

Special Educational Needs and Disabilities (SEND) Information Report

Hollingbourne Primary School



Inclusion Team

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Approved by:

[Governing body]

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy at Hollingbourne Primary School. 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

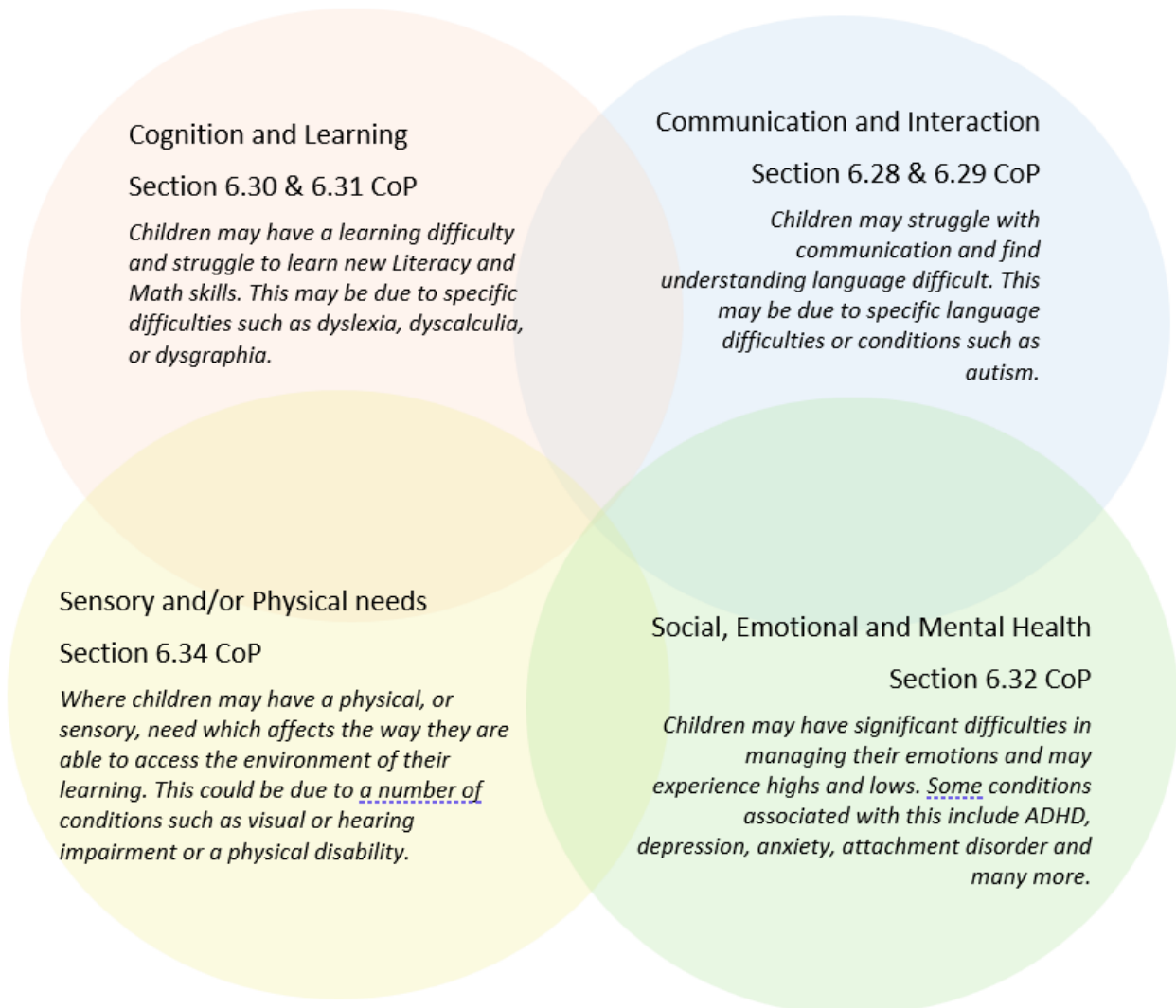
<https://www.hollingbourne.kent.sch.uk/page/?title=SEND&pid=26>

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

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

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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Hollingbourne Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

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

Miss Zoe Wright (SENDCO) who leads SEND provision.

Headteacher, Deputy Headteacher and team of class teachers, class teaching assistants and named teaching assistants for pupils with complex needs.

Our Special Educational Needs and Disability Co-ordinator, or SENDCO

Our SENDCO is Miss Zoe Wright.

Miss Wright has seventeen years of experience in this role and has worked as a teacher for over twenty five years. She is a qualified teacher and achieved the National Award in Special Educational Needs Coordination in 2009/2010.

Miss Wright has received a wealth of training across the SEND dimensions over the years and continues to access training and updates related to SEND. Training courses include: Language for Learning, Colourful Semantics, Speech Sound Production, Drawing and Talking Therapy, ASD and ADHD Awareness, Selective Mutism, Boxall Profile training, Sensory Processing Difficulties, Refusers to Returners, EBSA, Strategies for Stressful Suppers and Selective Tummies, Sensory Processing Differences, Dyslexia friendly classrooms, Alphabet Arch supporting phonics, Precision Teaching and supporting EYFS curriculum including PECS.

Class teachers

All of our teachers receive in-house SEND training, attend courses and are supported by the SENDCO to meet the needs of pupils who have SEND.

SEND training for teachers has included: safeguarding updates including PREVENT training, Mainstream core standards and Provision of Need, effective provision mapping, hearing impairment

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training, Dyslexia friendly classrooms, sensory processing differences, Zones of Regulation and Colourful Semantics.

Teaching assistants (TAs)

We have a team of seven teaching assistants. Our teaching assistants are trained to deliver SEN provision and provide interventions such as Precision teaching, Sensory Circuit activities, BEAM, Talkabout, Lego therapy, Toe by Toe, Power of 2 and Plus One and Speech and Language Link.

Teaching assistants have received whole staff training, for example, Zones of regulation and also individual training which has been cascaded to other members of staff, including: Dyslexia awareness, ADHD, Well-being first aid and Sensory Circuits and Sensory Regulation, Autism and Anxiety, Cued Articulation, TEACCH, PECS and Diabetes Awareness.

External agencies

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

➤ Child and Young people's Mental Health Service (CYPMHS)

➤ GPs or paedia

➤ Health and Well-being Navigators
(based at GP surgeries)

➤ NELFT practitioners

➤ Therapeutic practitioners

➤ Safeguarding services

➤ School nurses and diabetic specialist nurse

➤ Voluntary sector organisation e.g. Slideaway

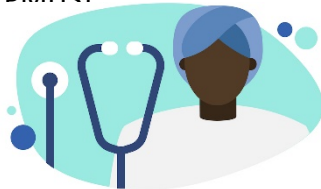
➤ SEND Inclusion Advisor

➤ Local SENDCOs at The Ridge
(Community of Schools)

➤ Professional Resource Group (part of the Community of schools) including:

➤ Specialist Teacher Service

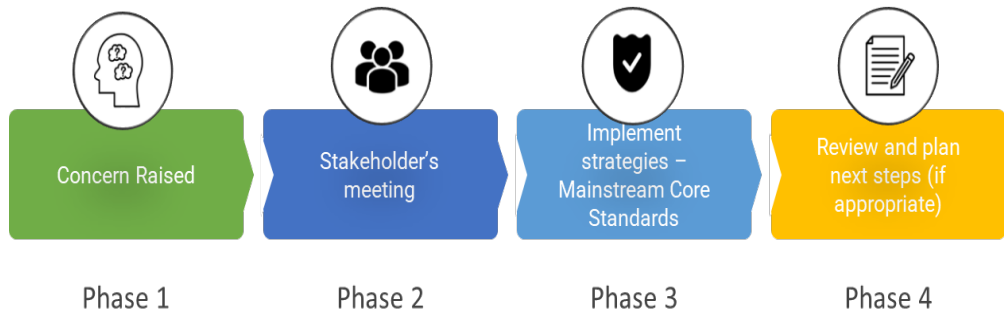
➤ Educational psychologists



- Occupational therapists
- Speech and language therapists



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

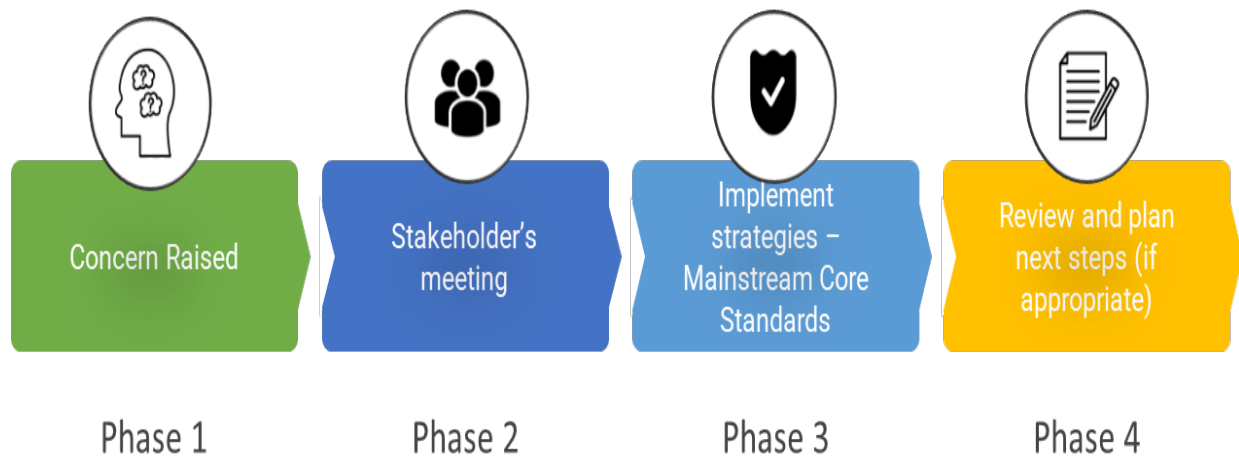


<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENDCO is aware.</p> <p>Parents should discuss their concerns with their child’s teacher in the first instance, unless of an urgent nature. The school’s SENDCO Miss Wright can be contacted via office@hollingbourne.kent.sch.uk or by calling the office on 01622 880270.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will inform you and your child will be added to the school’s SEND register. They will receive</p>

	additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially at termly review meetings with the senior leadership team. The child may also have personalised targets been set for them which are being monitored on the class provision maps.

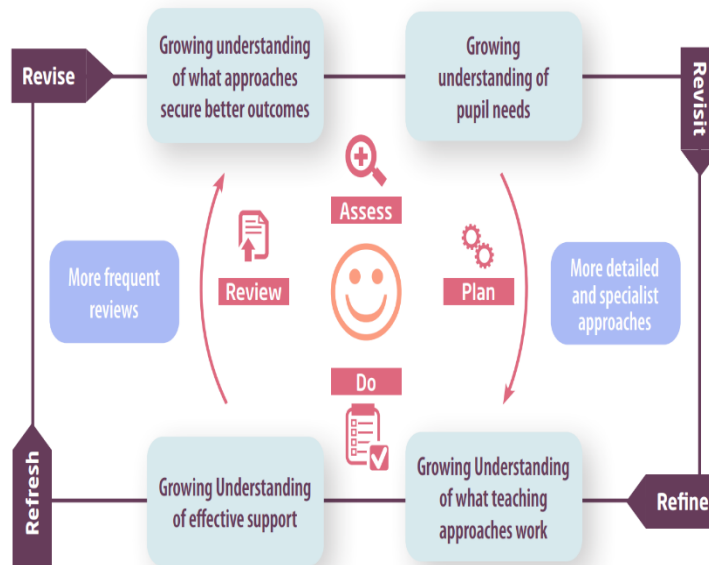
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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

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

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

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



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide 3 termly reviews relating to your child's progress against SEN targets and also you will receive an end of year report on their overall progress.

Your child's teacher and/or SENDCO will meet you at least 3 times a year to:

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

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

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

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

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's teacher or SENDCO Miss Wright via office@hollingbourne.kent.sch.uk or by calling the office on 01622 880270.

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

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

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.










High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the

adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

-   Adapting our resources and staffing
-   Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-   Teaching assistants and teachers will support pupils appropriately depending on their presentation of need
-   Scaffolding lesson materials with extensive use of visual aids
-  Differentiate and personalise the curriculum for pupils who are unable to access their year group expectations and have significant barriers to their learning

We may also provide the following interventions:

- 1:1 additional reading
- SEN Little Wandle programme
- Memory Magic
- Precision Teaching
- Power of Two or Plus One
- Speech Link and Language Link
- Language for Learning
- Black sheep programmes
- Lego therapy

Talkabout

Zones of Regulation

Comic Strip Conversation

Sensory Circuit

Clever Hands

Write from the Start

Balance, Education and Movement (BEAM)

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

We provide high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional, cultural and medical needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum. The Hollingbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school.

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 (recorded on class provision maps, personalised plans or EHC provision plans)
- Using pupil voice
- Class/pupil observations
- Book looks
- Monitoring by the SENDCO



- Specialist teacher reviews for pupil supported by the specialist teaching service
- Parent meetings to review the provision and targets set for pupils at SEN support level
- Holding an annual review (if the pupil has an Education, Health and Care (EHC) plan)

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

School funding allows pupils to access well resourced classrooms and outdoor spaces which support their learning and social/emotional development.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is listed in section 8. In very few cases a child will have an EHCP and require a very high level of resource. This will be funded by the local authority.

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

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Pupils with complex needs may require some additional adult support to develop their independent learning skills, social interaction skills or to supporting long term and/or complex medical needs

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

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



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. Teachers fully consider the timings of their interventions to minimise the impact on class learning. They will ensure their access to the full curriculum is not impacted, so the pupil will not miss the same topic lesson weekly to attend the intervention.

Our extra-curricular activities and school visits are available to all pupils including sports days, pancake racing, egg rolling, maypole dancing, Church visits, school plays, day trips and our residential trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. In some circumstances it may be beneficial to collaboratively plan the forthcoming activity/event with the child's parent or carer.

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



The school follows Kent admission arrangements and their oversubscription criteria. We follow directives issued by Kent in relation to prospective pupils whose EHCP names us.

13. How does the school support pupils with disabilities?



We are an inclusive school, which is reflected within our school values. Everyone in our school is regarded as important individuals and included in all aspects of school regardless of their educational, physical, sensory, social, spiritual, emotional, cultural and medical needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum, extra curriculum and wider school opportunities. The Hollingbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school.

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

At Hollingbourne Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. We use Growth Mind set and have adopted a whole school approach to development of self regulation using the Zones of Regulation. Hollingbourne have embedded this into every child's school day. Acknowledgement of positive behaviours are encouraged, noted and rewarded both within a working day and at social times. Similarly, these skills are taught indirectly with every conversation adults may have with pupils throughout the day.

We also assess children's well being and involvement using the Leuven scales. This information is used to plan any further interventions to support children's mental health and well being. This may include accessing support from external agencies such as Health and Well being Navigator.

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

- Zones of regulation curriculum accessed by all pupils
- Advice and training from the school's link educational psychologist
- Mentor time with a member of the senior leadership team, class teacher or teaching assistant
- Referral to School Health, Single Point of Access or charitable agency if required
- Pupils may be offered positions of responsibility e.g. school register monitor
- We have a 'zero tolerance' approach to bullying

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



Our senior leadership team (Headteacher, Deputy Headteacher and SENDCO) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

Support for these children may include close work with external agencies supporting the family.

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

We are a small school and our staff know all of the pupils extremely well.

The class arrangement means that pupils remain in the same class for two years, with the exception of year 2. This means that they know their teacher extremely well and half of the class are always familiar to them.

Between classes

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



Both the current teacher and the next year's teacher hold an end of year transition meeting where the pupil's SEND is discussed



Scheduled class visits and activities with the incoming teacher towards the end of the summer term



Children complete transition booklets to learn about their new class and teaching staff and they share information about themselves



Widget social stories with photographs of new staff are provided to the pupil



Personalised transition plans may be put in place for individuals

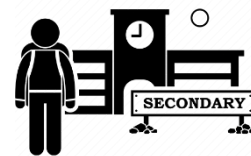
Between schools/ phases (for primary schools)

Prior to transition from pre school or home, the early years teacher/lead will contact the pre school or parent for information about the pupils joining our year R cohort. Parents of pupils with identified SEND or medical needs will be contacted by the SENDCO to gather further information and collaboratively plan steps to enable a smooth transition into our school. The child may be moving from specialist provision or is currently supported by the specialist teaching service within a mainstream school. For these pupils a meeting with the SENDCO, parent along with specialist teacher input would be beneficial and the SENDCO may wish to observe the child in their current setting.

In regard to secondary transition, the SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the pupils who are receiving SEND support.

All year six pupils participate in the Maidstone Schools transition programme. Pupils will be prepared for the transition by:

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



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

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

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

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: <https://www.iask.org.uk/>

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

Bower Grove parent support group www.bower-grove.kent.sch.uk 01622 726773
psg.bowergrove@btinternet.com

Space2beme www.space2beme.org.uk

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

Young minds <https://youngminds.org.uk/about-us/>

Young Carers <https://www.imago.community//Children-and-Young-People/Kent-Young-Carers>

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

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

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

The normal arrangements for the treatment of complaints at Hollingbourne Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a mediation service can be contacted and if it remains unresolved after this, the complainant can appeal to the First-tier Tribunal. Further information is provided below.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

19. Supporting documents

- *Equality Policy*
- *Child protection policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

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- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages