

# SEND

## (Special Educational Needs and Disabilities) Information Report



The  
Sittingbourne School  
*Empowered through Learning*

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Chair of Governors	Lynn Lawrence
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## Contents

Introduction.....	3
What types of SEND does the school provide for?.....	4
Who do I contact in school regarding SEND?.....	5
What should I do if I think my child has SEND?.....	6
What happens if the school identifies a need?.....	7
How will the school measure my child's progress?.....	8
How will I be involved in decisions about my child's education?.....	9
How will your child be involved in decisions made about their education?.....	10
How will the school adapt its teaching for my child?.....	11
How will the school ensure my child has the resources they need?.....	13
How will the school make sure my child is included in activities alongside students who don't have SEND?.....	14
How does the school make sure the admissions process is fair for students with SEN or a disability?.....	15
How does the school support students with disabilities?.....	16
How will the school support my child's mental health and emotional and social development?.....	17
What support is in place for looked-after and previously looked-after children with SEND?.....	20
What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	21
What support is available for me and my family?.....	22
What should I do if you have a complaint about my child's SEND support?.....	23
Supporting Documents.....	24
Glossary.....	25

## Introduction

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:



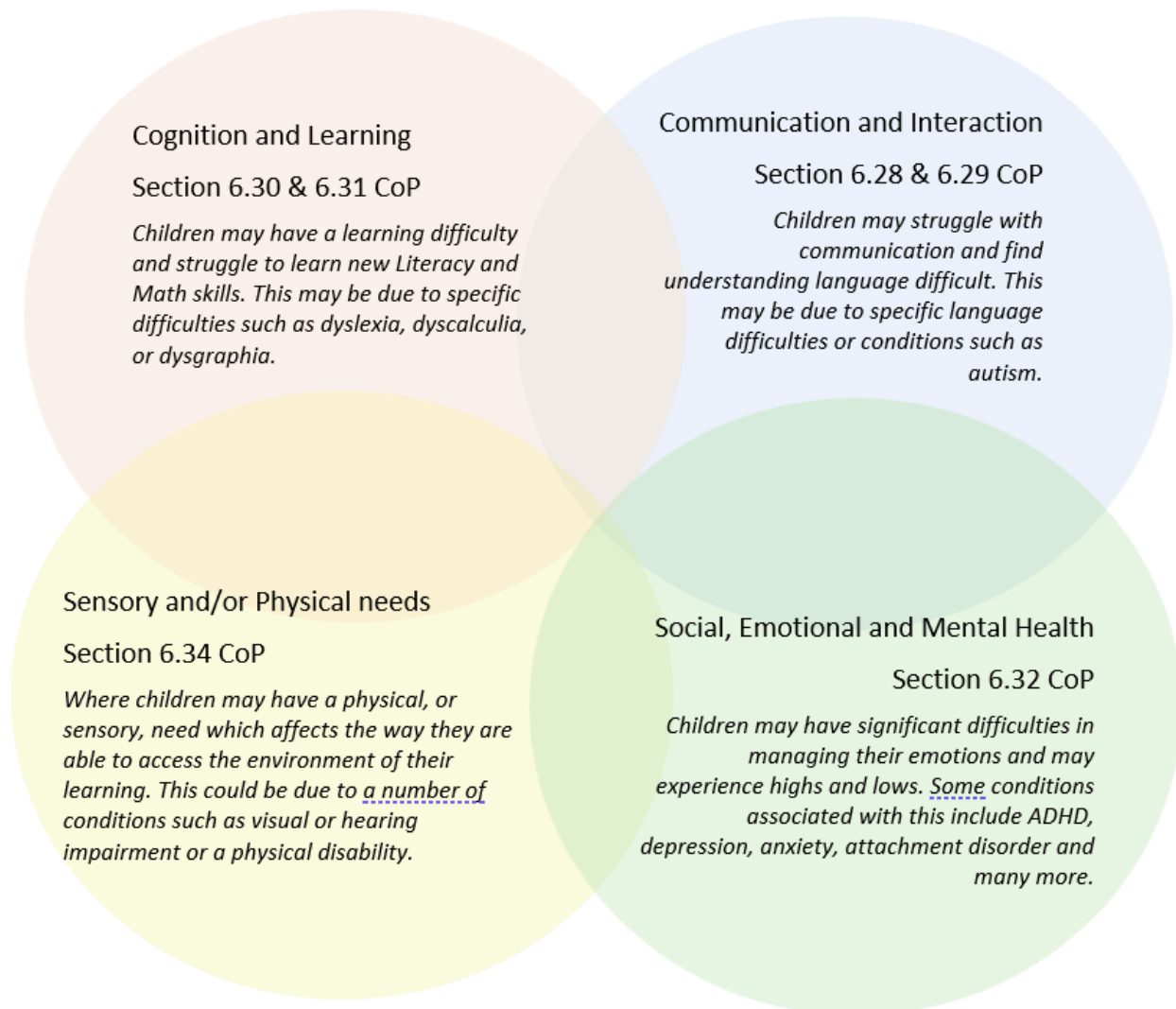
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. You can find our SEND policy on our website:

<https://www.thesittingbourneschool.org.uk/attachments/download.asp?file=383&type=pdf>

**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.

## What types of SEND does the school provide for?

Our school provides for students 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

## Who do I contact in school regarding SEND?

At The Sittingbourne School all staff are considered responsible for supporting the needs of students 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 student needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Strategic Lead for SEND: Pete Southall, Deputy Headteacher

SENDCO: Laura Jewiss

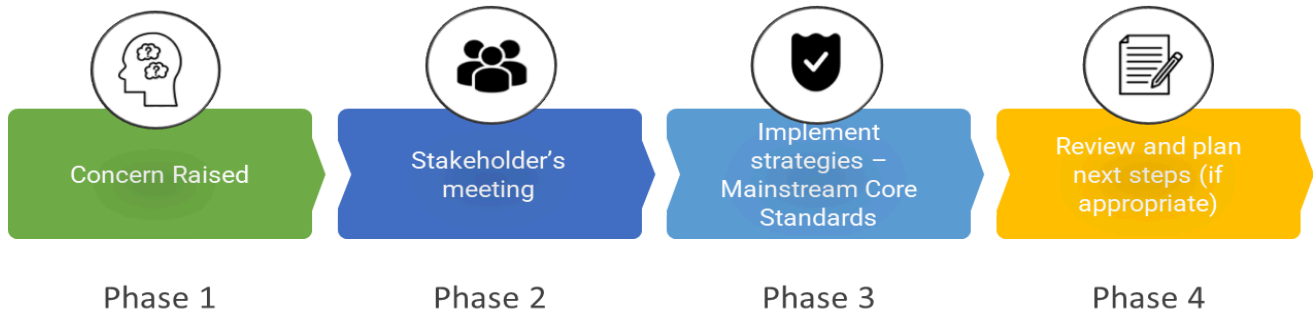
Assistant SENDCOs: Liz Dunk, Katie Thompson and Sally Hills

SEND Support Officer: Julee Cooper

Assistant to SEND: Julia Baldock

If you need to contact the SEND Team, please use the **Contact Form** available on the school's website. We understand the importance of regular communication and will respond to inquiries as promptly as possible, aiming for a response within two school working days.

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



<b>Phase 1</b>	If you think your child might have SEND, raise your concern with the school so that the SEND Team are aware. Please use the <b>Contact Form</b> available on the school's website.
<b>Phase 2</b>	We will listen and discuss. We will arrange a meeting with you to discuss your concerns in more detail and to gain a better understanding of your child's strengths and any difficulties they may be experiencing. Together, we will discuss what outcomes we hope to achieve for your child and agree on the next steps. We will keep a record of our discussion and add it to your child's school file.
<b>Phase 3</b>	Implementing and monitoring initial support. We will put any agreed strategies in place and monitor their effectiveness over a set period. These initial strategies are likely to be universal approaches outlined in the <a href="#">Mainstream Core Standards</a> . This begins what is known as the 'Graduated Approach', where we continually assess, plan, do, and review the support your child receives.
<b>Phase 4</b>	Formal SEND support. If, after implementing these initial strategies and monitoring their impact, we determine that your child requires formal SEND support in the form of provision that is 'additional to' or 'different from' what is universally available, we will inform you officially, and your child will be added to the school's SEND register. They will then receive more targeted support, which will continue to be reviewed using the assess, plan, do, review cycle.

## What happens if the school identifies a need?

At The Sittingbourne School we follow a clear process to identify students who may have SEND. This process is the same whether a concern is raised by parents or by a member of our school staff.

Class teachers, supported by the senior leadership team, monitor the progress of all students throughout the year to review their academic progress. We also use a range of assessments with all the students at various points throughout their school life. Students complete a reading test in year 7 along with Cognitive Ability Tests commonly referred to as CATs.

If a teacher notices that a student is facing challenges, they will first try to identify any specific gaps in their learning. If a learning gap is found, the school will put appropriate support in place to address it. For students who do not have SEND, progress usually improves quickly once these learning gaps are addressed.

If a student continues to experience difficulties in making expected progress, the teacher will discuss their concerns with the SEND Team and will contact you to talk about the possibility that your child may have SEND. At this point, the school will begin to follow the 'Graduated Approach'.

The school may use a number of 'in house' screens and assessments to support in the identification of any specific SEN needs, e.g. Language Link, Boxall, ASC screener, ADHD screener, Dyslexia Screener.

For higher levels of need, we may need to draw on specialist assessments from any external agency professionals we have available to us.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

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

We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves. Leaders review the quality of teaching and learning for all students through lesson observations, learning walks, book looks and student voice.

We use the 'Graduated Approach' to ensure we are effectively meeting your child's SEND needs. This is a four-part cycle:

- **Assess:** If your child is not making the expected progress, we will conduct a thorough assessment to understand their individual strengths and difficulties. We will actively seek input from you and your child, and we will also involve external professionals when necessary to gain a comprehensive understanding of their needs.
- **Plan:** Working together with you and your child, we will agree on the outcomes we hope to achieve. We will then create a support plan that outlines the specific help we will provide to enable your child to reach these outcomes. This plan will be documented and shared with you and all relevant school staff.
- **Do:** We will put the agreed support plan into action. Your child's class teacher, with the support of the SEND Team, will be responsible for working with your child on a daily basis and ensuring that the support we are providing is having the intended positive impact.
- **Review:** We will regularly assess how well the support has helped your child to achieve the agreed outcomes. By carefully reviewing the impact of our actions, we will gain a better understanding of your child's evolving needs and use this knowledge to further refine and improve the support we offer. This may mean that the Assess, Plan, Do, Review cycle continues, with adjustments made to the plan as needed.

We evaluate the overall effectiveness of our SEND provision by: regularly reviewing your child's progress towards their individual goals each term; reviewing the impact of specific interventions after a set number of weeks (6 or eight), gathering feedback through student questionnaires; ongoing monitoring by the SEND Team; using provision maps to track progress across the school; and holding an annual review for students who have an Education, Health and Care Plan (EHCP).

## **How will I be involved in decisions about my child's education?**

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

As a school, we will provide you with regular updates on your child's progress in subjects at progress evenings. In addition, you will receive two reports a year detailing their progress, effort and homework in all subjects.

If your child has an EHCP you will be invited to attend an annual review meeting to evaluate their progress in relation to the targets in their EHCP. These meetings will be with one of our members of the SEND Team. We encourage you to share your thoughts, observations, and any information about how the SEND support is impacting your child outside of school so that we can build a comprehensive understanding of their needs. If your child's needs or aspirations change at any time, please inform us as soon as possible so we can ensure our support remains relevant and effective.

If you have any concerns that arise between these scheduled meetings, please do not hesitate to contact your child's Year Team via the school's Contact Form.

## **How will your child be involved in decisions made about their education?**

The level of involvement will depend on their individual needs. We recognise that no two students 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.
- Ask them to complete a survey about their experiences and preferences.

## How will the school adapt its teaching for my child?

We understand that your child's teacher plays a vital role in their progress and development, and we ensure that high-quality, inclusive teaching is at the heart of our approach. We're committed to providing all children with access to a rich and varied curriculum throughout their time at The Sittingbourne School.

Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. We tailor learning opportunities to meet the unique needs of each child, whether they're working in groups or individually.

Quality First Teaching underpins the delivery of the curriculum at TSS and the support that our SEND students receive. Each SEND need will benefit from a selection of these Core Support Themes. For each SEND student, their needs will be mapped to these Core Support Themes and these will be communicated clearly to all of their teachers.

<b>Core Support Theme</b>
CT01: Use Visual Aids & Resources 
CT02: Simplify & Chunk Information 
CT03: Repeat & Reiterate Information 
CT04: Gain Attention First & Pause 
CT05: Pre-Teach Vocabulary/Concepts 
CT06: Check Understanding & Clarify 
CT07: Use Simple/Clear Language 
CT08: Use Consistent Praise & Reward 
CT09: Preferential/Quiet Seating 
CT10: Emotional/Anxiety Support 
CT11: Allow Movement/Sensory Breaks 
CT12: Multi-Sensory Approach 
CT13: Model/Recast Language 
CT14: Speech, Grammar & Articulation 
CT15: Fine/Gross Motor/Writing Support 
CT16: Hearing/ALD Adjustments 
CT17: Stick to Routine/Boundaries 
CT18: Promote Independence/Self-Regulation 

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

Our school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.

We are committed to providing the necessary resources to support your child's learning. This may include additional resources to support their learning, adaptations to in-class support, further training for our staff, or the involvement of external specialist expertise.

Where appropriate, we will consult with external agencies to gain recommendations on the best ways to help your child access their learning, and we will do our utmost to ensure these resources are provided. Resources and support for students with SEND will be provided through the SEND notional budget or any top up funding made available to the school

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

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

We want every child to enjoy and benefit from off-site visits. When we plan these trips, we carefully consider the needs of all our children, especially those with SEND. Where necessary, we'll work with you to ensure appropriate risk assessments are in place, reflecting any additional support your child may require, so they can fully participate and have a positive experience.

All of our extra-curricular activities and school visits, including our before and after-school clubs, are open to all students. We encourage all students to participate in school trips, including any residential trips which include skiing in Europe, Duke of Edinburgh and to take part in events such as sports day/school plays/special workshops – STEM. No student will ever be excluded from participating in these activities due to their SEND, and we will work closely with you to make reasonable adjustments.

## **How does the school make sure the admissions process is fair for students with SEN or a disability?**

The Sittingbourne School is an inclusive school and is part of Swale Academies Trust. We admit students from age 11 to 18 years. Our arrangements for the admission of prospective students with a disability and prospective students with SEND are fair and equitable.

For prospective students who have an Education, Health and Care Plan (EHCP) that names The Sittingbourne School those students will be admitted before any other places are allocated, as required by law.

If you would like a place for a student who already has an Education, Health and Care Plan (EHCP) in place, contact your assessment and planning officer at Kent County Council.

If you want a place for any other student with special educational needs, you should apply as normal and your application will be considered in the same way as applications from students without special educational needs.

Please follow the school's website link for further information about admissions:

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

## How does the school support students with disabilities?

We are committed to ensuring that students with disabilities are not treated less favourably than other students. We make reasonable adjustments to our practices and procedures to prevent discrimination and promote inclusion. Our Accessibility Plan provides further details on the steps we have taken to improve the physical environment of the school, increase access to the curriculum, and improve the provision of information in accessible formats for disabled students, parents, and staff.

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Ramps and slopes are positioned around the school to enable wheelchair access. Where possible, there is an integrated lift and outdoor areas are level.

When needed, we work closely with outside experts, like the Specialist teachers, the Hearing / Visual Impaired Service, and Occupational Health and Physiotherapy, to ensure we're providing the best possible support for your child. They'll visit our school and share their expertise with our teachers and support staff.

Specialist equipment or resources may be sourced by the inclusion team to enable identified students to access all aspects of the curriculum, IT equipment provided by specialist teachers.

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

The Sittingbourne School is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our students.

A copy of our current Mental health, Social and Emotional Wellbeing Policy is available upon request.

We will monitor and review progress as part of the SEND support planning cycle of assess, plan, do, review.

For some students with significant mental health and wellbeing needs we can also provide the following: access to a counsellor, mentor time with members of the senior leadership team, external referral to CAMHS, regulation space for students to use when upset or agitated etc.

The school may work with external services to support students: (Deaf CAMHS, Deaf Hope, NDCS, ed Psychs, speech therapists, school nurse, Trail Blazers, school counsellor, anger management, PCSO, Young Carers, Positive Relationships) There is also support offered to identified families by our wellbeing team. Young carers are supported by the Young Carers Support organisation. The school accesses local support for students suffering a bereavement. An Early Help key worker or a family support worker may work with students and their families for an agreed period of time.

A robust positive behaviour policy is consistently implemented which includes a clear step approach to rewards and consequences.

The school also participates in events such as the anti-bullying and mental health days and e-safety weeks.

1:1 adult support may be given for students with complex needs within the learning environment or during transition times and to support personal care.

A student voice questionnaire will be used to gain an understanding of students' perceptions and views.

Trusted adults are used to check in with students to enable them to discuss any worries.

Individual behaviour plans are also used to maximise opportunities for de-escalation as well as identified steps to support individuals. Staff are informed via teaching/support staff meetings and whole staff briefings of specific needs of individual students to ensure there is a consistency of approach, e.g. risk reduction plans and student passports.

Themed assemblies and personal development time are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships and ASD.

The Sittingbourne School promotes the development of reading skills for all students. All KS3 students are provided with the appropriate level reading book which they are expected to carry with them at all times. There is 10 minutes of silent reading at the beginning of double English lessons, Accelerated reader quizzes, reading sessions in personal development time, phonics intervention if needed and Lexia reading support for identified students. There is also one designated library lesson weekly where students read silently and undertake targeted literacy interventions.

Please also see our current policies available either on the school's website or upon request:

- Safeguarding and Child Protection
- Accessibility plan
- Equalities statement and objectives
- Supporting students with medical conditions
- Children with health needs who cannot attend school

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

Kimberly Parsloe will work with the SEND Team, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, they will also receive the support of our dedicated LAC co-ordinator.

## What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Moving From Primary to Secondary

When your child is joining our secondary school from primary school, we will:

- Arrange for a member of our SEND Team to meet with the SENDCO from your child's primary school to discuss their individual needs and the support they have received.
- Organise meetings with you, as parents, to discuss how we can best welcome your child into our school community and understand any specific concerns you may have.

Often pair new students with a buddy from the year above who can help them settle in, find their way around, and make new friends

### Preparing for Adulthood

As your child gets older, we will start to think about their future beyond school. We will:

- Provide all our students with appropriate advice and guidance about different pathways, including further education, training, and employment.
- Work with your child to help them identify their ambitions and goals for the future, which may include aspirations for higher education, finding a job, living independently, and participating actively in society.
- We will then help them to develop the skills and knowledge they need to achieve these goals.

### Moving to a New School

If your child moves on to a different school, whether it's a new secondary school, college, or a specialist setting, we will work closely with you and your child to ensure a positive transition. We will:

- Ask you and your child what information you feel would be helpful to share with the new school.
- With your permission, we will then share relevant information about your child's SEND, their learning style, and the support strategies that have been effective for them. This ensures the new school has a good understanding of your child's needs from the start.

## 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.

Information about the support that Kent County Council can offer is found here:

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

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

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

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

We hope that you are always happy with the support your child receives at our school. However, if you do have a concern or complaint about our SEND provision, we encourage you to let us know so that we can try to resolve it.

In the first instance, please speak to your child's Year Team. They will listen to your concerns and will follow our complaints policy to address them. You can find a link to our school's complaints procedure here: [TSS Complaints](#)

If you are not satisfied with the school's response, you have the right to escalate your complaint further, as outlined in Swale Academies Trust Complaints Policy which can be found on our school website

## 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*

## Glossary

**Access arrangements** – special arrangements to allow students with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a student's EHCP

**Area of need** – the 4 areas of need describe different types of needs a student 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 student'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.

**EHCP** – 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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

**Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area

**Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENDCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support students with SEND

**SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND

**SEND support** – special educational provision which meets the needs of students with SEND

**Transition** – when a student moves between years, phases, schools or institutions or life stages