

Special Educational Needs and Disabilities (SEND) Information Report

Whitstable and Seasalter Endowed CofE Junior School



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Whitstable and Seasalter Endowed SEND Information Report

Dear Families of The Endowed,

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:



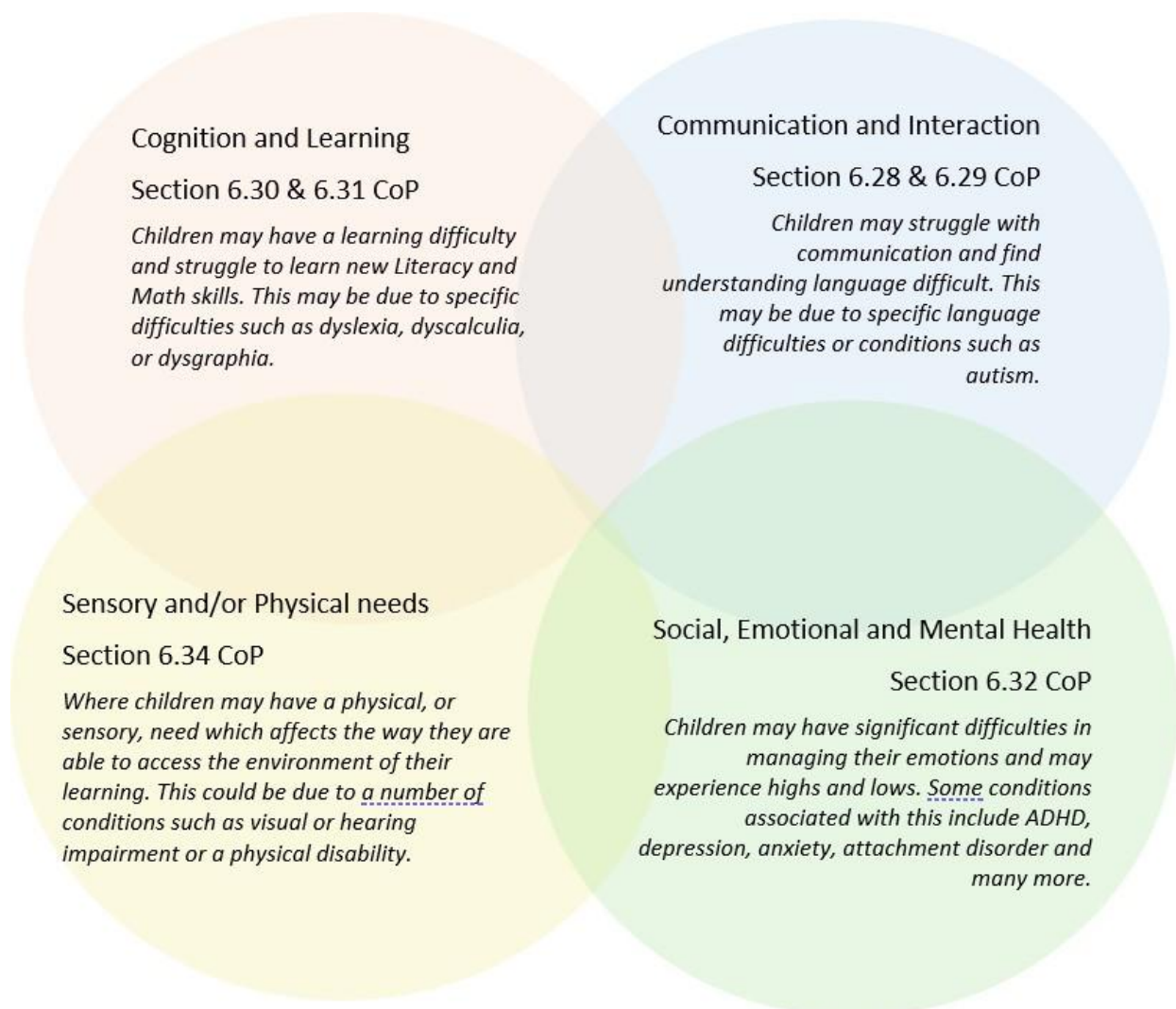
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [SEND Policy](#).

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?

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 Whitstable and Seasalter Endowed, 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.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Janine Hewitt.

She has nine years' experience in this role and has worked and is a qualified teacher of twenty-eight years (BAEd Hons).

Janine achieved the National Award in Special Educational Needs Co-ordination in February 2018.

Class/subject teachers

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

All staff have had training in Autism and ADHD (September 2023). Other training within the staff include Trauma, Attachment, Balanced System, Mental Health and Nurture.

Teaching assistants (TAs)

We have a team of thirteen TAs, of which six are class Teaching Assistants, two are Higher Level Teaching Assistants (HLTAs) and five are 1:1 Teaching Assistants who are trained to deliver SEN provision.

The two HLTAs cover teachers for their PPA or training.

We have teaching assistants who are trained to deliver interventions such as Phonics, Precision Teaching, Lego Therapy and Sensory Circuits.

In the last academic year, TAs have been trained in Autism and ADHD (September 2023). There has been training in ELKLAN (support for children's speech, language and communication).

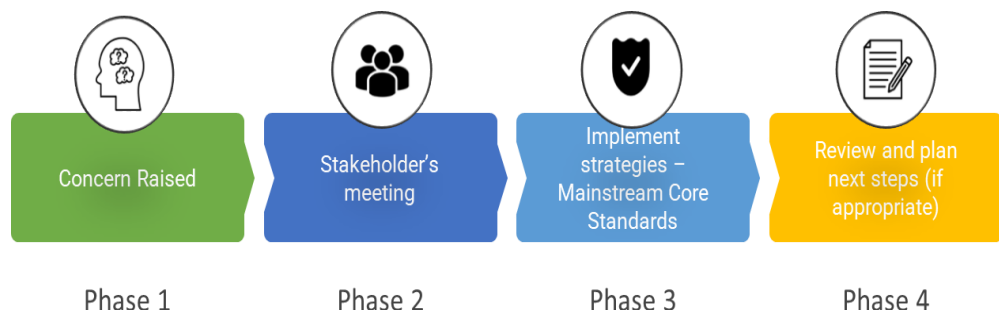
External agencies

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:

- Attendance and Inclusion Officers
- Child and Adolescent Mental Health Services (CAMHS)
- Counselling services
- Education Welfare Officers
- Educational Psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Safeguarding services
- School Family Liaison Officer
- School nurses
- SEND Inclusion Adviser
- Specialist Teacher and Learning Service
- Speech and Language therapists
- Therapeutic practitioners
- Virtual Schools
- Voluntary sector organisation



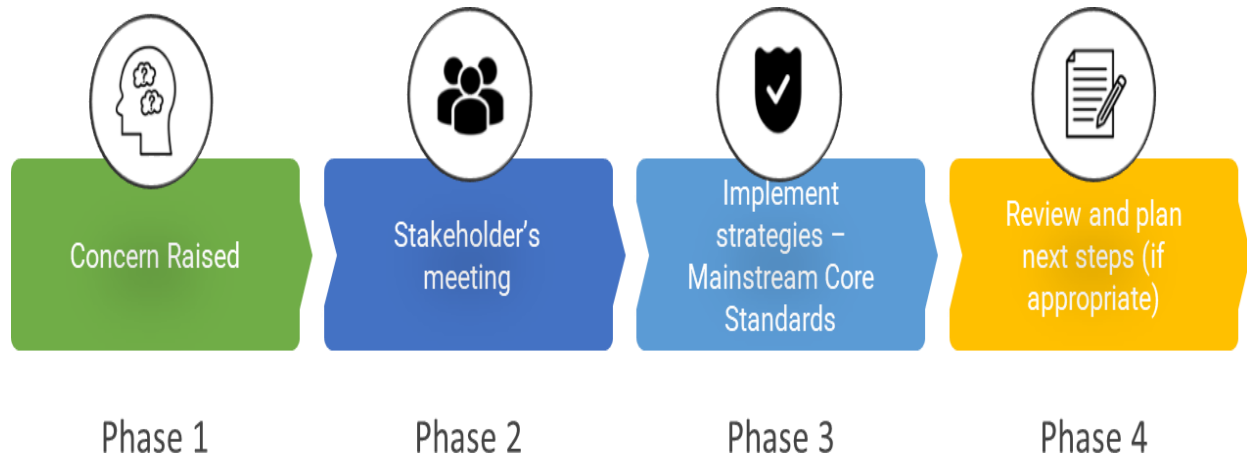
3. What should I do if I think my child has SEND?



<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>Speak to your child's class teacher or ask for an appointment to speak to them through homecontact@whitstable-endowed.kent.sch.uk.</p> <p>Then arrange to speak with the SENCO, Janine Hewitt (senco@whitstable-endowed.kent.sch.uk 01227 273630)</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 additional support and this will be reviewed using the assess, plan, do, review model.</p>

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, maths or their Social, Emotional and Mental Health.

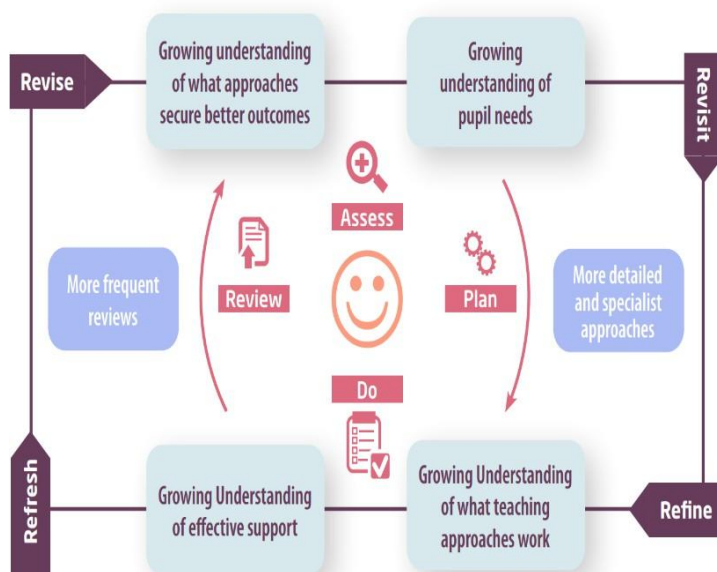
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

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?

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 termly reports on your child's progress.

A member of staff who knows your child well 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 homecontact@whitstable-endowed.kent.sch.uk or senco@whitstable-endowed.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








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 will support pupils appropriately depending on their presentation of need
-  > Scaffolding lesson materials

We may also provide the following interventions:

Priority Reading

Precision Teaching

Social Skills

Maths Interventions

Spelling Interventions

Motor skills support

Phonics

Counselling

Fine and Gross Motor skills

Speech and Language Support

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:

- Reviewing their progress towards their goals each term
- Reviewing provision maps and personalised plans three times a year to measure progress against SMART targets.
- Pupil Progress Meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



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
- Access to funding to purchase specialist resources and/or fund towards support from an adult

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 Year 6 residential trip.

All pupils are encouraged to take part in sports day, school productions, visiting workshops and theme weeks and days.

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 Governing Body is responsible for the admission of pupils to the School and aims to maintain an inclusive school with a balance between Church and Open places. It intends to admit 60 children to Year 3 in September 2026. This Published Admission Number (PAN) has been agreed between the Governing Body and the Local Authority. The planned admission number for Years 4, 5 and 6 is 60 children.

Before the application of oversubscription criteria children with an Education, Health & Care plan (EHCP) which names the Endowed will be admitted.

Please see our [Admission process](#)

13. How does the school support pupils with disabilities?

You are 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.

Current good practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual data collection exercise and an annual survey of parents' views. We can screen children using Boxall Profile assessments to measure their social, emotional and mental-health (SEMH) and behaviour.

Children's well-being and happiness is at the heart of everything we believe at Whitstable Endowed and we feel this needs to be in place before children can learn effectively and be able to Let Their Light Shine. By completing the Boxall Profile, and providing interventions to support children's well-being, we aim to increase accessibility to education for vulnerable children and those with SEMH needs.

Physical Environment

Children with disabilities participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which children with disabilities have limited or no access at the moment.

Much of our school is purpose built to meet the needs of all pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We have a wide range of equipment and resources suitable for the day-to-day use of children in the infant age-range. We will constantly keep under review resource provision. The School Development Plan will be the vehicle for considering such needs on an annual basis.

Curriculum

There are some areas of the curriculum which present particular challenges, for example: PE. Adaptations are made to enable children to succeed and having access to Inclusive Sports ([Inclusive Sport - Providing sports and activities for all abilities](#)) who offer holiday clubs.

Other issues may affect the participation of children with disabilities, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of people with disabilities.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Information

Different forms of communication are made available to enable all children with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents and staff with disabilities. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, interactive whiteboard presentations, etc. should that be necessary. This is a core part of a teacher's work. See our [Accessibility Plan](#) for more information.

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

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

- Pupils with SEND are encouraged to be an Agent of Change (school council) to promote teamwork/building friendships/community links
- Pupils with SEND are also encouraged to be a Spiritual Agent (worship leader) who help with whole school worship and assist in supporting the church and local community.
- We run nurture lunchtime provisions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:
 - Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child peer abuse).
 - Recognising the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Encourage all to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Actively create 'safe spaces' for vulnerable children and young people.
 - Celebrate success and achievements to promote and build a positive school ethos.

Please see our [Anti Bullying Policy](#)

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



Our SENCO, who is also the Designated Teacher for Looked-After Children, 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?

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 a final meeting of the year when the pupil's SEND is discussed

➤ Schedule a transition morning with the incoming teacher towards the end of the summer term

➤ Encourage the 'new' teacher to meet, interact, invite in to their classroom to support familiarity and lower anxieties.

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 Phase KS1 to KS2

The SENCO of the Infant school will meet with our SENCO to discuss needs and provision of all the children receiving SEND support. Year 3 teachers will visit Year 2 children at their Infant school and will also speak to current teachers.

Pupils will be prepared for the transition by:

➤ Visiting our Junior school for workshops throughout the year

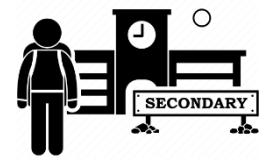
- Extra transition visits
- Transition morning in July
- Looking at the Social Story about their new class
- Parents meeting with the SENCO

Between Phase KS2 to KS3

The SENCO of the secondary school will come into our school for a meeting with our SENCO or our SENCO may accompany parents for a meeting with the secondary SENCO at the secondary school. They will discuss the needs of all the pupils who are receiving SEND support. Our Family Liaison Officer will also make contact with new parents, where necessary.

Pupils will be prepared for the transition by:

- Visiting the secondary school for extra visits if necessary
- Looking at the secondary website
- Creating a social story/scrapbook of information about their new school
- 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 Offer. Kent 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>

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

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

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

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

<https://www.forustoo.org/>

<https://kentpactnew2022.co.uk/>

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

<https://www.kooth.com/>

<https://www.kent.gov.uk/education-and-children/kent-family-hub/your-local-family-hub>

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

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)
- > <http://www.addiss.co.uk/index.html>
- > <http://www.kentautistic.com/>
- > <https://www.autism.org.uk/>

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

[Complaints Policy](#)

Complaints about SEND provision in our school should be made to the Concerns should be raised with either the class teacher, SENCO or headteacher. If the issue remains unresolved, the next step is to make a formal complaint 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>

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.

There are some circumstances, usually for children who have an Educational, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school. 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 Information and Objectives Policy
- Child protection and safeguarding policy
- Relationships (Behaviour) Policy
- Accessibility Plan
- Attendance policy
- SEND policy
- SEN & Disabilities Code Of Practice 2015
- Mainstream Core Standards
- Pupil Counselling Policy
- First Aid and Supporting Pupils with Medical Needs
- Anti-bullying policy
- Dyslexia Policy



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.
- **EP-Educational Psychologist**
- **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
- **STLS-** Specialist teaching and Learning Service
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages