We have a number of 'safe spaces' in school that pupils can access.
- We run a number of SEMH interventions.
- We employ specialist counsellors who are able to offer counselling in school.
- We have a 'zero tolerance' approach to bullying. For more information please see out Anti Bullg policy on our website.

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



All members of our Inclusion Team will work with all teachers to make sure that they 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 offer a bespoke package of support depending on their needs. This may include meeting new teachers, early access to the new timetable and access to new classrooms.

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 primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We participate in Yogi interventions delivered by the Specialist Teaching and Learning Service.

We offer Transition days in term 6 where pupils can meet key members of staff and experience lessons.

In addition we run open evenings, school tours, taster sessions prior to the secondary school application deadline.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education including careers fairs and interviews with our careers advisor.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

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

Kent PACT https://kentpactnew2022.co.uk/

Kent Friendz https://www.symboltrust.org/kentfriendz

Kent Family Hubs

https://www.kent.gov.uk/education-and-children/kent-family-hub?gad_source=1&gad_campaignid=23042342765&gbraid=0AAAADeeS7DyHbiLuNnlowGyqy4RdR4Nt&gclid=CjwKCAjwxfjGBhAUEiwAKWPwDvp5mSimJp99MqlsgkQXZxwewRLy_EbpXggWXIPl-xyxHN-RjHnDLhoCja4QAvD_BwE

Home-Start https://homestartnwkent.org.uk/

Autism Apprentice https://www.autismapprentice.co.uk/

Space 2 be me https://space2beme.org.uk/

https://www.kentcht.nhs.uk/childrens-therapies-the-pod/

Kent Autistic Trust https://www.kentautistictrust.org/

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?

https://www.themallingschool.kent.sch.uk/page/?title=Policies&pid=31

Complaints about SEND provision in our school should be made to the Assistant Headteacher for Inclusion and Head of the SRP, Ms Graham, in the first instance. They will then be referred to the 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

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.

This is the link to Mediation and Support Appeals in reference to an EHCP:

- https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals

Link to Global Mediations:

- https://www.globalmediation.co.uk/send-mediation

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