

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
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Special Educational Needs (SEN) Information Report

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Fulfilling God-given potential

*Distinctive Christian values-
Honesty, Kindness, Respect, Responsibility*

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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://st-matthews-school.org/our-school/policies>

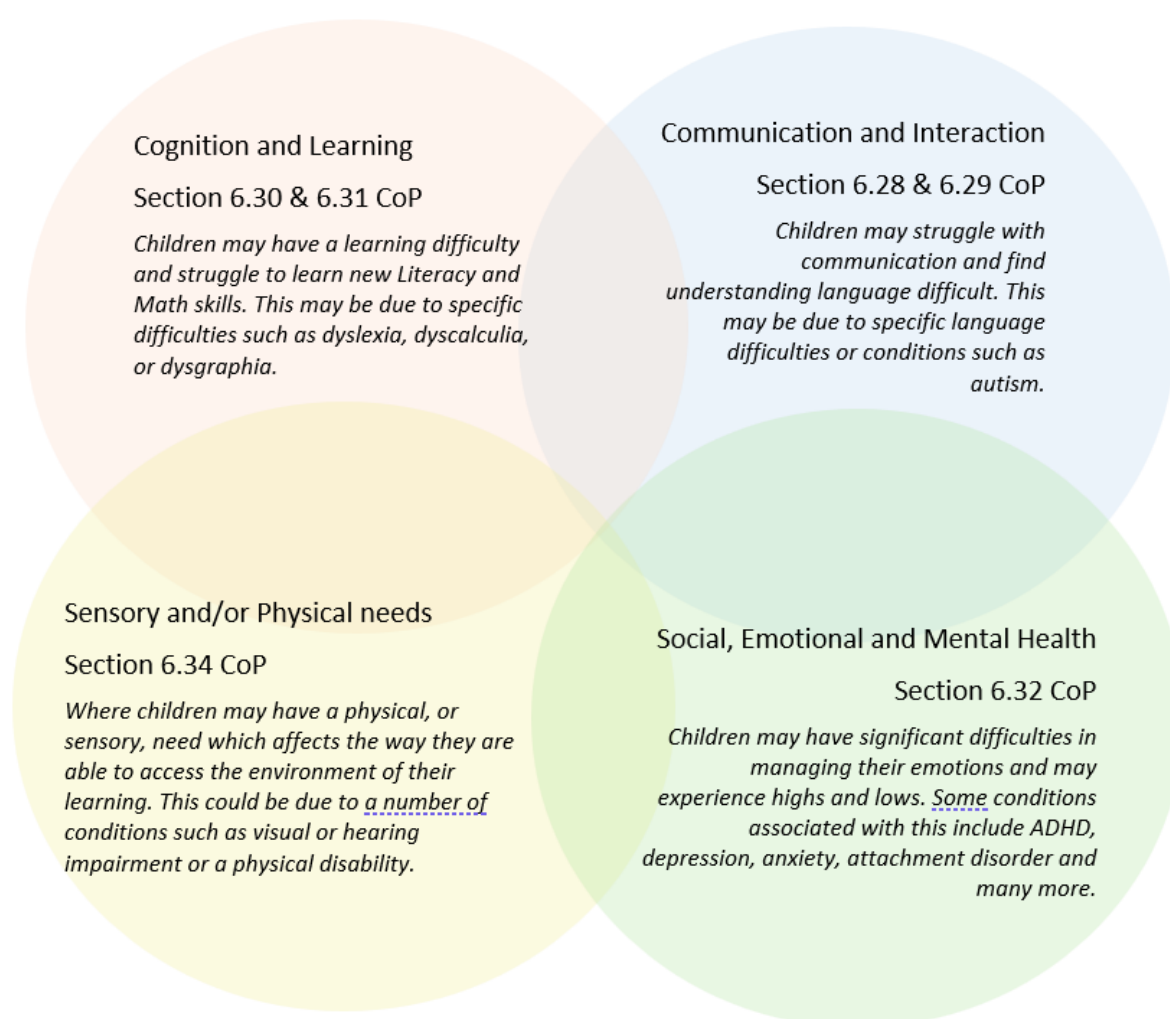
Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

St Matthew's High Brooms CE Primary School provides support for pupils with special educational needs and disabilities across the four broad areas of need identified in the SEND Code of Practice (2015):

- Communication and Interaction Including Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Cognition and Learning Including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, as well as moderate and severe learning difficulties.
- Social, Emotional and Mental Health (SEMH) Including ADHD, ADD, anxiety, attachment difficulties and emotional regulation needs.
- Sensory and / or Physical Needs Including hearing impairment, visual impairment, multi-sensory impairment and physical disabilities.

Children's needs often overlap across more than one area, and support is tailored to the individual child based on a holistic understanding of their strengths and needs. Our school provides for pupils with the following needs.



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://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/372722/SEND_Code_of_Practice_January_2015.pdf)

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

At St Matthew's, **all staff are responsible for the progress and wellbeing of pupils with SEND**. This is underpinned by high-quality training and clear systems of accountability. 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 named SENCO is Ani Hadjicosta.

Miss Hadjicosta has four years experience in this role and has a wide range of experience supporting children with SEND. She is a qualified teacher.

Miss Hadjicosta achieved the National Award in Special Educational Needs Co-ordination in 2024.

The Inclusion Lead is a qualified teacher and is responsible for:

- Coordinating SEND provision
- Liaising with parents and external agencies
- Supporting staff with identification and intervention
- Monitoring progress and impact of support

Class teachers

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

Over the past two years, all teachers have engaged with training regarding the mainstream core standards and adaptive teaching strategies to enable universal provision to strengthen.

Class teachers are responsible and accountable for:

- High-quality, inclusive teaching
- Identifying emerging needs
- Implementing and reviewing support strategies
- Working closely with the Inclusion Team

Teaching assistants (TAs)

We have a team of 21 TAs, who are trained to deliver SEN provision and a number of different interventions suitable for the classes with whom they work.

Teaching Assistants deliver:

- Targeted and personalised interventions
- Support programmes such as literacy, emotional regulation and sensory support
- Interventions developed in response to specialist advice

We have teaching assistants who are trained to deliver interventions such as Sensory Circuits, Phonics interventions (Read, Write, Inc), Freshstart Reading Intervention and Speech and Language support.

In the last academic year, TAs have been trained in supporting pupils effectively during quality first teaching and also with a range of interventions such as Read, Write, Inc coaching, Sensory Circuit and Communication Friendly classrooms.

Pastoral mentor

We have a pastoral mentor who is part of the Inclusion Team and support pupils who have experienced trauma or whose social and emotional needs impact on their learning. Their role includes:

- Providing **targeted 1:1 and small-group support** to help pupils develop emotional regulation, social skills and positive behaviours
- Supporting pupils to **manage emotions**
- Working closely with class teachers and the Inclusion Lead to ensure **consistent approaches** across school

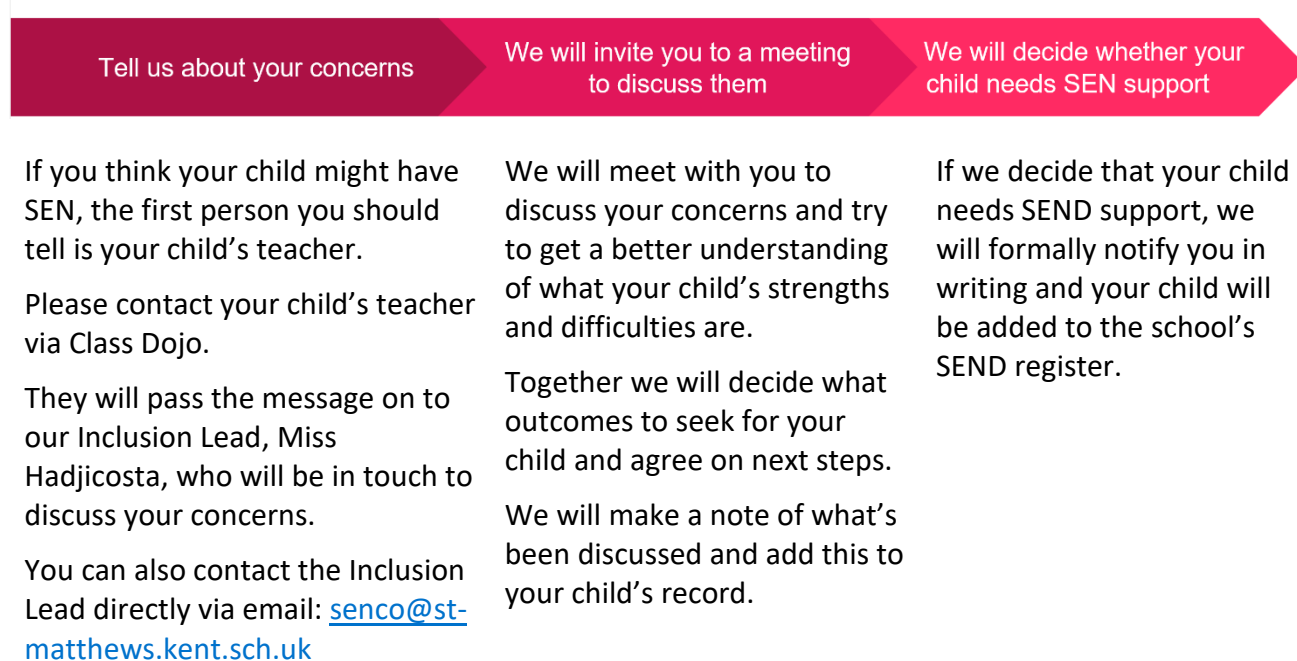
External agencies and experts

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

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and adolescent mental health services (CAMHS)
- Specialist Teaching and Learning Service (STLS)
- School Nursing Service
- Community Paediatricians

- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Play therapist
- Safeguarding services
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists

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



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

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 or number work.

Teachers monitor progress through:

- Termly pupil progress meetings
- Assessment data (Sonar Tracker)
- Phonics, curriculum and language assessments

- Social, emotional and behavioural indicators

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.

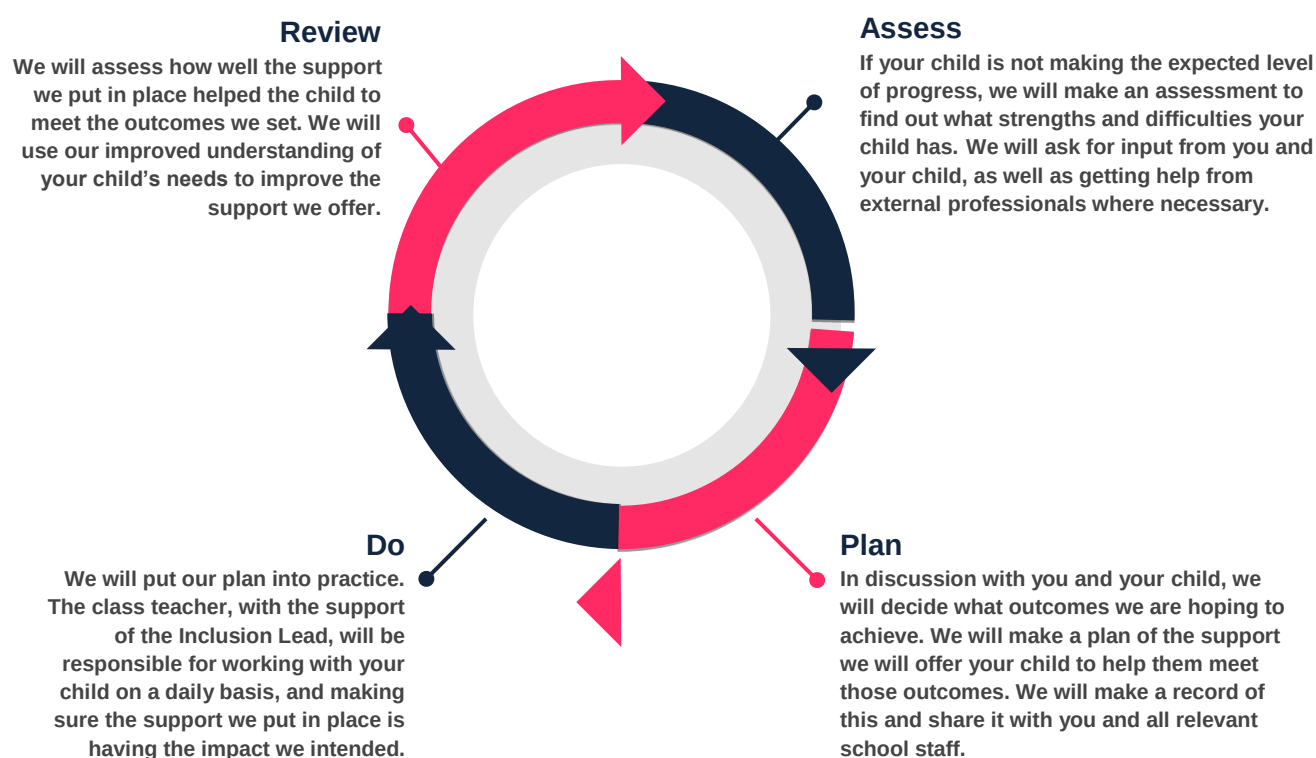
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the Inclusion Lead, and will contact you for your opinion and to share what has been found. The Inclusion Lead may, where appropriate, then observe the child themselves and refer to other professionals / external experts for support and advice on the best way to support your child.

If your child does need SEND support, their name will be added to the school's SEND register, and the Inclusion Lead will work with you to create a SEN support plan for them.

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

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

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



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 a targeted and specific intervention with your child, we will assess them before the intervention begins. 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?

Parents are partners in decision-making through:

- Two formal meetings with your child's teacher per year
- Additional meetings as required to review SEN plans (normally three per year)
- Annual EHCP reviews
- Regular communication with staff

Your views inform all planning and review processes.

We will provide annual written reports on your child's progress.

A member of staff who knows your child well will meet you as required 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 Inclusion Lead may lead or 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 senco@st-matthews.kent.sch.uk or contact your child's teacher via Class Dojo.

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

We use a **child-centred approach**. Pupils may:

- Attend or contribute to review meetings
- Share views verbally or in writing
- Work with a trusted adult to represent their views

Involvement is age-appropriate and personalised.

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

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

High-quality, inclusive teaching is our first response. Learning is adapted within the classroom to ensure pupils with SEND can access teaching, remain engaged and make progress alongside their peers. Adaptations are carefully planned by the class teacher and are responsive to individual need. These may include:

- **Flexible seating and workstations**, such as individual work areas or calm spaces, to support focus and reduce distraction
- **Planned movement or sensory breaks** to support regulation, concentration and readiness to learn
- **Differentiation of tasks**, including adapted outcomes, chunked instructions, visual supports and scaffolded resources
- **Clear routines and visual timetables** to support understanding, independence and transitions
- **Alternative ways of recording learning**, such as using technology, practical resources or adult scribing where appropriate
- **Pre-teaching and overlearning** of key vocabulary or concepts to support confidence and access

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:

- Sensory Circuits
- Lego Therapy
- Drawing and Talking
- Speech and Language support
- Phonics Coaching
- Freshstart Reading
- Precision Teaching
- Drawing and Talking
- Clever Fingers
- Personalised programmes

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 the impact of interventions after 6 weeks
- Using pupil feedback
- Monitoring by the Inclusion Lead and others leaders
- 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 resources be secured for my child?

The school uses:

- Notional SEND funding (up to £6,000)
- Specialist advice for equipment
- LA funding where required

- Resources include staffing, equipment, training and specialist services.

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

- Additional resources to support 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 SEN?

All pupils are included in:

- Trips and residentials
- Clubs and enrichment
- Sports days and performances

Reasonable adjustments and additional support are sourced as needed.

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 Mendips near Bristol.

All pupils are encouraged to take part in sports day and school plays and performances.

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?

Admissions comply with:

- School Admissions Code
- Equality Act 2010

Pupils with an EHCP naming the school are admitted first. SEND is never a barrier to admission.

Where a child has a disability or SEN which may require highly personalised provision, we will meet with parents prior to the child joining the school to ensure both the school is as prepared as possible to meet the needs of the pupil.

13. How does the school support pupils with disabilities?

At St Matthew's, we:

- Make reasonable adjustments
- Adapt curriculum and environment
- Provide personalised plans
- Train staff
- Work with external professionals

Our Accessibility Plan is available on our website for further 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?

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, Positivity Committee and act as Prefects and House Captains.
- We provide extra pastoral support for listening to the views of pupils with SEND by:
 - Having 'worry monsters' in each classroom
 - Having a box outside the Pastoral Mentor's room to share thoughts and concerns
 - Emotional Literacy and Lego Therapy
 - Drawing and Talking
 - Counselling
 - CAMHS referrals
 - Nurture-informed approaches
- We have a 'zero tolerance' approach to bullying.

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

We support transitions:

- Nursery → Reception
- KS1 → KS2
- Year 6 → Secondary

This includes visits, meetings, transition booklets and joint planning.

Starting school

Our Inclusion Lead and Reception teacher will communicate with the nurseries children currently attend. Where appropriate, a meeting will be held with the parents to gain a greater understanding of the child and their needs. If the child is not attending nursery, the Family Liaison Office may also contact the family.

Pupils will be prepared for the starting school by:

- Visiting the school with parents
- Our staff visiting the nursery or home to see the child in a familiar setting
- Share a transition book with parents to set out similarities and differences between the old and new classes.

Between years

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

- Ensure teachers meet and share information about the child including what strategies work well for the child.
- Ensure the child has a chance to visit their new classroom and new teacher. This can be on multiple occasions if required.
- Share a transition book with parents to set out similarities and differences between the old and new classes.

Between schools

When your child is moving on from our school, we will share the information we have about your child to support them when they reach their new school.

Between phases (moving to secondary school)

The SENCO of the secondary school will come into our school for a meeting with our Inclusion Lead / Year 6 Class Teachers, the child and, where appropriate, the parents. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Mimicking a small secondary model in Y5 and Y6
- Regular visits to our partner secondary schools
- Practicing self-organisation
- Ensuring basic literacy and numeracy skills as embedded as possible.

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

Mrs Pollard, Carolyn.pollard@st-matthews.kent.sch.uk is our Designated Teacher for looked after and previously looked after children.

Mrs Pollard will work with Miss Hadjicosta, our Inclusion Lead, to 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.

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

Concerns and complaints about SEND provision in our school should be made to the class teacher in the first instance. The Inclusion Lead can then be contacted if the complaint is not resolved satisfactorily. If the Inclusion Lead is unable to help, they will then be referred to the school's complaints policy.

The policy can be found at: <https://st-matthews-school.org/our-school/policies>

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 support and appeals - Kent County Council](#)

18. 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 SEND Information Hub local offer. Kent County Council publishes information about the local offer on their website:

[About the SEND local offer - Kent County Council](#)

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

[Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

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

[Home - Kent PACT](#)

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

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

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

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