

Kent SEND Information Report



WEALD

COMMUNITY
PRIMARY SCHOOL
1892

Special Educational Needs and Disabilities (SEND) Information Report

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Kent SEND Information Report

Contents

1. What types of SEND does the school provide for?	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child’s progress?	9
6. How will I be involved in decisions made about my child’s education?.....	10
7. How will my child be involved in decisions made about their education?	11
8. How will the school adapt its teaching for my child?	122
9. How will the school evaluate whether the support in place is helping my child?	133
10. How will the school ensure my child has appropriate resources?	143
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	154
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	165
13. How does the school support pupils with disabilities?	175
14. How will the school support my child’s mental health and emotional and social development?	176
15. What support is in place for looked-after and previously looked-after children with SEN?	186
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	17
17. What support is available for me and my family? (Local Offer)	198
18. What should I do if I have a complaint about my child’s SEND support?	19
19. Supporting Documents.....	19
20. Glossary.....	20

Kent SEND Information Report

Dear Parents and Carers,

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

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



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

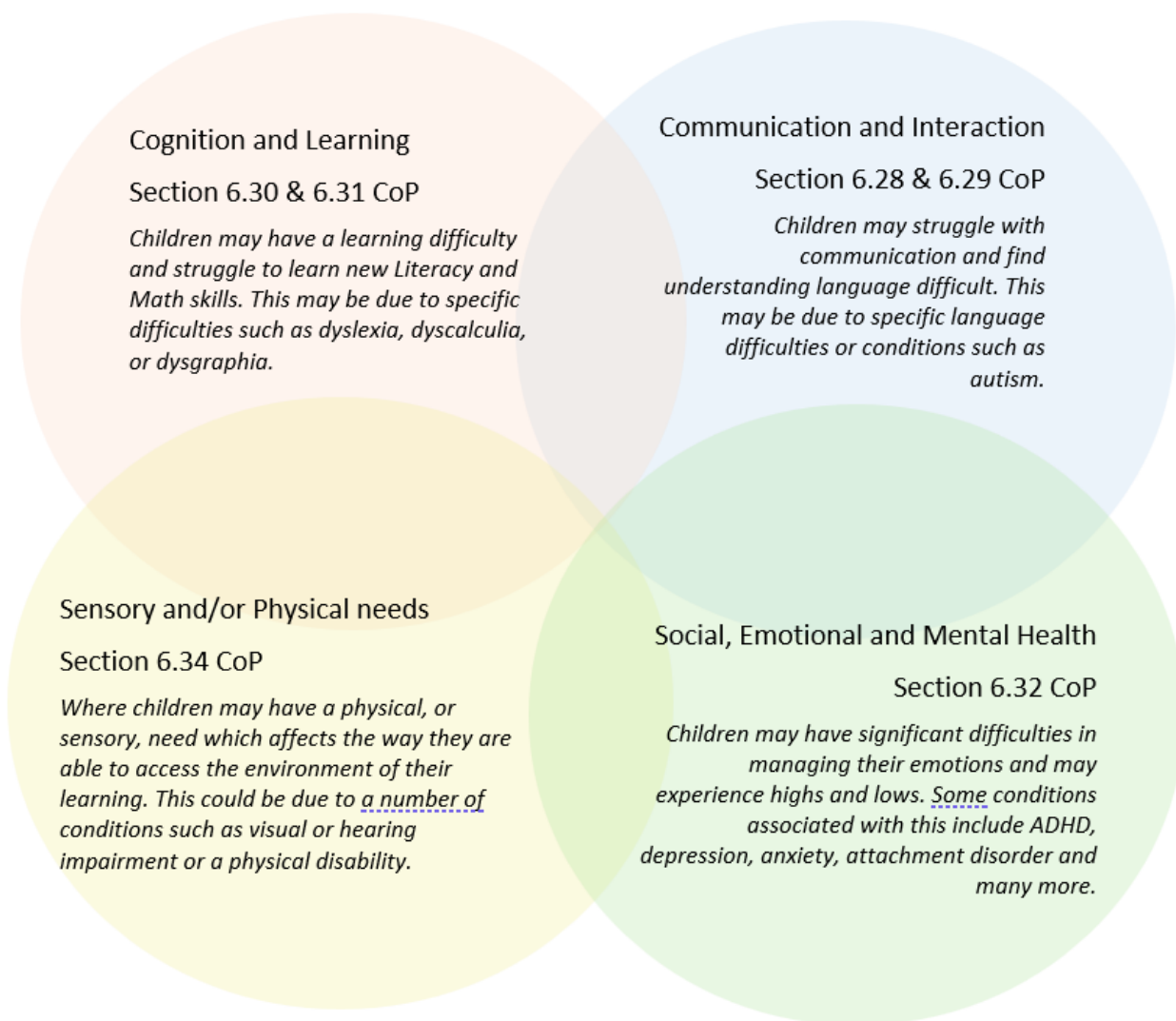
You can find our SEND policy on our website [SEN & Inclusion – Weald CP School](#)

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.

Kent SEND Information Report

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

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



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

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

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Kent SEND Information Report

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

At Weald CPS all staff are trained to meet the needs of pupils with SEND. Our training ensures that they have the knowledge and skills to better meet a wide range of pupil needs.



considered responsible for supporting the staff are committed to regular, high-quality training to ensure they have the knowledge and skills to better meet a wide range of pupil needs.

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

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Lisa Drogomirecki (Leader of Learning Success).

She has 4 years experience in this role and is a qualified teacher and holds the National Award for SEN Co-ordination (NASENCO). She also holds the following qualifications: BSc (Hons) Degree, NPQSL, NPQBLC and is also ELSA trained and part of the safeguarding team.

She achieved the National Award in Special Educational Needs Co-ordination in 2021.

Class/subject teachers

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

Teaching assistants (TAs)

We have a team of 4 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Speech and Language Link, Phonics, Beat Dyslexia, Sensory Circuits and many more.

Kent SEND Information Report

External agencies

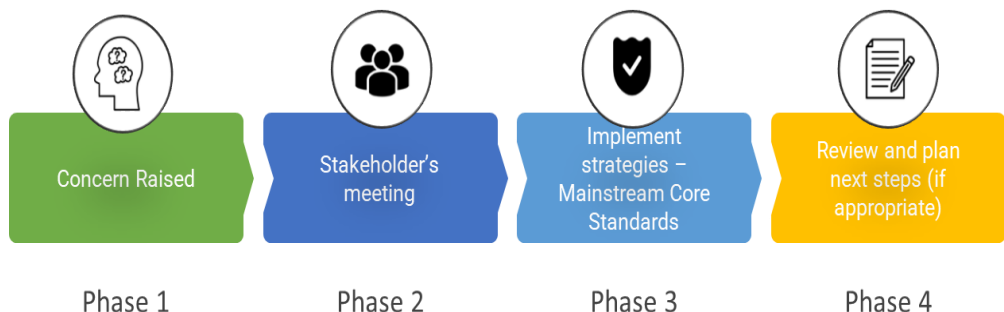
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



Kent SEND Information Report

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



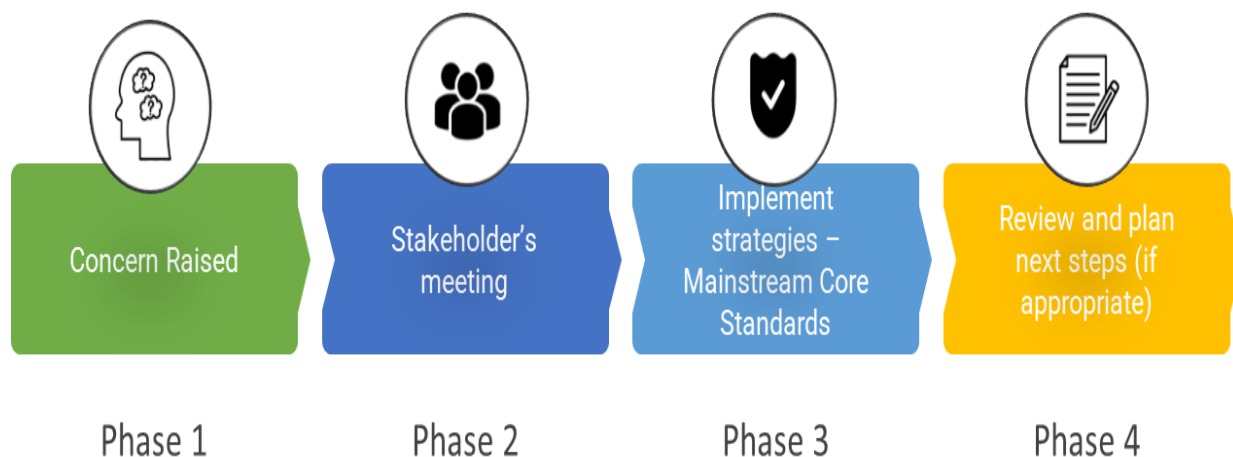
<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can contact your child's Class teacher via the school office or through Class Dojo to arrange a convenient time for a meeting to discuss your concerns.</p>
<p>Phase 2</p>	<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 formally notify you and your child will be added to the school's SEND register. They will receive</p>

Kent SEND Information Report

	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. This might include, reading, writing, social skills etc.

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

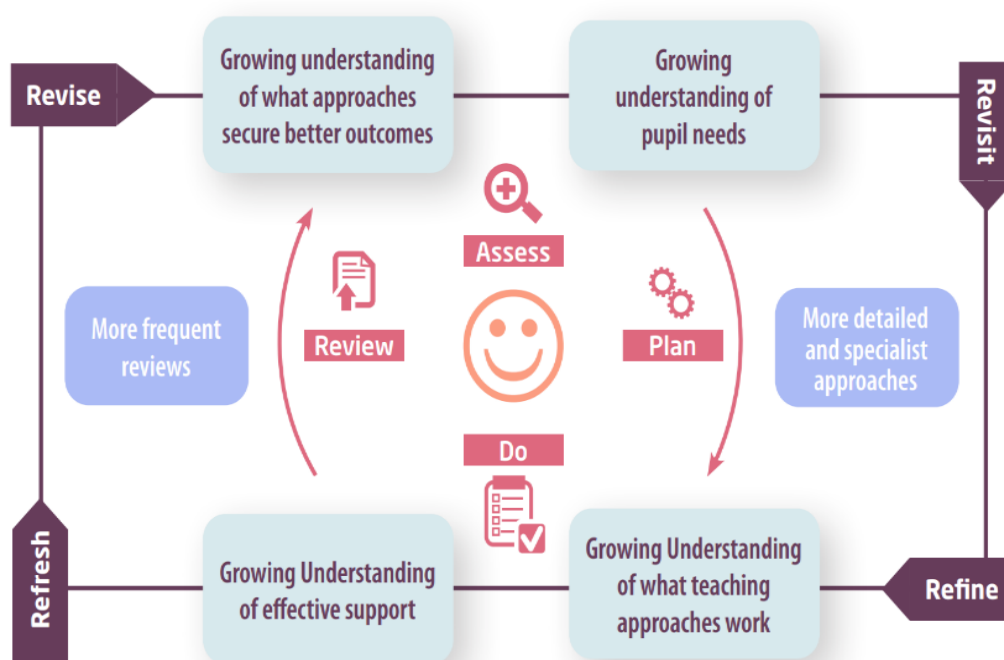
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

Kent SEND Information Report

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.

Kent SEND Information Report

As a 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.

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

We will provide termly reports on your child's progress.

A member of staff who knows your child well will meet you during the year (parent evenings and where appropriate SENCO surgeries) to:

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

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

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

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

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

Kent SEND Information Report

If you have concerns that arise between these meetings, please contact Lisa Drogomirecki – lisa.drogomirecki@weald.kent.sch.uk

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

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

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

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



Kent SEND Information Report

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





At Weald CP School, we have our accessibility plan which should be read in conjunction with this SEND information report.

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

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

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

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

-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
-  > Scaffolding lesson materials

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MIGHT SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories

Kent SEND Information Report

	Speech and language difficulties	Speech and language support Signs and Symbols Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Touch Typing skills Small group / 1:1 support where needed manipulatives
	Moderate learning difficulties	Small group / 1:1 support where needed
	Severe learning difficulties	Small group / 1:1 support where needed
Social, emotional and mental health	ADHD, ADD	Work stations Social Stories Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups Social stories Counselling
Sensory and/or physical	Hearing impairment	Signs and Symbols Makaton
	Visual impairment	Limiting classroom displays Use of overlays
	Multi-sensory impairment	
	Physical impairment	Beam Fine motor skills

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

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Kent SEND Information Report

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



Each review of the Personalised Plan will be informed by the views of the pupil, parents and class teacher (including assessment information if applicable), which will show whether adequate progress is being made.

- The SEND Code of Practice (2014, 6.17) describes inadequate progress as:
 - Significantly slower than that of their peers starting from the same baseline
 - Failing to match or better the child's previous rate of progress
 - Failing to close the attainment gap between rate of progress
 - Widens the attainment gap

For pupils with an EHC Plan there will be an annual review, as well as two in-year meetings to track the provision made for the child, which will enable evaluation of the effectiveness of the special provision – this information is shared with the local authority. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For pupils without an EHC Plan, but with SEND, there will be three review meetings yearly, which will enable evaluation of the effectiveness of the special provision set out in their Personalised Plan.

Although we set meeting dates for the evaluation of provision, we welcome parents to make an appointment to discuss their child at any time throughout the year, either with the class teacher or SENCO.

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

Kent SEND Information Report

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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. In some cases we may have to apply to our communities of schools for additional funding. These applications are discussed by professionals from all schools and granted on a case by case basis.

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

- Supplementary materials to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

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

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips in Keystage 2 -

All pupils are encouraged to take part in sports day/school plays etc.

Kent SEND Information Report

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



For prospective pupils with SEN or a disability, including those with an EHCP, our admission arrangements will include meeting with our Leader of Learning Success (SENCO) prior to starting, to ensure that we have everything in place to meet your child's needs from day one. During this meeting, your child's strengths and needs will be discussed, as well as what provision will be put in place to support their learning, physical health and wellbeing. Your child will be supported throughout this process, and parents will have regular opportunities to meet with the SENCO and class teacher to ensure your child is settling in well.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. The

Kent SEND Information Report

same applies to our oversubscription criteria. No pupil with a disability or SEN is discriminated against. For further information about our admissions arrangements, please see [ADMISSIONS POLICY](#)

13. How does the school support pupils with disabilities?



[See Accessibility Plan for more information](#)

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

At Weald CPS, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through both direct teaching, for instance in PSHE lessons, peer to peer interventions and whole school assemblies, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we will enhance the pastoral provision for that child and, if necessary, a referral to the School Health Team or NHS CYPMHS (formally CAMHS) can be sent.

Pupils in the early stages of emotional and social development, because of their special educational needs, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

Kent SEND Information Report



Lisa Drogomirecki, our SENCO, 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.

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

At Weald CPS, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition meetings are held for some children with SEND when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child's needs are met in their new school.

We also contribute information to a pupils' onward destination by providing information to the next setting. We will share relevant information with the receiving secondary school's SEND departments so as to facilitate smoother transition. Children who are struggling with transition are helped in many ways, for example: additional transition meetings; sessions at new school supported by SEND staff; transition booklets etc.

Pupil files are forwarded to a new school on request should a child move schools outside of the usual transition points.

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Kent SEND Information Report

Between schools

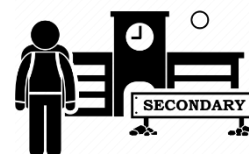
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.


Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- 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 the Kent  local offer. Kent publishes information about the local offer on their website:

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

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

Information Advice and Support Kent (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: 03000 413000

Kent SEND Information Report

OFFICE: 03000 412412

EMAIL: iask@kent.gov.uk

www.kent.gov.uk/iask

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

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 Weald CPS are used for complaints about provision made for special educational needs (see Complaints Policy). Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

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

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The disagreement and mediation services for Kent are Global Mediation (0800 064 4488, sen@globalmediation.co.uk). Please click here for more information -

Kent SEND Information Report

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

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



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Kent SEND Information Report

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages