

Special Educational Needs & Disabilities (SEND) Information Report

Boughton-under-Blean & Dunkirk Methodist Primary School



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Kent SEND Information Report

Approved by:	Governing Board	Date: 2.2.2026
Last reviewed on:	January 2026	
Next review due by:	January 2027	

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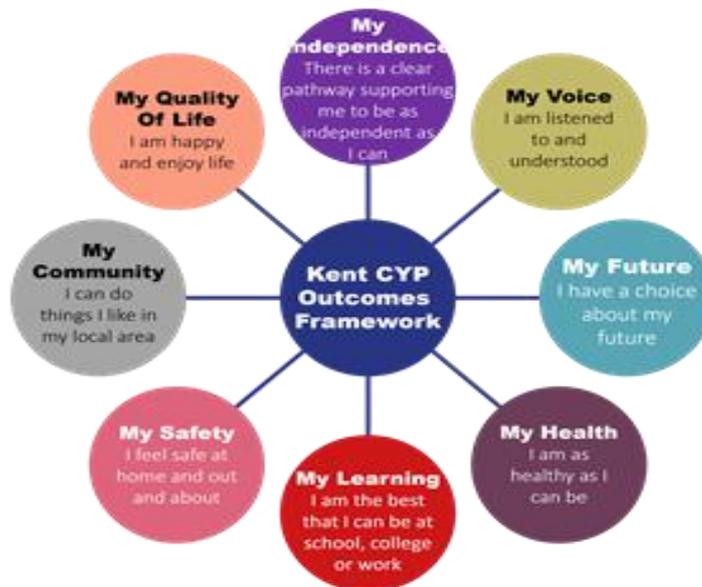
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Dear parents and carers,

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

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



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

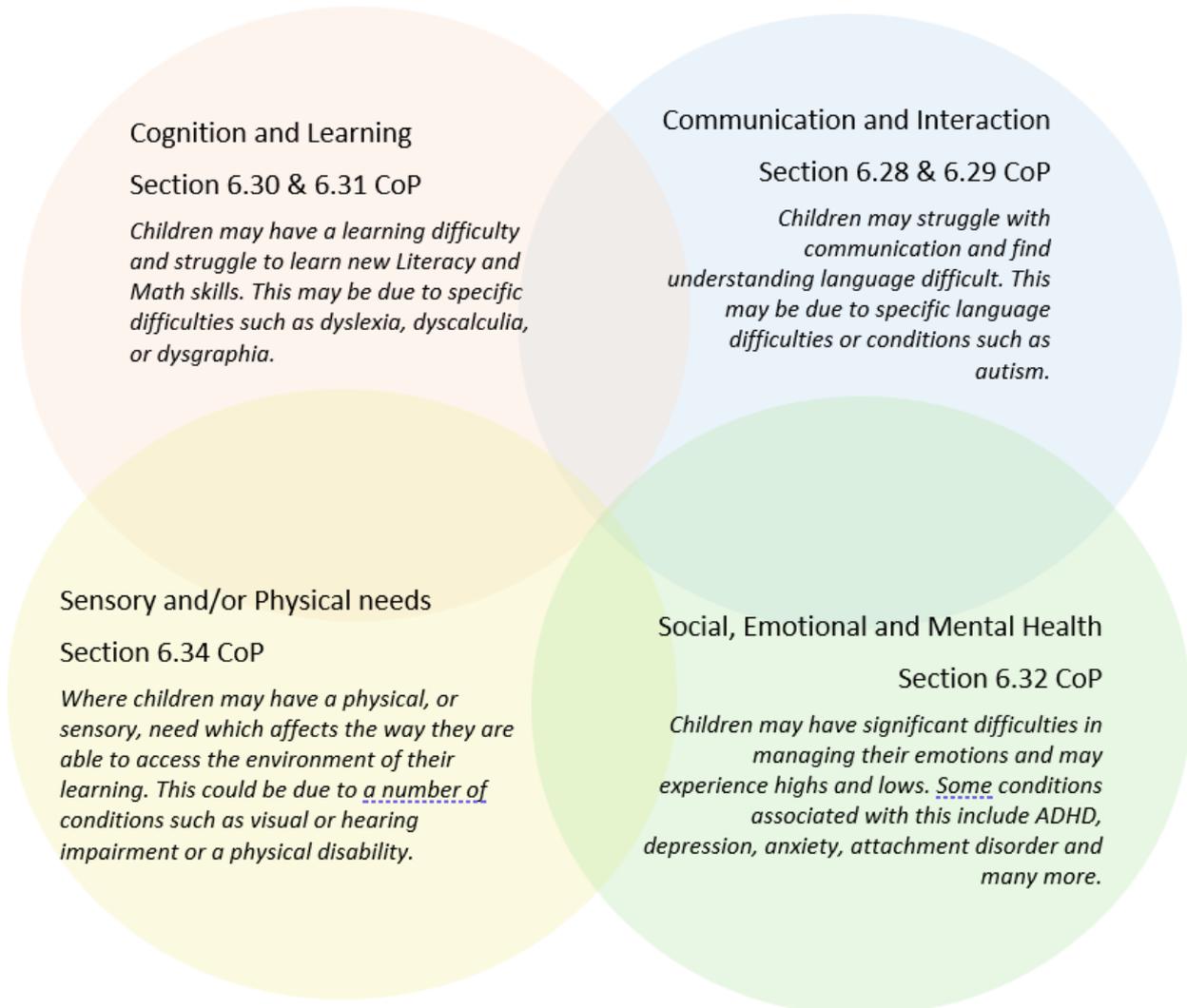
You can find our SEND policy on our website <https://bad.kent.sch.uk/>

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 \(publishing.service.gov.uk\)](#)

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



At Boughton-under-Blean & Dunkirk Methodist 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.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Whittaker



Mrs Whittaker has 3 years experience in the SENCO role and has worked as a teacher across our school for almost 15 years. In addition to holding the role of SENCO, Mrs Whittaker has also been our Lower School Leader since 2016. Mrs Whittaker is an active member of the Senior Leadership Team and works proactively to help lead the strategic development of the school with a particular focus on the development of provision for pupils with additional needs. Mrs Whittaker is a qualified teacher and spends the equivalent of two days per week teaching in different classes.

Mrs Whittaker achieved the National Award in Special Educational Needs Co-ordination in November 2023.

Mrs Whittaker regularly accesses training relevant to her role and works closely with many external agencies such as The Education Psychology Service, The Children's Therapy Team, Specialist Teaching, Learning Services and Virtual Schools Kent.

Staff Training- Class Teachers & Teaching Assistants (TAs)

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

- Whole School Autism Training by the Autism Education Trust
- Active Listening
- Emotion Coaching
- De-escalation & Positive Behaviour Management Strategies

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- The Six Principles of Nurture (as part of the National Nurturing Schools Programme)
- Trauma Informed Practice
- Intensive Interaction provided by the Speech and Language Therapy Service
- Mastery in Number
- Awareness of Type 1 Diabetes in Schools
- Boxall Profile Training
- United Against Bullying

Teaching assistants (TAs) & Interventions

We have a team of 12 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All Teaching Assistants are incredibly experienced and well trained in several interventions. The interventions which TAs are often responsible for running are included below.

- Speech/ Language Link Assessments and Interventions
- Active Listening Groups
- Social Skills Groups
- Semantic Links Programme
- The Pentagon Programme
- Black Sheep Narrative Programme
- The Power of Number Maths Groups
- Booster groups for Reading and Writing (including Phonics and Spelling)
- Alpha to Omega Dyslexia Support
- Sound Linkage Programme
- Dyscalculia Programme
- Mental Arithmetic Groups
- Zones of Regulation
- Sensory Circuits
- BEAM Education & Movement Programme
- The Fizzy Programme

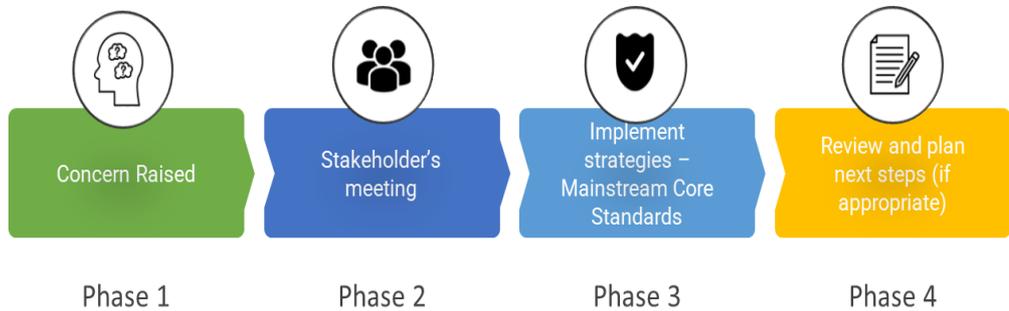
External agencies

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 Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



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



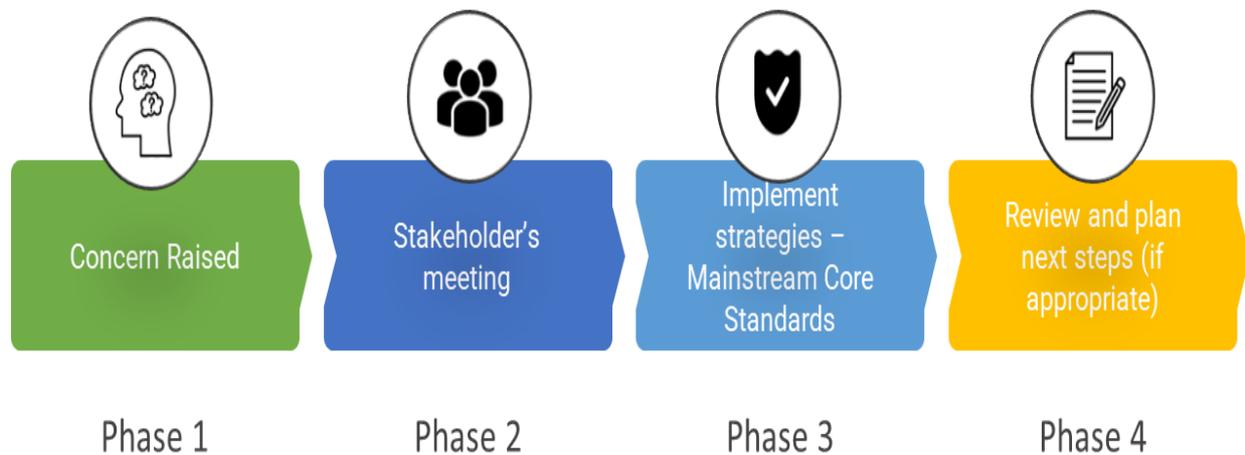
<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can raise your concern by contacting your child’s teacher either via the school office or in person. Alternatively, you can contact Mrs Whittaker, the SENCO, directly. Her contact details are included below:</p> <p>sam.holness@bad.kent.sch.uk</p> <p>01227 751431</p> <p><i>Please note that whilst Mrs Whittaker does work full time, she does also have a teaching commitment for the equivalent of two days per week</i></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</p>

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	will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

In the first instance the class teacher will discuss the observations they have made with the school's SENCO. The SENCO will be able to offer advice regarding how best to meet that child's needs within the classroom. A meeting will then be arranged with the child's parents, SENCO and class teacher. At this meeting the observations will be discussed and parents will have the opportunity to comment on whether similar behaviours have been noticed at home. A plan will then be put in place with consideration given to whether any external agencies would be able to offer any appropriate support. A review date will be set to discuss any progress that has been made and any relevant adaptations which are required. During the implementation phase frequent conversations will take place between class staff and the SENCO and also between adults at home and at school.



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All of 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 within Reading, Writing and Maths.

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

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

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

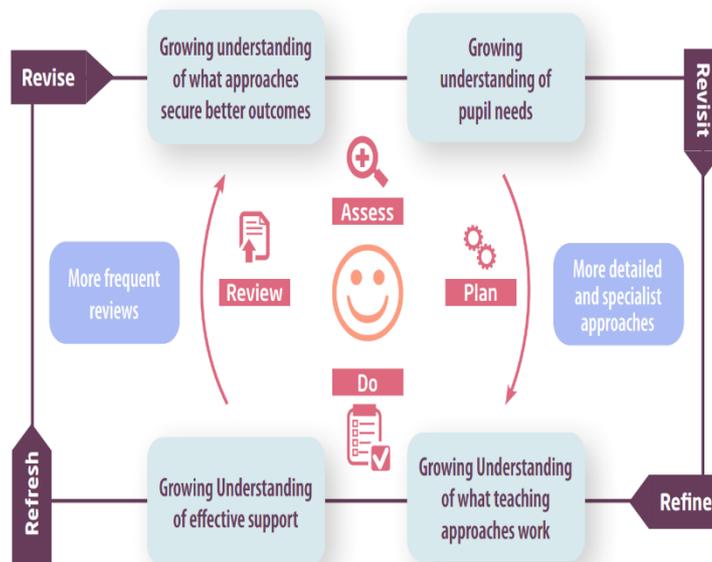
Progress is formally reviewed through summative assessments which are taken three times a year. The data collected in these assessments is collected and analysed by class staff and senior leaders. This enables teachers to better understand gaps which individual children may have and be able to plan intervention packages accordingly.

In addition to these summative assessments, ongoing formative assessments are carried out in each lesson and are used in order to inform future tasks and lesson content within the sequence of teaching. Teachers are flexible and adaptive in their teaching in order to ensure that all pupils, regardless of their SEND status, receive the support and provision they need prior to moving on to a new concept or topic.

Pupil voice is an important element of assessment and pupils with SEND will frequently be asked to comment upon the progress they are making in an age appropriate way.

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**.



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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 annual reports on your child's progress.

A member of staff who knows your child well (usually their class teacher) will meet you three times a year to:

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

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

We 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 either their class teacher or the SENCO, Mrs Whittaker sam.holness@bad.kent.sch.uk.

We have a very open approach towards our relationships and communication with parents. Class teachers and senior leaders, including Mrs Whittaker, are available on the school playground before school each day. Where a more private conversation may need to take place staff will set up an opportunity for this to happen in person or over the phone depending on the preference and convenience for the parent.

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

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

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

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



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

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

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

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

These adaptations may include:

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



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

 >Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

 >Scaffolding lesson materials

We may also provide the following interventions:

- Booster groups for spelling, reading, writing and maths skills
- Additional Phonics, Reading & Writing provision:
 - Phonics groups
 - GPS groups
 - Alpha to Omega Dyslexia Programme
 - Sound Linkage Programme
 - Reading comprehension groups
- Maths Provision
 - Dyscalculia programme/ approach
 - Times tables groups
 - Mental arithmetic groups
 - Power of Number

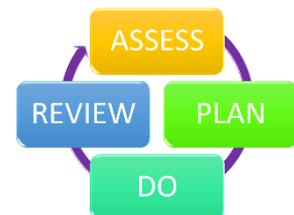
These interventions are part of our contribution to Kent County Council's local offer.

The school's accessibility plan should be read in conjunction with this document. The accessibility plan includes detail which explains how relevant adaptations will be made in order to increase the extent to which disabled pupils can participate in the curriculum.

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 on an ongoing basis
- > Using pupil questionnaires in order to understand how your child feels about their learning
- > Monitoring by the SENCO
- > Using provision maps to measure progress and the effectiveness of any interventions in place
- > Holding an annual review (if they have an Education, Health and Care Plan- *EHCP*)



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

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

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

Where appropriate, we will consult with relevant 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.

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 trip to Hindleap Warren, which takes place when pupils are in the first term of Year 6. Where additional support is required for your child whilst on the residential trip a thorough plan will be developed between the school, the parents and the staff at the centre.

All pupils are encouraged to take part in all of the whole school events such as Sports Day and also the year/ Key Stage specific events listed below:

-Nativity Play

-Drama Workshops

-Outdoor Learning Week

-Music Lessons

-Swimming Lessons

-Extra Curricular clubs

-Sports Tournaments

This list is not extensive

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

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



The admissions process ensures that no pupil is disadvantaged in their application to join our school. The admission of pupils with SEND is managed through our admissions processes and is managed by Kent County Council.

13. How does the school support pupils with disabilities?



All necessary steps are taken in order to ensure that pupils with a disability are not treated differently or less favorably to those without.

The school has a wholly inclusive culture which fosters respect and challenges negativity and prejudice of any kind. Staff have excellent relationships with young people and their families, meaning that barriers can be anticipated and adaptations made in order to ensure fair access. Some of the ways that this can be done are included below:

- Flexible uniform rules
- Adapted timetables where necessary
- Offering alternative learning spaces, including withdrawal spaces where appropriate
- Purchasing specialist equipment, resources and furniture where necessary
- Include the use of relevant technology within lessons
- Ensuring that staff have up to date training in order to effectively support different needs and disabilities

See our Accessibility Plan for more information linked to supporting pupils with a disability.

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?

The school has an extensive pastoral offer which provides all members of the school community with social, emotional and mental health support as and when this is needed. Class teachers and school leaders are proactive and responsive to ensure that they right level of support is offered and provided in a timely way.

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Leaders from the school have worked with Nurture Schools UK and completed work from the National Nurturing Schools Project. The Six Principles of Nurture are known to staff and pupils and the associated provision is embedded as a result of this knowledge and awareness.

The school are also incredibly proud to have been awarded with the Kent Resilience Award for their provision in this area.

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

- Pupils with SEND are encouraged to be part of the school council and to take on roles of pupil responsibility such as being a House Captain.
- Pupils with SEND are given the opportunity to take part in sports clubs, join school teams and attend sports competitions. This allows those pupils with an opportunity to build friendships and to develop teamwork skills.
- Pupils with SEND are frequently included in pupil voice statements in order to understand how they view school.
- Pupils have the opportunity to use the Well Being Room during unstructured times which is staffed by a member of the leadership or by the Family Liaison Officer (FLO). When using this space pupils are able to play games with others or chat to the adult supervising the space.
- All adults in the school make time available to talk with pupils about the things that are important to them and any concerns or anxieties they may have.
- Class teachers are quick to identify pupils who may benefit from additional social, emotional and mental health support and these pupils are quickly referred to the FLO and senior leaders who will decide what level of support is appropriate.
- The school works actively with the Emotional Wellbeing Team (EWT) in order to be able to provide an additional level of support to pupils and their families. The SENCO and deputy head teacher meet regularly with the EWT team in order to review and amend their caseload as and when necessary.
- The FLO has an active caseload of pupils who she supports, some of these happen to be pupils with SEND.
- We have a 'zero tolerance' approach to bullying. We have a dedicated team of children who are Anti-Bullying Ambassadors who have completed training relevant to their role. They use this training in order to help develop an awareness of behaviours which constitute bullying and to raise awareness of anti-bullying in their peer group. The Anti-Bullying Ambassadors will also run competitions and events throughout the year and as part of Children's Mental Health Week.

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



Mrs Whittaker is the designated teacher for pupils who are looked after or previously looked after.

Mrs Whittaker 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?

Transitions are important for all pupils and can be particularly challenging for pupils with SEND. Teachers are aware of this and are therefore mindful in the way that transitions are planned and managed. This is often on a case-by-case basis and the SENCO will work with class teachers in order to develop personalised transition plans where appropriate.

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 schedule a meeting with the SENCO to discuss the child's needs and provision in place.

➤ Ensure that pupils have frequent opportunities to meet the adults who work in their new year group.

➤ Arrange a time where pupils can visit their new classroom when it is empty prior to transition sessions taking place.

➤ Arrange for new year group staff to attend relevant review meetings where EHCPs are in place.

- Set up a meeting between parents and new year group staff where this is deemed necessary.

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. We have excellent working relationships with staff at local secondary schools which underpin this process.

The SENCO of the secondary school will come into our school for a meeting with our SENCO, where necessary a member of Year 7 staff will also meet with the SENCO. Together they will discuss the needs of all the pupils who are receiving SEND support. Pupils will also have the chance to meet staff from their new secondary school in the summer term, prior to transition sessions taking place.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently and how commonly occurring problems could be solved with a minimal level of adult support
- Considering how they may use public transport to travel to school and any important points which arise as a result of this



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

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

To see what support is available to you locally, have a look at Kent County Council Local Offer and SEN Hub.

Kent County Council publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities>

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

- IASK- <https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/listening-to-your-voice-and-taking-action/information-advice-and-support-kent>

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?

Should you have a complaint regarding the SEND support in place for your child, please share this with us. The SENCO and leadership team would want to work proactively with you to address the concern that you have.

Complaints about SEND provision in our school should be made to the class teacher or SENCO 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. Mediation is arranged in Kent by Global Mediation, for more information regarding mediation, please see their website: <https://www.globalmediation.co.uk/services>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages