

Special educational needs (SEN) information report

Stocks Green Primary School



Approved by:	Joe Endersby	Date: January 2026
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This report is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2014, SI 2014 1530 Special Educational Needs and Disability Regulations 2014, Part 3 Duties on Schools – Special Educational Needs Co-ordinators, Schedule 1 regulation 51– Information to be included in the SEN information report, Schedule 2 regulation 53 – Information to be published by a local authority in its local offer, Equality Act 2010, Schools Admissions Code, DfE 1 Feb 2012, SI 2012 1124 The School Information (England) (Amendment) Regulations 2012, SI 2013 758 The School Information (England) (Amendment) Regulations 2013. It should be read alongside the school's SEND Policy .

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Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

The definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools -SEN Code of Practice, 2014

OUR VISION AND VALUES FOR SUPPORTING PUPILS WITH SEND

At Stocks Green Primary School, we take pride in being an **inclusive** environment that welcomes and supports children with a range of learning, social, emotional, communication, and physical needs and disabilities. Our commitment to inclusion is rooted in our core values of Kindness, Respect, Honesty, Resilience, and Inclusivity, which guide our approach to supporting every child.

We strive to promote **acceptance, understanding, and empathy** for all pupils, celebrating the diversity that each child brings to our school community. Through a variety of effective assessment tools and strategies, we work to identify any Special Educational Needs and Disabilities (SEND) as early as possible. We believe that **timely support** can make a **significant difference**, and we do not wait for formal diagnoses before providing interventions that enable children to access the support they need.

At Stocks Green, we work **collaboratively with pupils**, parents, and other professionals, valuing their insights and input to create the best possible outcomes for each child. Our dedicated staff have **high expectations** for every pupil and set ambitious targets to help them achieve their full potential. To support this, we have clear plans and goals that are shared with parents, ensuring transparency and involvement at every stage.

A key part of our **inclusive provision** is The Launch Pad—a **therapeutic, supportive space** designed to help pupils regulate their emotions, connect with trusted adults, and prepare for successful learning. The Launch Pad provides **structured opportunities for emotional regulation**, social communication development, anxiety support, and restorative conversations. It is used flexibly across Wave 1, Wave 2, and Wave 3 support as part of a child's daily routine or personalised plan. By offering a **calm, reassuring environment with consistent expectations** and the use of the Zones of Regulation, the Launch Pad plays a vital role in helping pupils develop the **emotional resilience, confidence, and readiness needed to flourish both in the classroom and socially**.

We provide a range of specific, targeted, and effective interventions tailored to the unique needs of each child. However, we believe that the foundation of support lies in Quality First Teaching (QFT), delivered through **outstanding classroom practices**. We aim to **reduce barriers** to learning by equipping teachers with the skills and resources to differentiate their teaching, ensuring that all pupils, regardless of their needs, are **fully included and supported in their learning journey**.

We want every child to **thrive academically, socially, and emotionally**, and we are committed to working with families to diminish any barriers to achieving success. Our approach ensures that each child feels valued, supported, and **empowered to reach their potential** in a nurturing and inclusive environment.

Dear parents and carers,

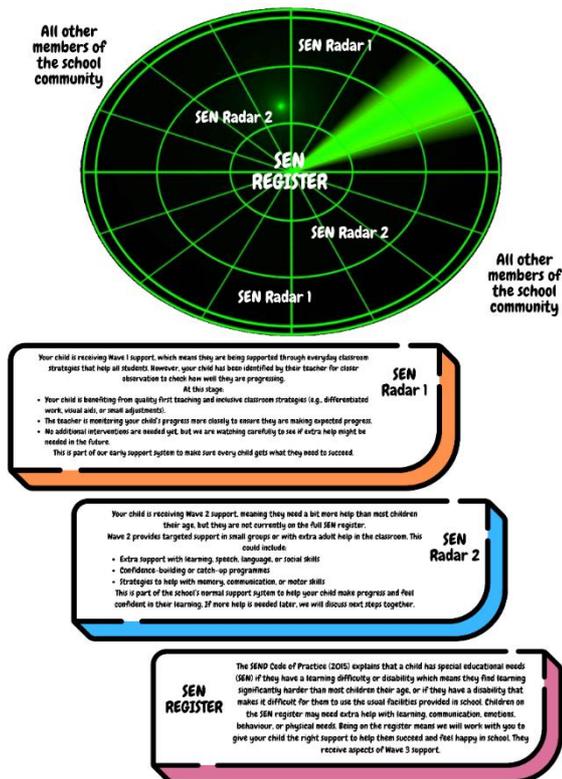
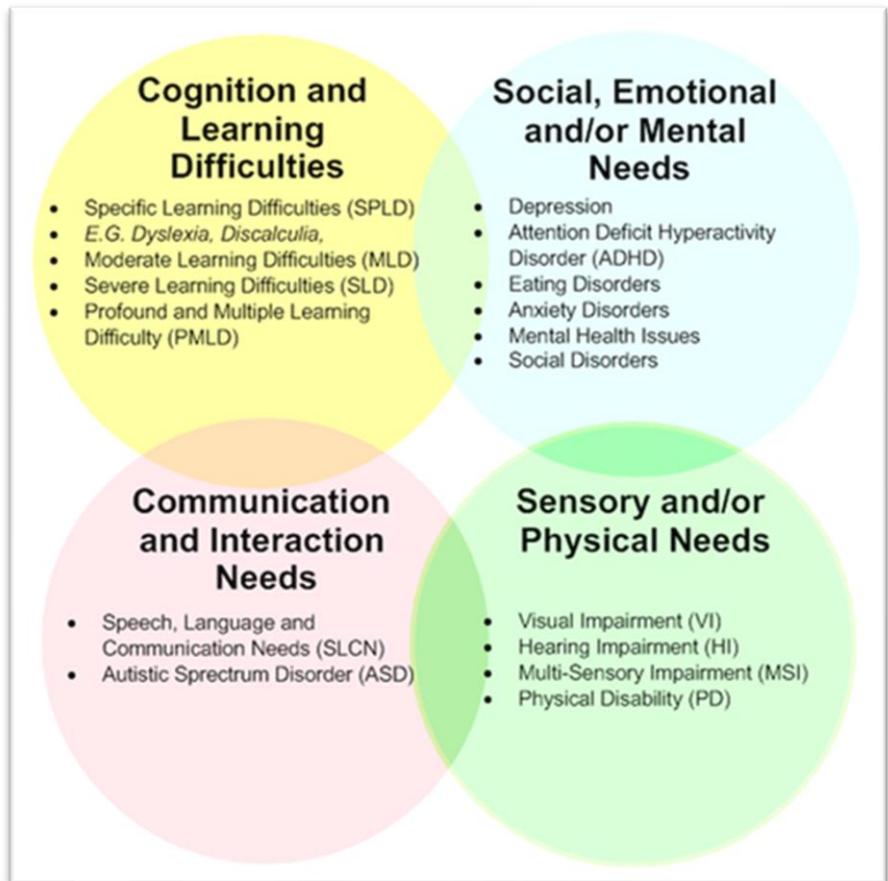
The aim of this SEN Information Report is to explain how we implement our SEND policy at Stocks Green Primary School. In other words, it explains how special educational needs and disabilities (SEND) support works in our school, what you can expect if your child has SEND, and how we work in partnership with families to achieve the best possible outcomes for every learner.

At Stocks Green Primary School, we take pride in being an inclusive environment that welcomes and supports children with a wide range of learning, communication, social, emotional and physical needs. Our approach to inclusion is underpinned by our core values of Kindness, Respect, Honesty, Resilience and Inclusivity, which guide our daily practice and decision-making.

We are committed to identifying needs early and providing timely, appropriate support. We do not wait for formal diagnoses before putting support in place. Through high-quality teaching, targeted interventions and strong partnerships with families and professionals, we aim to remove barriers to learning so that all pupils can thrive academically, socially and emotionally. This report should be read alongside the school's SEND Policy and Accessibility Plan, both of which are available on our website

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

Stocks Green Primary School is a mainstream primary school and provides support for pupils across all four areas of need as outlined in the SEND Code of Practice:



Please note: The SEN radar and register are fluid documents. Children can move on or off them depending on their progress and current level of need. We regularly review this to ensure the right support is in place; this information is guided by the SEND Code of Practice (2015), which helps schools support children who need extra help to thrive.

At Stocks Green, we can make provision for every kind of frequently occurring special educational need for example: dyslexia, speech and language needs, autism (ASD), learning delays, co-ordination difficulties, physical disabilities and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Whatever the child's difficulty, we aim to work with parents and professionals to develop an effective plan to meet the child's needs.

Where needs are less common or more complex, we seek additional training and advice so that provision can be made within our inclusive mainstream setting wherever possible.

Pupils may be identified at different levels of need through our Radar and Waves framework:

- Radar 1 – pupils making broadly expected progress but requiring monitoring and Wave 1 (universal) adjustments
- Radar 2 – pupils not making expected progress and requiring targeted Wave 2 interventions
- SEN Register (SEN Support) – pupils with identified special educational needs requiring sustained, personalised Wave 3 support

Accessibility Plan

Our accessibility plan sets out the increasing extent to which pupils with disabilities can access the curriculum. It also shows the improvements we have made to the physical environment to take better advantage of the education, benefits, facilities and services we provide. This information, alongside how we are improving the availability of accessible information can be found on our school website.

Stocks Green is an inclusive environment and does not discriminate in its's admission of pupils with SEND or disabilities. For pupils with an EHCP, KCC will formally consult with the school to ensure we can meet the requirements set out in the EHC plan.

2. Which staff will support my child, and what training have they had?

Special Educational Needs Co-ordinator (SENCo)

Mr Joe Endersby – SENCo

Every school must have a qualified and accredited SENCo responsible for overseeing the provision for pupils with SEND. Mr Endersby is our qualified and experienced SENCo, with many years of teaching experience in both mainstream and specialist settings. He leads the strategic development of SEND and inclusion across the school.

Works full-time, including two days per week teaching in class Oversees all SEND provision, Passport Plans, Support Plans and the Launch Pad

Can be contacted on: ☎ 01732 832758 ✉ j.endersby@stocks-green.kent.sch.uk



Our Launch Pad & Inclusion Team

All team members below work directly within The Launch Pad, supporting emotional regulation, communication, wellbeing, and personalised intervention.

Sarah Tracey – Inclusion Lead

Sarah oversees the strategic development of inclusion and wellbeing across the school. She works closely with the SENCo to ensure that pupils receive consistent, high-quality support, and plays a key role in coordinating interventions delivered through the Launch Pad.

Gilly Francis – Family Liaison Officer

Gilly supports families across the school, helping to strengthen relationships between home and school. She provides pastoral support to pupils, contributes to early help planning, and works as part of the Launch Pad team to respond to emotional and social needs.

Sian Roebuck – ELSA (Emotional Literacy Support Assistant)

Sian is a trained ELSA who delivers emotional literacy, anxiety support, friendship work, bereavement support and self-esteem interventions. She works with pupils 1:1 and in small groups within the Launch Pad.

Clare Mitchell – Inclusion Support Assistant

Clare provides day-to-day SEND and SEMH support in the Launch Pad, working with individual pupils and small groups. She supports regulation, social communication, sensory needs and personalised interventions as directed by the SENCo.

Class teachers and support staff

All class teachers are responsible for the progress and development of pupils in their class, including those with SEND. Teachers and teaching assistants receive regular training in inclusive practice, adaptive teaching, emotional regulation and SEND strategies.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Where appropriate, we work with external agencies, including:

- Specialist Teaching and Learning Service (STLS)
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Community Paediatrics and NHS services
- Early Help and social care services
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

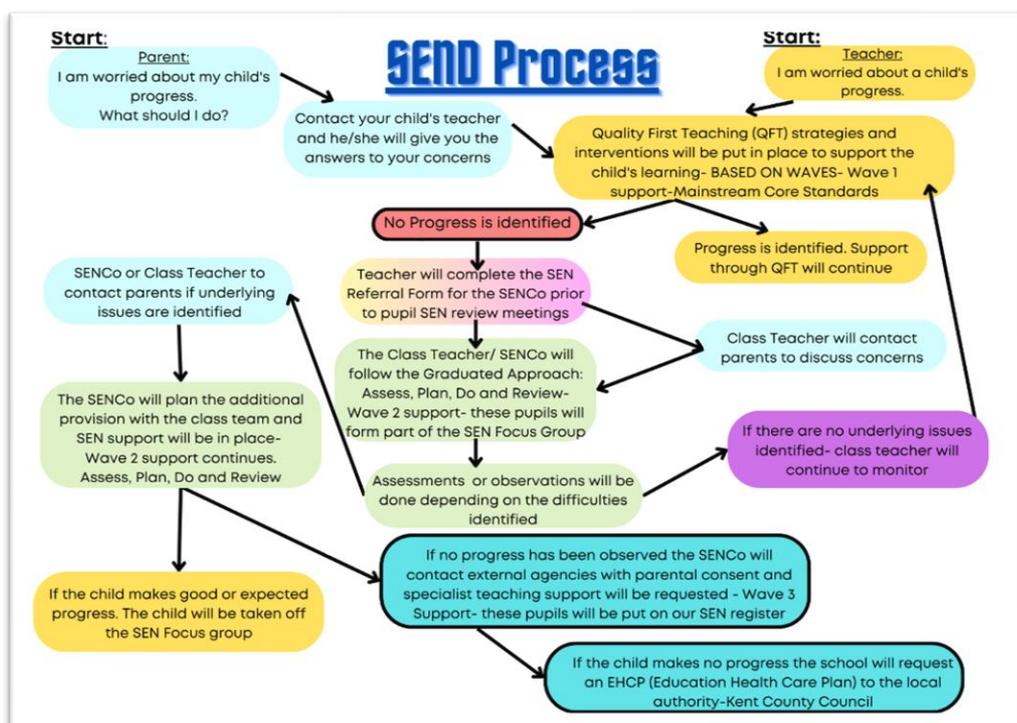


3. What should I do if I think my child has SEN?

If you have concerns about your child, your first port of call will be your child's class teacher who will be happy to meet with you to explore these further. Depending on any needs identified, the class teacher will follow the School SEN process flow chart.

Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.

Following these assessments, teachers will meet with parents, alongside the SENCo to discuss the findings and agree a support plan for the child.



If you have concerns about your child, your first port of call will be your child's class teacher who will be happy to meet with you to explore these further. Depending on any needs identified, the class teacher will follow the School SEN process flow chart.

The process works as follows:

1. **Initial conversation with class teacher** – Discuss your concerns and observations
2. **Teacher assessment and monitoring** – The teacher will use classroom assessments to understand your child's needs
3. **Discussion with SENCo** – If concerns continue, the teacher will discuss findings with Mr Endersby (SENCo)
4. **Further assessment if needed** – The SENCo may conduct additional assessments or observations
5. **Meeting with parents** – The teacher and SENCo will meet with you to discuss findings and agree a support plan
6. **Implementation of support** – Agreed strategies and interventions are put in place
7. **Regular review** – Progress is monitored and reviewed with you

Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo. Following these assessments, teachers will meet with parents, alongside the SENCo, to discuss the findings and agree a support plan for the child.

You can contact your child's class teacher at any time through the school office on 01732 832758 or via email through the school office at office@stocks-green.kent.sch.uk.

4. How will the school know if my child needs SEN support?

At Stocks Green Primary School, we take pride in early identification of needs to ensure pupils keep up rather than requiring catching up. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Our Assessment Approach

Teachers use a range of class-based techniques to assess pupils' progress and identify any potential SEND:

- **Continuous Assessment Throughout Lessons:** Teachers regularly check pupils' understanding during lessons using questioning, class discussions, and quick checks to ensure comprehension and identify areas needing support.
- **Assessing Knowledge Retention through Retrieval Practice:** Teachers use activities that require students to recall previously learned information, helping assess their retention over time and reinforcing learning.
- **Teacher Assessment Against the National Curriculum Expectations:** Teachers evaluate student performance in relation to the expected standards outlined in the National Curriculum, ensuring that they meet required learning objectives.
- **Phonics Assessments and Screenings:** Specific assessments, such as phonics screenings, are used to evaluate early literacy skills, which are critical for young learners.
- **Termly Formative Assessments:** Teachers conduct regular assessments each term to track progress, allowing them to adapt teaching strategies and provide targeted support as needed.
- **Standardised Tests:** These tests, like FFT reading age assessments or Cornerstones assessments, provide benchmarks for comparing pupil performance against national standards.
- **End of Year Summative Assessments:** At the end of the academic year, teachers carry out comprehensive evaluations to summarise pupils' learning over the entire year.
- **Continuous Teacher/Teaching Assistant (TA) Observation:** Ongoing observation by teachers and TAs helps in identifying subtle signs of learning difficulties or SEND that may not be evident through formal assessments alone.

Additionally, teachers use their professional training and knowledge of child development to evaluate pupils' progress against the broader curriculum. This holistic approach includes consideration of physical, social, and emotional development, not just academic achievements.

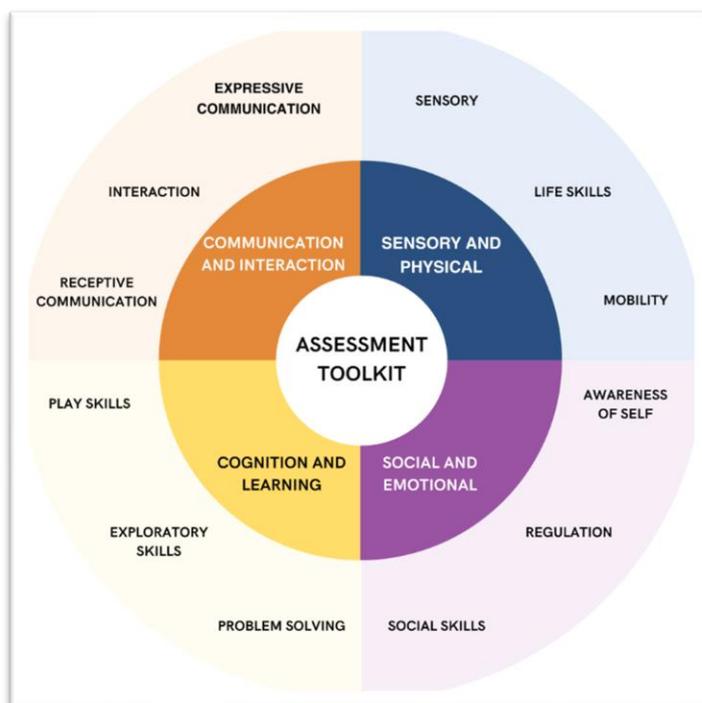
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

SENCo Assessment

The SENCo may utilise some further, in-depth assessments to establish the needs of the child. These may include tools like:

- Cognitive Ability Tests (CATs)
- Fine motor skills assessments (Clever Fingers)
- Gross Motor Skills assessments (BEAM)
- Speech Link Assessment
- Language Link Assessment
- Language for Learning observation
- Leuven Scales
- Boxall Profile
- Strengths and Difficulties Questionnaire (SDQ)
- Resilience Conversations
- Stirling Children's Wellbeing Scale
- Me and My Feelings Assessment
- Child and Youth Resilience Measure



These formal assessments may be supported by in-class observations of the child.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher 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 available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well.

Progress Review Meetings

Teachers also meet three times per year with members of the senior leadership team and the SENCo to track the progress of all the pupils in their class to ensure that each child is making expected progress.

External Professional Assessment

The majority of our in-school assessments are designed to identify needs and are not diagnostic assessments. Where school-based assessment has identified a more complex need, the school can seek further assessment from other professional bodies. These include:

- **The Community of Schools** – for peer support and shared expertise
- **The Specialist Teaching Service** via surgeries
- **The NHS** – paediatrics, Occupational Therapy, Speech and Language Therapy, School Nursing Service
- **A Speech and Language Therapist** – for communication assessments

- **Commissioning an Educational Psychologist** – for complex learning or behavioural needs

Decision Making

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, usually in the form of an ISP (Individual Support Plan) with a meeting with the class teacher.

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

At Stocks Green Primary School, we implement a systematic four-part cycle known as the **graduated approach** to identify and support pupils with special educational needs (SEN). This continuous cycle ensures that we respond effectively to pupils' needs and regularly review the impact of our support.

The Four-Part Cycle

1. Assess

We identify pupils who need SEN support through:

- Regular assessment of pupils' progress in class by teachers
- Identification of pupils making less than expected progress given their age and individual circumstances (covering attainment, wider development, behaviour or social needs)
- High-quality differentiated teaching as our first response
- Conversations with pupils and their parents/carers to understand their views and concerns
- Collaborative work between class teachers and our SENCo to formally assess pupils for SEN

Our SENCo/SEN team conducts thorough assessments by:

- Observing pupils in class and in the playground
- Considering the views of the pupil and their parents/carers
- Consulting with external professionals such as educational psychologists, speech and language therapists, and other specialists as needed

2. Plan

Once we identify a pupil as requiring SEN support, we:

- Formally notify parents/carers through our SENCo
- Hold planning meetings involving the class teacher and SENCo to agree on:
 - The specific adjustments, interventions and support to be put in place
 - The expected impact on the pupil's progress, development or behaviour
 - A date for review (at least termly)

Our SENCo ensures that:

- All teachers and teaching assistants working with the pupil have the necessary skills and knowledge to deliver the planned support
- All staff are informed of the pupil's needs, outcomes sought, support provided, and required teaching strategies or approaches

3. Do

We implement the agreed plan with:

- The class teacher maintaining overall responsibility for working with the pupil daily, even when support involves group or 1-to-1 teaching away from the main class
- Close collaboration between class teachers and teaching assistants or specialist staff to plan and assess the impact of additional support
- Clear links made between interventions and classroom teaching

Our SENCo supports implementation by:

- Continuing to assess the pupil's strengths and difficulties
- Problem-solving when challenges arise
- Advising on effective implementation of support strategies

4. Review

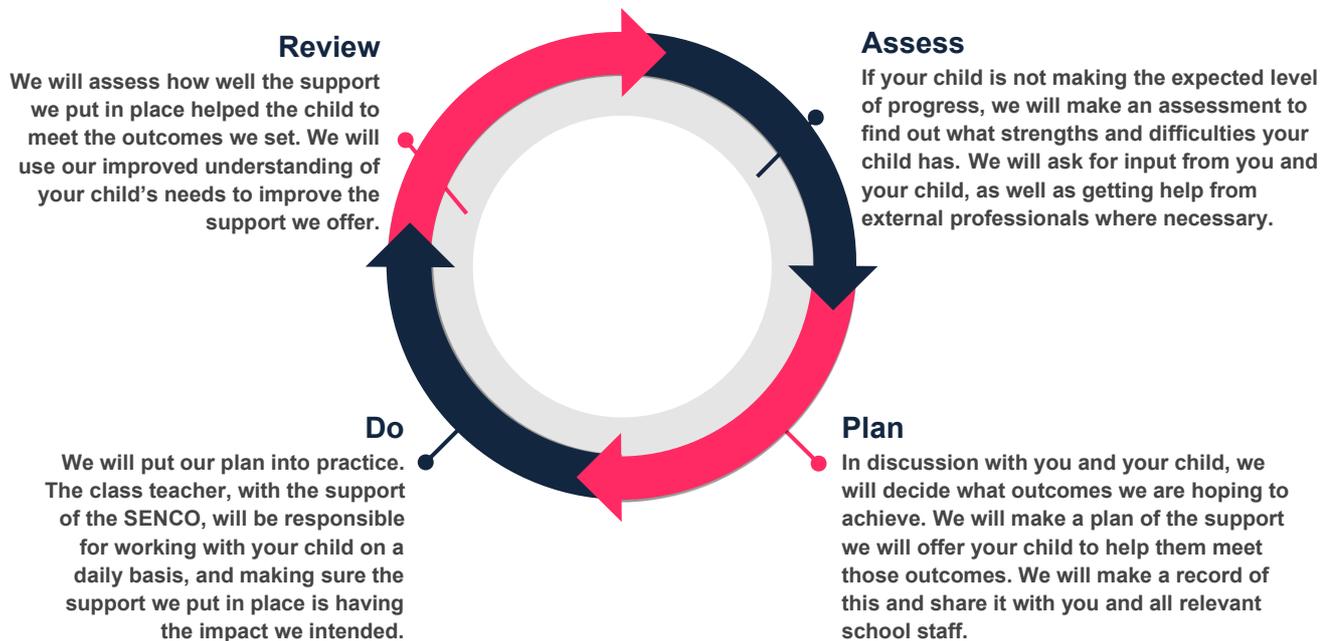
We evaluate the effectiveness of our support through:

- Regular reviews (at least termly, but more frequently if needed) conducted by the class teacher and SENCo



- Evaluation of the impact of support or interventions on the pupil's progress
- Consideration of the views of the pupil and their parents/carers
- Analysis of data to inform our understanding of the pupil's needs

This cycle is repeated at the start of each year, or at any time if pupils are struggling to make progress, ensuring our provision remains responsive and effective.



Measuring Progress

As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has 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 and refined.

SEND Outcomes

SEND Outcomes describe what we aim to achieve by the end of each key stage. Short-term measurable targets sit underneath each provision and are shared with parents. These are part of the Individual Education Plans for each pupil on the SEN register.

There is a recognition that SEN pupils' progress may look different to their peers. However, all staff have high expectations for these pupils and will target rapid progress based on their relative starting points.

Continuous Improvement

We revisit, refine and revise our approach throughout the year to:

- Develop our understanding of each pupil's needs
- Identify what measures help pupils make progress
- Ensure current provision is meeting pupils' needs and delivering desired outcomes
- Assess and address any additional needs that emerge

The cycle is repeated at the start of each year, or at any time if pupils are struggling to make progress, ensuring our provision remains responsive and effective.

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

Parent Partnership

We want every child to thrive academically, socially, and emotionally, and we are committed to working with families to diminish any barriers to achieving success. Our approach ensures that each child feels valued, supported, and empowered to reach their potential in a nurturing and inclusive environment.

As such, we are committed to working in partnership with parents/carers at every stage.

Regular Communication

For all pupils receiving SEN support, we:

- Send a report to parents/carers every year
- Meet with parents/carers at least three times a year
- Discuss progress and decide whether to make any changes to the pupil's support and outcomes sought
- Ensure meetings are usually led by the class teacher, with SENCo support available at Parents Evenings

Your child's class teacher will meet you **at least three times per year** (typically at autumn, spring and summer parents' evenings, plus additional review meetings as needed), 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.

Your Expertise Matters

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 SEN 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.

Record Keeping

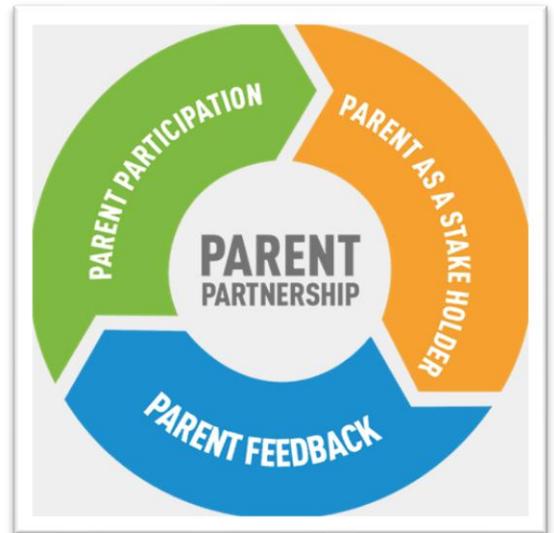
After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

Contact Between Meetings

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this by:

- Speaking to them at the end of the school day
- Calling the school office on 01732 832758
- Emailing the school office at office@stocks-green.kent.sch.uk who will pass your message to the class teacher
- Requesting a meeting with the class teacher and/or SENCo

At Stocks Green, we work collaboratively with pupils, parents, and other professionals, valuing their insights and input to create the best possible outcomes for each child. Our dedicated staff have high expectations for every pupil and set ambitious targets to help them achieve their full potential. To support this, we have clear plans and goals that are shared with parents, ensuring transparency and involvement at every stage.



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 level of competence. We recognise that no two children 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 pupil questionnaire or one-page profile
- Contribute to their Passport Plan through discussions about what helps them learn
- Share their views about interventions and support strategies
- Use visual tools such as scaling questions or emotion cards to express their feelings about school and learning

Pupil Voice at Stocks Green

We actively seek pupil voice through:

- **One-page profiles** – where pupils share information about themselves, their interests, what helps them and what they find difficult
- **Passport Plan discussions** – pupils contribute to creating their Passport Plans, identifying strategies that work for them
- **Zones of Regulation check-ins** – pupils reflect on their emotional state and what support they need
- **Review meetings** – age-appropriate involvement in discussing their progress and next steps
- **Pupil questionnaires** – gathering views about school, learning and wellbeing
- **Launch Pad conversations** – trusted adults help pupils articulate their needs and preferences
- **ELSA sessions** – where pupils explore their feelings, worries and aspirations in a safe space

We believe that empowering pupils to understand their own needs and advocate for themselves is an essential life skill, and we support this development from an early age.

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.

Quality First Teaching (Wave 1)

At Stocks Green Primary School, Quality First Teaching (QFT) is the foundation of our SEND provision. All learners benefit from highly inclusive classrooms, clear routines, and well-sequenced teaching that reduces barriers to learning. This forms the first layer of our graduated approach, supported by the Radars and Waves framework, the Launch Pad, and our strong focus on regulation and wellbeing.

Communication and Interaction - Core Offer	
Wave 1 – Universal strategies – most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children	
Class Teaching Team <ul style="list-style-type: none">• Quality First Teaching strategies• Differentiated curriculum.• Differentiated Teaching styles.• Visual support e.g visual timetables.• Working walls• Modelling of language/ interaction• Use simplified language	<ul style="list-style-type: none">• Encouraging reluctant speakers groups.• Opportunities to interact in pair groups and/or small groups• Opportunities to interact as a whole class e.g circle time/ZOR• Word banks• Use of In Print communication (Widget).• Use of ICT to support learning: laptops or Ipads.• ASD-friendly strategies used routinely in all classrooms (e.g. structured environment, predictable routines)
Wave 2 – Targeted approaches – a small group of children will still struggle to make the expected progress despite effective Wave 1	
Class Teaching Team <ul style="list-style-type: none">• In-class Additional targeted teacher support with speech and language focus• In-class targeted small TA group support• Social stories• Attention and listening groups.• Use of Comic strips, social stories.	<ul style="list-style-type: none">• Encouraging reluctant speakers groups• Social communication programs e.g Lego Therapy.• Targeted Speech interventions, Speech Link and Language Link.• Language interventions designed by NHS or our Link Speech and Language Therapist.• Bucket Time• Intervention with the schools ELSA: (Emotional Literacy Support Assistant)
Wave 3 – Personalised approach – only a few children will need this highly personalised support to make progress.	
Class Teaching Team <ul style="list-style-type: none">• 1:1 personalised support.• Individualised curriculum• Catch up programmes• Colourful semantics.• Interventions tailored by SLTS/ SALT.• ASD Transition support.• Interventions planned by SALT and/or STLS.• Selective Mutism, specific interventions.• Exam accessibility arrangements.	SENCO <ul style="list-style-type: none">• Liaison and supervision of specific and targeted interventions• Advice through Pupil Progress Meetings and SEN reviews• Referral to external services, resourcing targeted interventions• TAC meetings (Team Around Class) External Support / Highly Specialised Approaches <ul style="list-style-type: none">• Referral to Specialist Teaching Services (STLS) surgeries.• Referral to schools Link Speech and Language Therapist Team.• Referral to Educational Psychologist.• Advice from the Community of Schools Team

Inclusive Classroom Practices (Wave 1)

All learners, including those with SEND, are supported through consistent whole-school routines, inclusive classroom environments and the principles of adaptive teaching. Classrooms include:

- Visual timetables, working walls and consistent visual supports
- Prep for Best routines to ensure learners are regulated, hydrated and ready to learn
- Clear expectations taught through the Behaviour Policy (calm walking, calm voices, social norms)
- Zones of Regulation displays and strategies embedded daily
- Predictable structures that reduce cognitive load for neurodiverse learners

These universal strategies ensure that the majority of needs are met within the classroom as part of everyday practice.



Adaptive Teaching and Scaffolding

We will differentiate (or adapt) 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.

Teachers use the Radars and Waves documentation to identify barriers early and adapt learning appropriately.

Adaptations may include:

- Breaking tasks into manageable steps
- Using manipulatives, visuals, models, sentence scaffolds or writing frames
- Guided or structured practice before independent work
- Chunked instructions with check-ins
- Flexible grouping and targeted adult support
- Instant adaptation in response to learner need (e.g., slowing pace, reteaching, offering regulation tools)
- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adaptive teaching is a core expectation across the school and supports learners before targeted intervention is considered.

Targeted Intervention (Wave 2)

For learners identified on Radar 2, teachers and the SENCo use the class Provision Map to select appropriate, time-limited interventions. These may include:

- Phonics or reading fluency groups
- SNIP spelling or precision teaching
- Maths fluency boosters
- Language Link, narrative groups or vocabulary support
- Social communication sessions, Lego Therapy
- Emotional regulation or wellbeing groups
- Sensory circuits, handwriting and motor skills groups

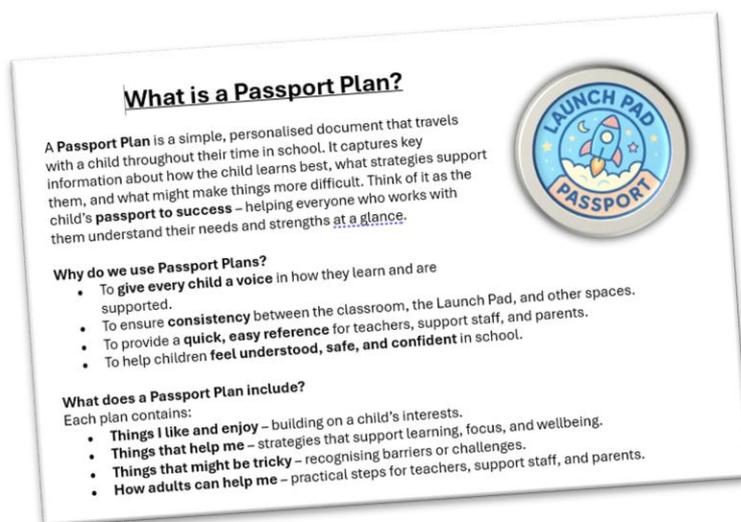
Each intervention links to a short-term target and is reviewed through the Assess–Plan–Do–Review cycle.

Teaching assistants will support pupils in small groups or on a 1-to-1 basis when specific, targeted intervention is needed to address gaps in learning or to develop particular skills.

Personalised SEND Support (Wave 3)

Learners on the SEN Register receive personalised support which may include:

- Passport Plans and Support Plans with co-produced SEND Outcomes
- Tailored regulation tools, sensory diets and bespoke supports



- 1:1 programmes (e.g., SALT, literacy, numeracy)
- Specialist software (Clicker, reading tools, dictation tools)
- Bespoke timetables or task breakdowns
- External agency involvement:
 - STLS (Specialist Teaching and Learning Service)
 - Speech and Language Therapy
 - Occupational Therapy
 - Community Paediatrics
 - Educational Psychology

How We Support Different Areas of Need

Area of need	Examples of support
Communication and interaction	Visual timetables, social stories, Speech Link, Language Link, SALT programmes, Lego Therapy, structured communication groups, Makaton signing, visual supports, social communication scripts
Cognition and learning	Precision teaching, writing slopes, Clicker software, reading overlays, multisensory learning, pre-teaching, chunked tasks, manipulatives, memory strategies, dyslexia-friendly resources, additional time
Social, emotional and mental health	Launch Pad access, ELSA sessions, Zones of Regulation, Drawing and Talking, sensory breaks, calm spaces, restorative conversations, anxiety support, friendship groups, emotional literacy programmes
Sensory and/or physical	Sensory circuits, ear defenders, fidget tools, weighted items, adapted seating, movement breaks, fine motor programmes (Clever Fingers), gross motor programmes (BEAM), visual or hearing support equipment, accessible resources

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

Plans to Support Your Child

The school utilises a range of plans to support the needs of pupils. These differ depending on the level of need:

Passport Plan – Child-friendly overview created with class and inclusion teams. This shows strategies that support the learner within class. It may include when and how the learner uses the Launch Pad.

Provision Map – Online record of all class interventions, regularly reviewed to evaluate impact and adapt support as needed.

IEP (Individual Education Plan) – For learners needing higher-level, targeted intervention drawn from the Provision Map.

Support Plan – For pupils on the SEN Register. Follows the Assess, Plan, Do, Review cycle and outlines areas of need and targeted support. For children with an EHCP, the learning outcomes and support identified within this document are mapped onto the Support Plan.

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 a set number of weeks (typically 6-12 weeks)
- Using pupil questionnaires and pupil voice tools
- Monitoring by the SENCo through learning walks, book looks and observations
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



- Analysing assessment data against baseline assessments
- Gathering feedback from teachers, teaching assistants and parents
- Observing the pupil's engagement, confidence and wellbeing

Regular Review Process

The provision in place for each pupil **on the SEN Register**, including those with an **Education, Health and Care Plan (EHCP)**, is reviewed regularly in school. The frequency of review may vary depending on the needs of the child. However, parents of pupils receiving SEN support should expect **at least three reviews per year**—one at each parents' consultation and one at the end of the academic year, which incorporates transition information for the child's new teaching team.

For pupils with an **EHCP**, this is in addition to the **statutory Annual Review** process.

Each review of the SEN provision plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress towards targets has been made.



School Leadership and Governance

The School's Headteacher and SEND Governors are responsible for reviewing the quality of provision for SEND.

The SENCo and Headteacher, alongside the SEND governors, produce an annual report that evaluates the effectiveness of SEND provision. This is published on the SEND pages of the school website.

It looks at a range of data and evidence sources to establish whether the school is effectively meeting the needs of its SEND pupils.

The SENCo uses this review and evaluation to inform a strategic development plan for SEND to ensure that the school upholds its high standards for SEND and continues to be forward thinking and evidence-based in its approaches. This strategic plan is developed with consideration to the school's School Improvement Plan, Accessibility Plan and Equality Objectives.

Flexible Review Process

The review of the provision will enable forward planning and highlight any need for further assessment, including through involving external agencies.

Following a review, an updated provision plan will be shared with parents.

The school is flexible in its review processes and encourages timely reviews where it is appropriate for the needs of the child. Parents are welcome to request a SEN review with their child's teacher at any time and likewise, teachers may invite parents, the child or other professionals for a review outside of the school's typical cycles.

Annual Reviews for EHC Plans

For pupils with an Education, Health and Care Plan, there will be an Annual Review of the child's EHC plan which will include any professional currently involved with the child, the child, the class teaching team and the parents.

Sometimes a representative of Kent County Council will also attend. These annual reviews are organised and chaired by the SENCo.

Outcomes of Reviews

The review of SEN provision will consider progress towards the child's short-term targets and overall SEND outcome/s.

At the provision review meeting, the team around the child may agree that the provision they require to make progress no longer meets the threshold for SEND and instead is more representative of the core offer available to all pupils. If the child has made good progress, their outcomes have been met and they no longer require SEND provision, they will be removed from the SEND Register.

Alternatively, the review may highlight a lack of progress despite SEND provision in place. In this circumstance, the school will increase the provision and seek the advice of external agencies.

Where the assess, plan, do, review cycle has been exhausted, the SENCo will liaise with parents about next steps, including considering additional funding and statutory assessment to evaluate whether an EHCP would be appropriate.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Funding Arrangements

Support plans are created for all learners who are on the SEND Register. The school uses its **notional SEN funding** to provide this support.

The school will cover up to **£6,000** of any necessary costs from our notional SEN budget. This funding is used to provide:

- Teaching assistant support
- Specialist resources and equipment
- Training for staff
- Assessment materials
- Intervention programmes
- Assistive technology

Additional Funding

If a learner requires a very high level of provision that exceeds the school's £6,000 threshold, the school may apply for **additional top-up funding from Kent County Council** to help meet those needs.

This application process involves:

- Demonstrating the graduated approach has been followed
- Providing evidence of interventions and their impact
- Showing that the pupil's needs cannot be met within the school's core budget
- Consultation with external professionals
- Agreement from parents

Communities of Schools Support

Stocks Green Primary School is part of a Community of Schools network. Through this community, we can access additional resources and support from the Professional Resource Group (PRG), which supplies resources that schools may require in supporting children and young people with SEN. These teams can be contacted directly by schools, as required, without the need for formal **referral or statutory assessment**, enabling early advice, guidance and support to be accessed in a timely and flexible way.



How the Community of Schools Can Help

Through our Community of Schools, we have access to link practitioners including:

- SEN Inclusion Advisers (KENT SEND Team)
- Speech and Language Therapist (The Balanced System®)
- Educational Psychologist (KEPS)
- Attendance Officer or School Liaison Officer (KPAS)
- Specialist Teacher (STLS)
- Health Navigator

The benefits of working with these link practitioners include:

- Tailored support for the unique context of our school
- Quick and easy access to high quality advice and support, reducing bureaucracy
- Support for early identification of needs
- Collaborative problem-solving

- Building confidence and skills of school staff to meet needs
- Route into further specialist support, as and when needed

Requesting Additional Support

If your child requires support that goes beyond what we can provide from our school budget, we can submit a Request for Support to our Community of Schools. This request will outline:

- The solution required and what question needs answering
- What evidence-based research has been considered
- Expected outcomes and how we'll measure success
- How we've already supported the pupil using our notional budget and other resources
- What specific support is being requested (advice and guidance, school-to-school support, or financial contribution)

Education, Health and Care Plans (EHCPs)

Some learners have more complex needs that require Kent County Council to set out specific provision through an **Education, Health and Care Plan (EHCP)**.

The school works closely with families and professionals, using the assess-plan-do-review cycle, to decide whether an EHCP request would be appropriate.

For children with an EHCP, the learning outcomes and support identified within this document are mapped onto the Support Plan, and funding is allocated by the local authority to meet the provision specified in the plan.

Securing Resources

When we identify that your child needs specific resources, we will:

- Assess what is needed through observation and professional advice
- Trial equipment or approaches where possible
- Consult with specialists about the most effective resources
- Source and purchase appropriate equipment
- Train staff in how to use specialist resources
- Review the effectiveness of resources regularly
-

Examples of resources we may secure include:

- Assistive technology (e.g., Clicker software, reading pens, tablets)
- Sensory equipment (e.g., weighted blankets, fidget tools, ear defenders)
- Physical aids (e.g., writing slopes, specialist seating, adapted scissors)
- Communication aids (e.g., visual timetables, communication books, Makaton resources)
- Specialist programmes and interventions

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

All pupils are encouraged to go on our school trips, including:

- Local visits to support curriculum learning
- Day trips to museums, galleries, and places of interest
- Outdoor education experiences
- Residential trips for older pupils (where applicable)

Inclusive Practice

At Stocks Green Primary School, we are fortunate to have a fully accessible building, which aligns with our inclusive ethos and our commitment to high standards of tolerance, behaviour and support for all learners. This environment allows us to meet a wide range of special educational needs and disabilities (SEND).

We take into account recommendations from internal and external assessments—including those outlined in Education, Health and Care Plans (EHCPs)—and make reasonable adjustments to the environment and daily routines as required.



All clubs, trips and activities at Stocks Green are available to pupils with SEND, regardless of whether they have an EHCP. When necessary, we allocate additional resources or adult support to ensure that learners can safely and fully participate in all experiences and opportunities offered by the school.

Reasonable Adjustments

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 they can be included. These may include:

- Additional adult support
- Pre-visits to venues to reduce anxiety
- Adapted activities or equipment
- Flexible timings or routines
- Visual supports and social stories
- Risk assessments tailored to individual needs
- Communication with parents about specific needs
- Liaison with venue staff about accessibility

A central part of our inclusive provision is **The Launch Pad**, a supportive hub designed to help learners regulate, connect and prepare for learning. The Launch Pad is available to any learner who needs a calm, structured space to develop emotional regulation, communication, social skills or confidence, and is used flexibly as part of planned support or in response to need. It plays an important role in enabling learners with SEND to access the full school environment successfully.

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

Stocks Green Primary School is an inclusive environment and does not discriminate in its admission of pupils with SEND or disabilities.

Our Admissions Arrangements

Our admissions policy is published on the school website and follows Kent County Council's coordinated admissions scheme. We welcome applications from all families, including those whose children have special educational needs or disabilities.

Pupils with EHC Plans

For pupils with an **Education, Health and Care Plan (EHCP)**, Kent County Council will formally consult with the school to ensure we can meet the requirements set out in the EHC plan.

Where a child has an EHCP that names Stocks Green Primary School, they will be admitted before any other places are allocated through the oversubscription criteria. This is a legal requirement and ensures that pupils with the most complex needs are prioritised.

Fair Oversubscription Criteria

Our oversubscription criteria do not disadvantage pupils with special educational needs or disabilities. We apply the same criteria to all applicants, which typically include:

- Looked-after children and previously looked-after children
- Children with exceptional medical or social needs
- Siblings of current pupils
- Distance from school

Having a special educational need or disability does not affect a child's position in the admissions process, unless they have an EHCP that names our school.



Supporting New Admissions

When a pupil with SEND applies to join our school, we:

- Arrange a meeting with parents to discuss their child's needs
- Liaise with previous settings to gather information
- Consult with external professionals where appropriate
- Plan transition arrangements tailored to the child's needs
- Prepare staff and resources before the child starts
- Create initial Passport Plans or Support Plans

For more information about our admissions arrangements, please see our Admissions Policy on the school website or contact the school office.

13. How does the school support pupils with disabilities?

At Stocks Green Primary School, we are committed to ensuring that pupils with disabilities can access education on an equal basis with their peers.

Our Accessibility

We are fortunate to have a **fully accessible building**, which includes:

- Level access throughout the school
- Accessible toilets and changing facilities
- Wide corridors and doorways
- Accessible outdoor spaces
- Clear signage and visual supports throughout

Steps to Prevent Less Favourable Treatment

We have taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:

- Staff training on disability awareness and inclusive practice
- Reasonable adjustments made to policies, procedures and practices
- Individual risk assessments to identify and remove barriers
- Consultation with pupils and families about their needs
- Regular review of accessibility and inclusion
- Clear anti-discrimination policies
- Promotion of our core values: Kindness, Respect, Honesty, Resilience, and Inclusivity

Facilities to Help Disabled Pupils Access Our School

We provide the following facilities and support to help disabled pupils access our school:

- **Physical environment:** Fully accessible building, adapted furniture and equipment, quiet spaces for regulation
- **Auxiliary aids and services:** Visual timetables, communication aids, assistive technology, sensory equipment, adapted resources
- **Curriculum access:** Differentiated materials, alternative recording methods, pre-teaching, additional time, modified tasks
- **Personal care:** Accessible toilet facilities, changing facilities, support from trained staff where needed
- **Communication:** Visual supports, Makaton signing, communication books, alternative formats for information

Accessibility Plan

Our **Accessibility Plan** sets out how we will continue to improve accessibility over time. It covers three key areas:

1. **Increasing the extent to which disabled pupils can participate in the curriculum** – through adaptive teaching, reasonable adjustments, and inclusive practice
2. **Improving the physical environment** – through ongoing maintenance, adaptations and improvements to facilities
3. **Improving the availability of accessible information** – through providing information in different formats, using visual supports, and ensuring communication is accessible to all



Our Accessibility Plan is available on the school website and is reviewed regularly to ensure we continue to meet the needs of our pupils.

Reasonable Adjustments

We make reasonable adjustments to our policies, procedures and practices to ensure disabled pupils are not disadvantaged. Examples include:

- Adapting uniform requirements for medical or sensory needs
- Modifying behaviour expectations where disability affects behaviour
- Providing additional time or support for assessments
- Adjusting timetables to accommodate medical appointments or fatigue
- Providing specialist equipment or resources
- Training staff in specific conditions or support strategies

We take into account recommendations from internal and external assessments—including those outlined in Education, Health and Care Plans (EHCPs)—and make reasonable adjustments to the environment and daily routines as required.

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

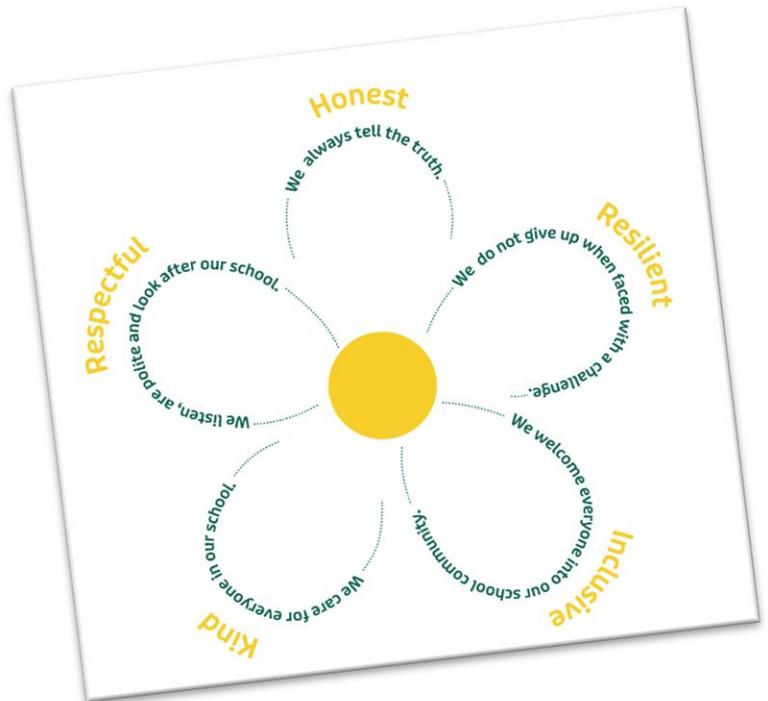
Our Commitment to Wellbeing

Stocks Green Primary School's commitment to wellbeing is deeply intertwined with its emphasis on mental health and its core values of **Kindness, Respect, Honesty, Resilience, and Inclusivity**. These values not only form the foundation for the school's behaviour policy but also guide our holistic approach to supporting pupils' mental health and emotional wellbeing.

At Stocks Green Primary School, mental health and emotional wellbeing are central to our inclusive ethos. We strive to create an environment where every learner feels safe, understood and supported. Our accessible building, consistent routines and personalised approaches enable pupils with a wide range of needs—including SEND and SEMH—to thrive academically, socially and emotionally.

How Our Values Support Mental Health

- **Kindness**
Promotes compassion and reduces isolation through purposeful acts of care, enabling pupils to build supportive peer relationships.
- **Respect**
Ensures that pupils value themselves and others, fostering a culture free from discrimination, bullying or marginalising behaviours.
- **Honesty**
Encourages open communication about feelings, which supports early identification of emotional needs and helps children seek support confidently.
- **Resilience**



Equips pupils with strategies to manage setbacks, stress and emotional change, strengthening their capacity to cope with challenges.

- **Inclusivity**

Guarantees that all mental health support is flexible and personalised. No pupil is expected to "fit" a system—the system adapts to the pupil.

Behaviour Policy and Prosocial Culture

Our Behaviour Policy is built on teaching prosocial behaviour, not simply responding to misbehaviour. It directly supports mental health by providing:

- Consistent routines that reduce anxiety
- Explicit teaching of social norms and expectations
- Restorative approaches such as Closing the Loop
- Relationship-based practice and deliberate botheredness
- Calm, predictable environments that support emotional safety

This ensures that pupils with SEMH or SEND needs experience empathy, consistency and connection throughout the school day.

Pastoral Support for All Pupils

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to participate in clubs and activities to promote teamwork and building friendships
- We provide extra pastoral support through our Launch Pad and Inclusion Team
- We have a 'zero tolerance' approach to bullying

Preventing Bullying

We prevent bullying in the school by:

- Teaching our core values explicitly through assemblies and PSHE
- Promoting a culture of kindness and respect
- Using restorative approaches to resolve conflicts
- Providing safe spaces (Launch Pad) for pupils to discuss concerns
- Training staff to recognise and respond to bullying
- Involving pupils in anti-bullying initiatives
- Working with parents when concerns arise
- Monitoring vulnerable pupils closely
- Teaching pupils how to report concerns safely
- Taking all reports seriously and investigating thoroughly

Targeted Mental Health Interventions (Wave 2)

Alongside universal support, Stocks Green has a strong team of staff trained to deliver targeted mental health and wellbeing interventions, including:

ELSA (Emotional Literacy Support Assistant)

Supporting emotional understanding, self-esteem, resilience and coping skills.

Lego Therapy

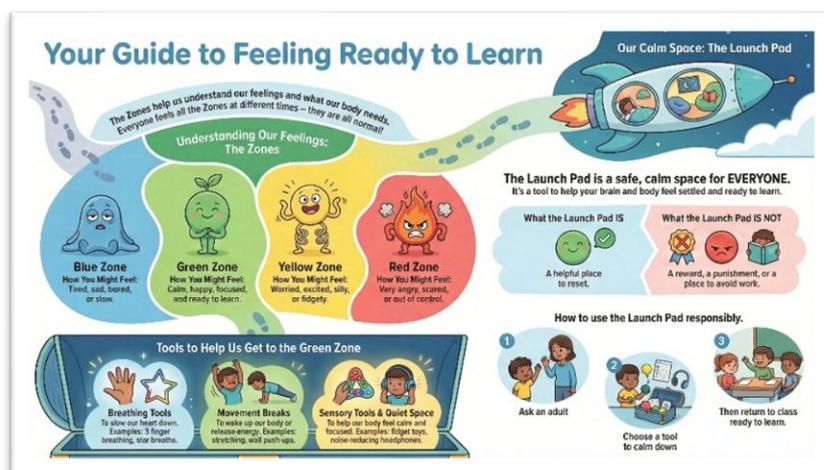
Supporting social communication, turn-taking, shared problem-solving and relationship building.

Drawing and Talking

A therapeutic, child-led approach supporting emotional processing, trauma recovery and anxiety reduction.

Sensory Circuits

Structured sensory-motor sessions designed to improve regulation, readiness to learn and physical coordination.



These interventions form part of our Wave 2 support offer and are regularly reviewed through Radars, class Provision Maps and the Assess-Plan-Do-Review cycle.

The Launch Pad: A Therapeutic Hub for Wellbeing

A key part of our inclusive provision is **The Launch Pad**—a therapeutic, supportive space designed to help pupils regulate their emotions, connect with trusted adults, and prepare for successful learning.

The Launch Pad provides structured opportunities for emotional regulation, social communication development, anxiety support, and restorative conversations. It is used flexibly across Wave 1, Wave 2, and Wave 3 support as part of a child's daily routine or personalised plan.

By offering a calm, reassuring environment with consistent expectations and the use of the Zones of Regulation, the Launch Pad plays a vital role in helping pupils develop the emotional resilience, confidence, and readiness needed to flourish both in the classroom and socially.



The Launch Pad is a tool for achieving our wider school vision for Inclusion. It is a supportive hub for our neurodiverse community. But more than this, it is a safe and supportive place that can be used by any learners that need pastoral support. The Launch Pad is a reliable support where learners build connections and feel empowered.

What is the Launch Pad used for?

Soft landings – This is a planned amount of time when learners access the Launch Pad to help learners transition between events in the day. This involves them thinking about the 'Zone' they are in and choosing to access a tool. A soft landing may be at the start of the day or after breaktime or lunchtime.

Resets - This is a planned time when learners access The Launch Pad to re-regulate during the day. They reflect on the Zone they are in and choose an appropriate tool for a set period of time. Learners will have a limited number of Reset Cards each day to use independently when they recognise they need support. If a teacher feels a pupil has not yet recognised their need to reset, a card may also be used by the adult as a supportive strategy — but only after other in-class regulation strategies have been tried. On occasion, resets may also take place at ad hoc times when a learner is struggling to show the Characteristics of Effective Learning.

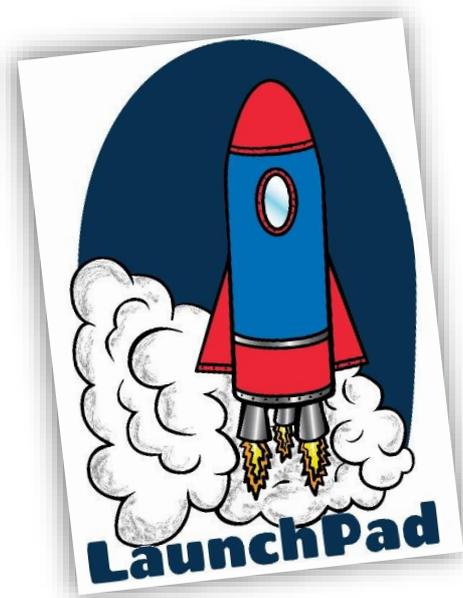
Workshops - These are timetabled intervention slots when learners can access support within the Launch Pad space. For example:

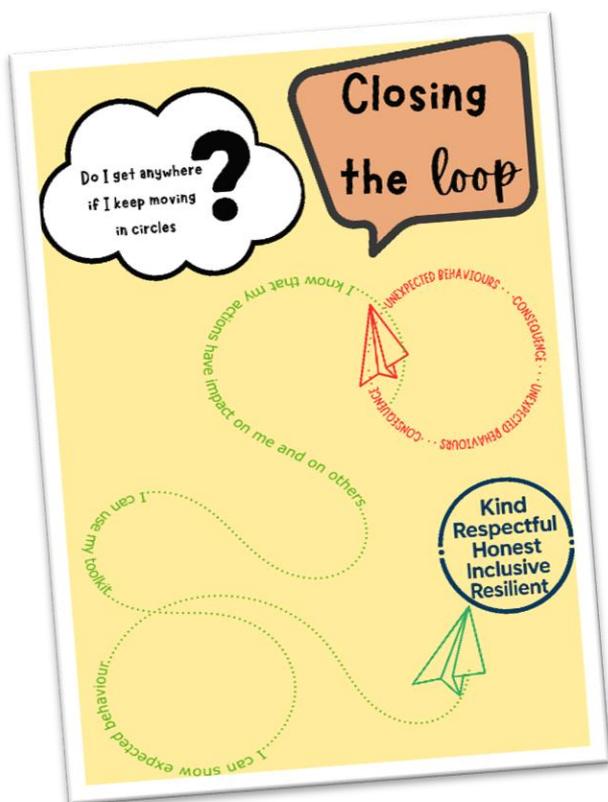
- Lego therapy
- Circle of Friends
- Time to talk
- Zones workshop
- Transition workshops
- ELSA sessions (Emotional Literacy Support Assistant)

Purpose of the Launch Pad

The Launch Pad exists to:

- Support emotional regulation in a predictable, calm environment
- Provide structured routines that mirror the Behaviour Curriculum and social norms
- Offer relational connection with trusted adults
- Reduce anxiety and promote readiness to learn
- Help pupils rehearse strategies for returning to class
- Provide a quiet, supportive space for reflection and restorative conversations





- Help staff understand the underlying needs behind behaviours
- Ensure that pupils experience dignity, safety and belonging. It reinforces our graduated approach and sits across Wave 1, Wave 2 and Wave 3 support, depending on each child's needs.

Listening to Pupils with SEN

We provide extra pastoral support for listening to the views of pupils with SEN by:

- Regular check-ins with key adults in the Launch Pad
- One-to-one time with the ELSA
- Pupil voice questionnaires adapted to individual needs
- Visual tools to help pupils express their feelings (emotion cards, scaling, Zones of Regulation)
- Trusted adult systems where pupils have a named person they can talk to
- Pupil contribution to Passport Plans and Support Plans
- Age-appropriate involvement in review meetings
- Worry boxes and safe reporting systems

Collaboration with Families

Families benefit from:

- Clear communication about strategies used
- Consistent language between home and school (Zones, regulation, tools)
- Involvement in plans and reviews

- Reassurance that their child is being supported with dignity and understanding
- Confidence that emotional needs are prioritised alongside academic learning

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

At Stocks Green, we recognise that transition—whether into our school, between year groups, or on to a new setting—is a significant event for all pupils and can be especially challenging for those with SEND, medical needs or social, emotional or mental health needs.

Our approach to transition is proactive, personalised, and rooted in strong communication with families, early years providers, previous schools and external professionals. Our aim is always to ensure that every child feels safe, understood and prepared for the next stage in their education.

Transition Into Year R

For children joining us in Reception, we take great care to gather a full understanding of each child's needs:

- Staff visit children in their pre-school settings to observe them in a familiar environment
- Meetings are arranged with key workers, SENCos, health visitors and other professionals to build a comprehensive understanding of the child's profile
- Where appropriate, multi-agency transition meetings are organised, involving parents and professionals who know the child best
- If a child has an EHCP, we attend the annual review prior to entry and begin planning support early
- Families are invited for school tours, stay-and-play sessions, and individual meetings with the class teacher and SENCo
- For children needing enhanced transition, additional visits and personalised social stories are created



- A Transition Passport or early Passport Plan may be drafted to support the child's first weeks

Transition for Pupils With SEND Joining Mid-Phase

When a pupil joins us after Year R:

- Our SENCo contacts the previous setting's SENCo to share information on needs, strengths, triggers, support strategies and progress
- We review assessment information, provision plans, EHCPs, personalised timetables, and reports from professionals
- Parents are invited to contribute insights about their child's history, anxieties, regulation needs and successful strategies
- A draft Passport Plan or Support Plan is created prior to the child starting, alongside relevant entries in the class Provision Map
- Pupils may be offered pre-start visits, guided tours, or time in the Launch Pad to meet key staff and become familiar with routines
- Enhanced induction sessions can be created for high-needs pupils, such as gradual timetables or transition mornings

Our aim is that children feel welcomed, prepared and supported from their very first day.

Transition Between Year Groups Within Stocks Green

We carefully manage internal transitions by:

- Holding transition meetings between current and next year group teachers, LSAs and the SENCo
- Sharing SEND profiles, Passport Plans, Support Plans, Radar status, Waves of Support requirements and class Provision Maps
- Providing pupils with opportunities to visit their new classrooms, meet new adults and rehearse routines
- Allowing pupils with SEMH or anxiety needs to make additional settling visits or meet new staff in the Launch Pad
- Preparing social stories, photos or visual timetables to support predictability
- Ensuring behaviour expectations, routines and regulation strategies from the Behaviour Curriculum are consistently reinforced
- For pupils requiring personalised transition, creating enhanced plans that phase in exposure to new environments and tasks

This ensures continuity of relationships, routines and support.

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons and visits with the incoming teacher towards the end of the summer term
- Provide transition booklets with photos of new staff and classrooms
- Offer additional Launch Pad sessions focused on transition preparation

Transition Out of Stocks Green (to Secondary or New 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.

For pupils leaving us:

- Our SENCo contacts the receiving school's SENCo and shares all relevant information including Radar history, SEND profiles, passports, provision maps, reports and professional advice
- For pupils with complex needs or EHCPs, a transition planning meeting is held involving parents, current staff and the receiving SENCo
- We contribute fully to the EHCP review process to ensure future support is aligned
- Secondary support staff may visit pupils in school to build familiarity
- The SENCo of the secondary school will come into our school for a meeting with our SENCo to discuss the needs of all the children who are receiving SEN support

Pupils who need enhanced transition complete:

- Extra secondary visits
- Classroom walk-throughs
- Travel training (where relevant)
- Small-group transition programmes
- Anxiety and resilience support groups
- Launch Pad-based preparation sessions

- Personalised booklets, maps, photos of new staff and classroom layouts to help pupils rehearse and feel ready for change

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
- Building independence skills
- Understanding new routines and expectations

We tailor all transitions to the individual, ensuring pupils move on with confidence and clarity.

Additional Transition Measures

Depending on need, we may also:

- Involve ELSA, Lego Therapy or Drawing & Talking staff during transition periods
- Create transition toolkits including scripts, visuals, or regulation tools
- Provide opportunities for the child to practise key routines (line-up, cloakroom, lunch hall)
- Involve Launch Pad staff as a consistent base for planning and emotional preparation
- Use graduated timetable adjustments for pupils struggling with change
- Use sensory circuits to help regulate pupils before visiting or entering new spaces
- Maintain close communication with families to monitor emotional wellbeing
- Offer settling-in reviews after 2-4 weeks to adjust support as needed

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Headteacher- Mr Hipkiss is our support for looked-after and previously looked-after children.

They can be contacted on:

- ☎ 01732 832758
- ✉ headteacher@stocks-green.kent.sch.uk

Mr Hipkiss will work with Mr Joe Endersby, our SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a **personal education plan (PEP)**. We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Our Approach

We ensure that:

- The Designated Teacher and SENCo work closely together to coordinate support
- PEP meetings and SEN reviews are aligned where possible to avoid duplication
- Virtual School representatives are invited to annual reviews for pupils with EHCPs
- Social workers and carers are fully involved in planning and reviewing provision
- Pupil Premium Plus funding is used effectively to support educational outcomes
- Staff understand the impact of trauma and attachment on learning
- Consistent, nurturing relationships are prioritised
- The pupil's voice is heard and their wishes and feelings are considered

Our Family Liaison Officer, Gilly Francis, provides additional pastoral support to families and pupils, including those who are looked-after or previously looked-after, helping to strengthen relationships between home and school and contributing to early help planning.

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

Complaints about SEN provision in our school should be made to the class teacher/SENCo/Headteacher in the first instance. They will then be referred to the school's **complaints policy**, which is available on our school 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.

Beyond School Level

If the complaint is not resolved after it has been considered by the Governing Body, then a **disagreement resolution service or mediation service** can be contacted.



Kent disagreement resolution and mediation services:

- **SEND Information, Advice and Support Service (IASK)**
 - Telephone: 03000 412412
 - Email: iask@kent.gov.uk
 - Website: www.kent.gov.uk/iask
- **Kent Mediation Service**

If it remains unresolved after this, the complainant can appeal to the **First-tier Tribunal (Special Educational Needs and Disability)**, if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Right to Appeal

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 has discriminated against your child because of their SEN, 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.

Statutory Rights

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

At Stocks Green Primary School, we are proud of the relationships we have with parents and the way that we work together to shape provision for their children.

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

Parents are always welcome to make contact with their child's class teacher or Mr Joe Endersby, our SENCo, if they need any advice or support around their child's SEND.

Contact details:

- School office: ☎ 01732 832758
- Email: office@stocks-green.kent.sch.uk
- SENCo: j.endersby@stocks-green.kent.sch.uk
-

Local Authority Support

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

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

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area.



SEND Information, Advice and Support Service

Our local special educational needs and disabilities information, advice and support (SENDIAS) service is:

Information, Advice and Support Kent (IASK)

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. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

- **HELPLINE:** 0300 41 3000
- **Office:** 03000 412412
- **Email:** iask@kent.gov.uk
- **Website:** www.kent.gov.uk/iask



School-Based Family Support

Our **Family Liaison Officer, Gilly Francis**, supports families across the school, helping to strengthen relationships between home and school. She provides pastoral support to pupils, contributes to early help planning, and works as part of the Launch Pad team to respond to emotional and social needs.

Gilly can be contacted through the school office.

National Charities

National charities that offer information and support to families of children with SEN are:

- **IPSEA (Independent Provider of Special Education Advice)** – www.ipsea.org.uk
- **SEND Family Support** – www.sendfamilysupport.co.uk
- **NSPCC** – www.nspcc.org.uk
- **Family Action** – www.family-action.org.uk
- **Special Needs Jungle** – www.specialneedsjungle.com
- **Contact (for families with disabled children)** – www.contact.org.uk
- **The National Autistic Society** – www.autism.org.uk
- **ADHD Foundation** – www.adhdfoundation.org.uk
- **Dyslexia Action** – www.dyslexiaaction.org.uk

Additional Support Available Through the Local Offer

The school also utilises the Local Offer in meeting the needs of pupils with SEND in the school. This includes but is not limited to:

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service, including organisations like Salus
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **Graduated approach** – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages