

Special Educational Needs and Disabilities (SEND) Information Report Ethelbert Road Primary School



Inclusion Team

SENCO

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SEND Governors:

Siobhan Price and Elaine Parkinson

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Contents

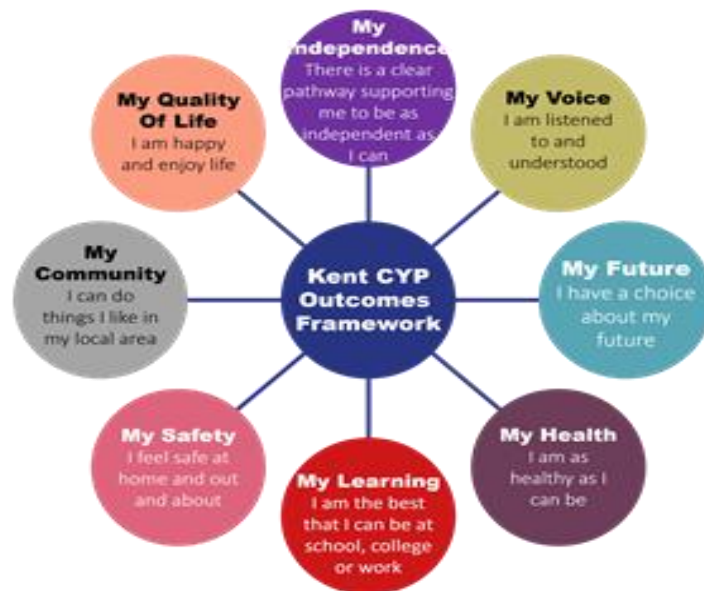
1. What types of SEND does the school provide for?	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child’s progress?	9
6. How will I be involved in decisions made about 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?	112
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?	133
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?.....	144
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	145
13. How does the school support pupils with disabilities?	155
14. How will the school support my child’s mental health and emotional and social development?	166
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?	17
17. What support is available for me and my family? (Local Offer)	208
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:



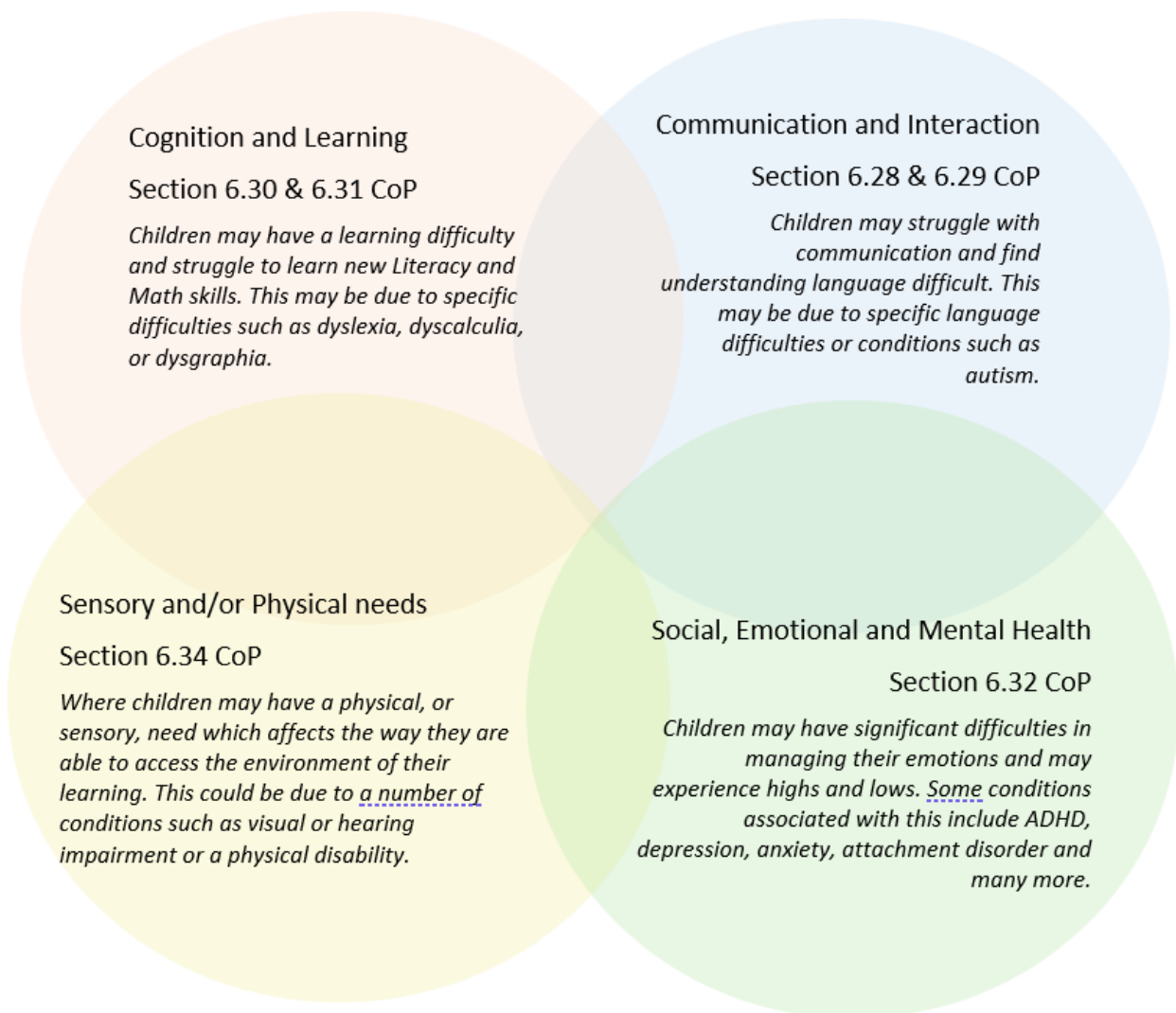
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: <https://www.ethelbert-road.kent.sch.uk/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 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 Ethelbert Road Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

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

Mrs Lisa Vitiello- SENCo, Deputy headteacher, Deputy Designated Safeguarding Lead, Medical Conditions Needs Lead, Designated Teacher for Previously Looked After Children

Mrs Claire Cornall-Mental Health and Well-Being Lead, Deputy Safeguarding Lead

Mrs Michele Kirkbride- Headteacher, Safeguarding Lead and qualified SENCo

Mrs Siobhan Price and Elaine Parkinson- SEND Governors

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCo is Lisa Vitiello and she holds the statutory NASENCo qualification. She has also more than 15 years' experience as a Class Teacher and Key Stage Leader in every year group and in every Key Stage across the Primary age range. She has over seven years' experience as a member of the Senior Leadership Team.

The SENCo is supported by the Headteacher, Michele Kirkbride, who is also a fully qualified and experienced SENCo, and the Mental Health and Wellbeing Manager, Claire Cornall, who has previous experience of the AEN Manger role.

Class/subject teachers and Teaching Assistants

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

Recent training includes

- Making Sense of Autism- delivered by The Autism Education Trust
- The Main Stream Core Standards
- Precision Teach
- Demand Avoidance
- reading support
- phonics

Kent SEND Information Report

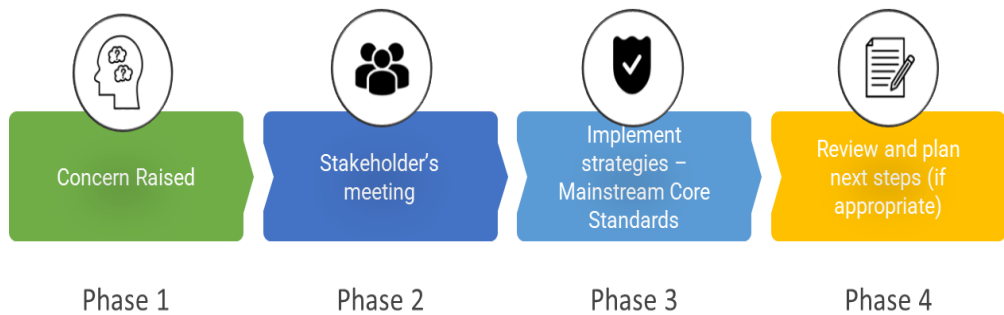
- Metacognition and fostering self-regulated learners
- Scaffolding Restorative Conversations
- Use of Drawing/Comic Strip
- Selective Mutism
- Precision Teach
- The Zones of Regulation
- Language Link

External agencies

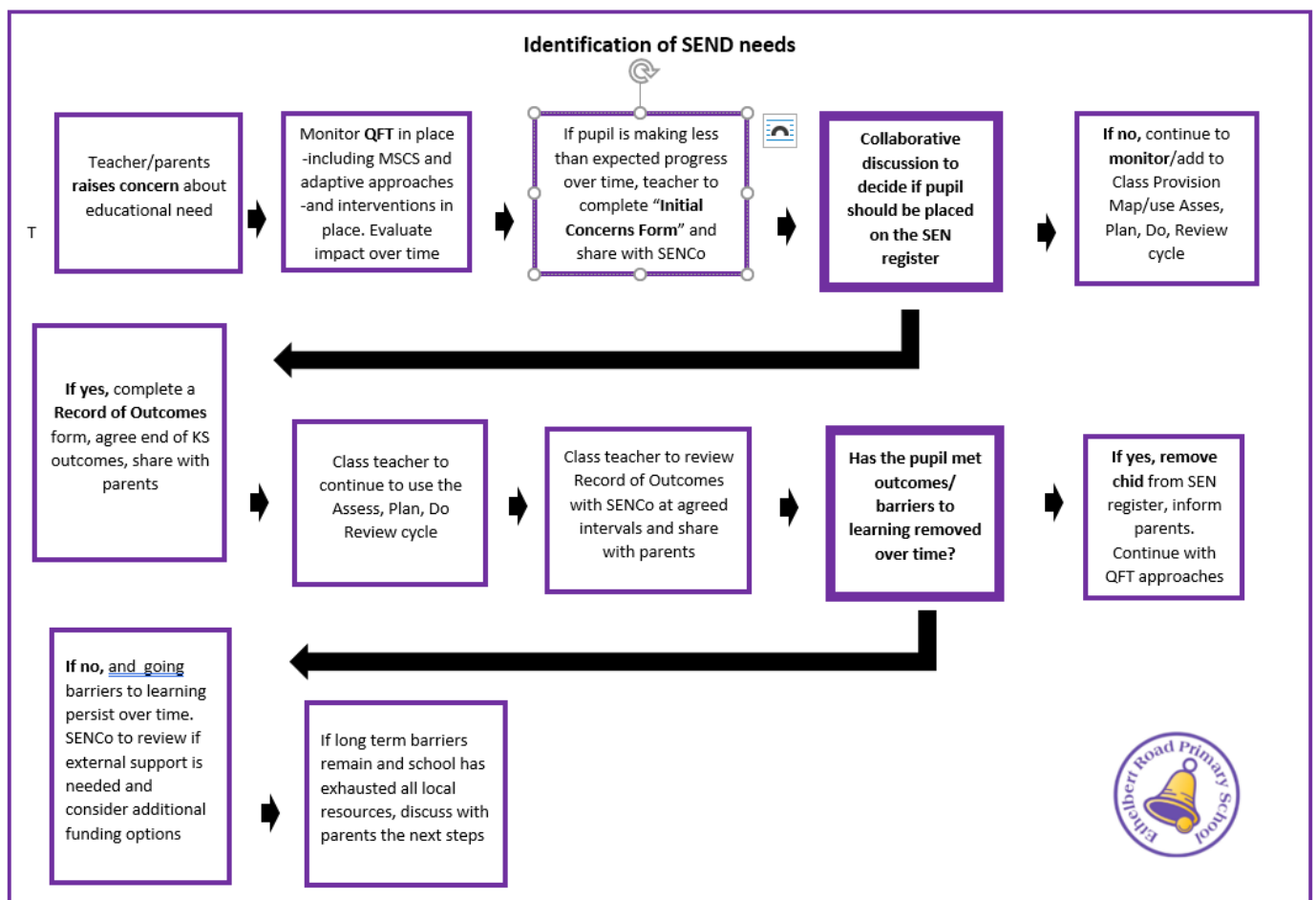
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CYPMHS)
- Early Help
- Educational psychologists
- GPs or paediatricians
- NELFT
- Occupational therapists
- SEND Inclusion Advisor
- Speech and Language therapist under the Balanced System
- VSK Advisory Team
- Safeguarding services
- School Liaison Officer
- School nursing

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

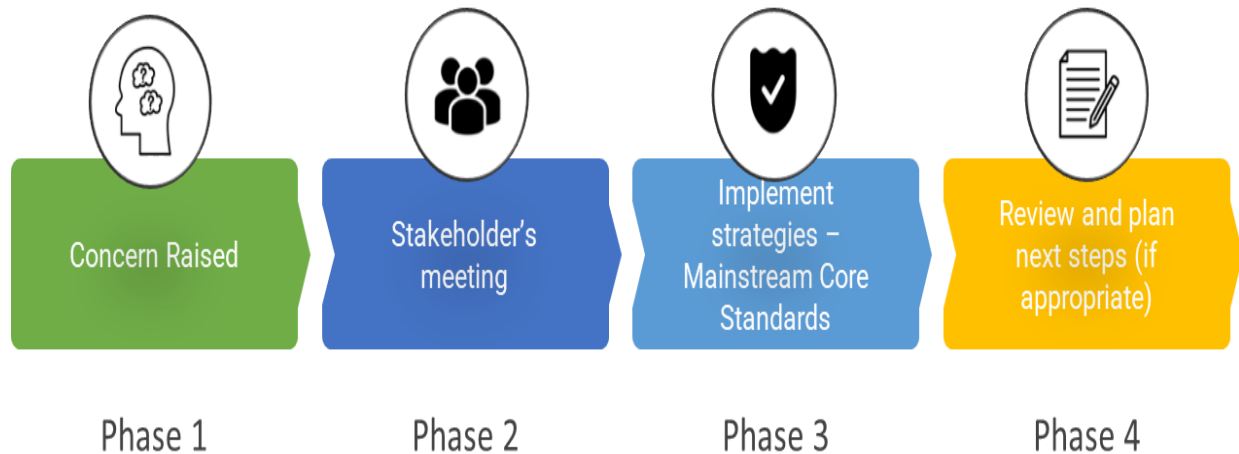


If parents or carers have concerns their child may have SEND needs, the first step is to talk to the class teacher. The flow chart below outlines the school's process and the steps the school will take.



4. What happens if the school identifies a need?

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



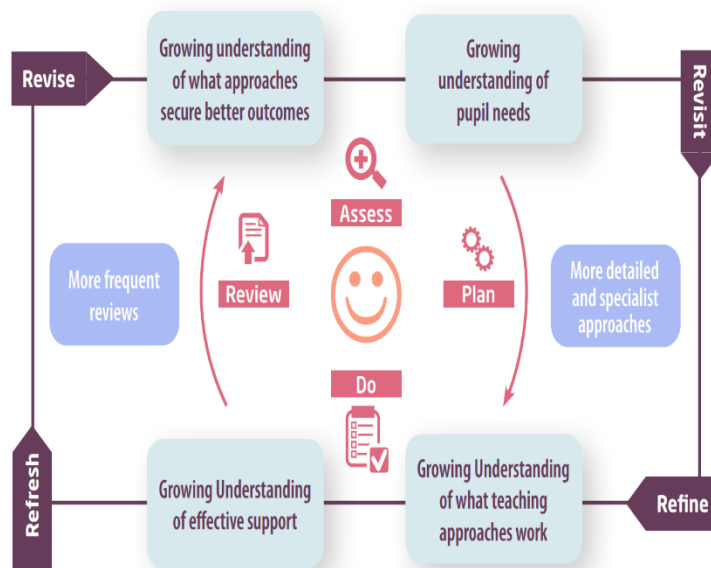
As outlined in the teacher Standards, all our class teachers are responsible for the monitoring of all pupils, including those pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially and are responsible for raising concerns about the progress or development of any pupil with the SENCo.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning and the school will provide appropriate support.

If the pupil is still finding it difficult to make the expected progress over time, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has a SEND barrier to learning. At Ethelbert Road, if the teaching team is investigating the possibility of a SEND need being an underlying barrier to learning for your child, this discussion is documented on an Initial Concerns Form.

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**. At Ethelbert Road, your child's provision will be recorded on a Record of Outcomes document or Personalised Plans, depending on the level of support required. At least three times a year the class teacher will share with you, your child's provision and the progress they are making towards their agreed outcomes.



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 oversight 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?

At least three times a year the class teacher will meet with you to discuss the following:

- 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; we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher.

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



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

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

High-quality teaching is our first step in responding to your child's needs and we recognise that evidence and research shows that all children benefit from this approach. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

We will adapt our approaches to how we teach to suit the way the pupil works best and use a strengths-based model. 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. For further information about the Main Stream Core Standards in Kent, please see

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

At Ethelbert Road we aim to foster independence in all our children to promote good levels of well-being, resilience and motivation. We actively teach metacognitive strategies to all pupils to build self-regulated learners, including pupils with SEND needs. We take a strengths-based approach and celebrate all children's achievements and milestones.

Kent SEND Information Report

Our overall aim is to fully prepare them for their next stage of education and to continue to be successful in the future.

Adaptations may include:

- Adapting our approaches in a range of ways, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing in a range of ways eg: use of focus groups in the classroom
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding lesson materials in a range of ways with a view to reducing the scaffolding given over time

We may also provide the following interventions:

The interventions we provide are evidence based. Our approach is to plan for the large majority of interventions to be carried out in the classroom or where possible are embedded within the lesson times. This is to prevent children missing chunks of the curriculum and feeling separate from their peers. Interventions we offer include:

- Precision Teach- for rapid recall of sight words / number facts
- Handwriting
- Reading fluency and comprehension
- Phonics
- Touch Type
- Speech Link programme for speech sounds
- Language Link programme for receptive language
- Blanks Questioning for expressive language
- Number Sense
- Number Stacks
- Pre-teach
- Zones of Regulation
- Pragmatic Social 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 continuously evaluate the effectiveness of provision for your child in a range of ways which include the following:

- Reviewing and tracking their progress over time towards their agreed outcomes at Pupil progress Meetings
- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the SENCo
- Using the school's internal paper-based processes of whole class provision maps / personalised Record of Outcomes / Personalised Plans
- 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

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?



All our enrichment opportunities to support the curriculum and school visits are available to all our pupils and all pupils are encouraged to go on our school trips, including residential trips. All pupils are encouraged to take part in events such as class assemblies, sports day, performances and so on. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our approach at Ethelbert Road is to work with parents/carers to plan for reasonable adjustments, using a risk assessment where required to ensure all our pupils are included in activities alongside pupils who do not have a SEND need.

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



Decisions on the admission of pupils with a disability, those with or without an Education, Health and Care plan are made by the Local Authority in consultation with the school and the parents. As a local authority school we follow the DFE School Admissions Code and the Kent County Council Admissions Arrangements to ensure that school admissions are managed in a transparent and equitable way.

We recognise that choosing a school for your child can feel like a big decision. Before choosing Ethelbert Road Primary for your child, we recommend you take the following steps as outlined by the Local Authority in their guidance to parents/carers about choosing a school for your child with SEND.

- attend our open days or evenings
- read our SEND Policy and SEND Information Report carefully
- arrange to meet our school's SENCo to find out about the support we can offer your child
- check our school is accessible for your child

13. How does the school support pupils with disabilities?



See our Accessibility Plan for more information

<https://primarysite-prod-sorted.s3.amazonaws.com/ethelbert-road-primary-school/UploadedDocument/110c0f0c-4714-4dc2-a8cc-5e46ce25dbac/accessibility-plan-september-23-262.pdf>

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 Ethelbert Road we recognise the research which indicates supporting all children and young people's social and emotional health and well-being, contributes to positive academic progress.

Positive mental health and wellbeing is promoted through the curriculum, early support for all pupils and families, staff-pupil relationships, leadership and a commitment from everybody. We wish to build strong mental health, early in life, so that all our children grow their self-esteem, learn to settle themselves and engage positively with their education.

We recognise that some pupils with SEND are more vulnerable when compared to their peers with no identified SEND needs. Our aim is to identify risk factors early, to help develop the protective factors which build resilience to mental health problems and to be a school where:

- Everybody is nurtured and valued
- Everybody has a sense of belonging and feels safe
- Everybody feels able to talk openly about their problems, without judgement
- Positive mental health and wellbeing is celebrated
- Kindness is visible and bullying is not tolerated

(Dix 2017, Mentally Healthy Schools 2019, Hughes 2018, Perry 2017 and Siegel 2012 cited in Brooks 2020, Trauma Informed Schools UK 2019)

We take a whole school approach to positive mental health and emotional and social development. The majority of our well-being support is carried out in class by the class team, under the guidance of the Mental Health and Well-Being manager and SENCo. Our approach is to plan for the large majority of support to be carried out in the classroom or where possible are embedded within the lesson times. This is to prevent children missing chunks of the curriculum and feeling separate from their peers. All classes use of the Zones of Regulation in an age-appropriate way in their daily provision and all classes promote positive wellbeing.

Additional support at a Tier One level, can also be offered in sessions directly by our Mental Health and Well Being Manager (Claire Cornall) or by the class team under the guidance of the Mental

Kent SEND Information Report

health and Well Being Manager, for children who have been identified by the school team or by an outside agency.

Additional Tier One support on offer includes the following:

- Drawing and Talking – Play therapy-based intervention
- Big Empathy Drawings – to understand the child’s perspective and give them a voice
- Resilience Conversations
- Relational Play using the arts and sand-tray activities
- Lego therapy based intervention groups
- Bucket Filling – Pro-social skills training
- Time to Talk – pragmatic social communication skills – KS1
- Socially speaking – pragmatic social communication skills – KS2
- Cool Connections – Cognitive Behavioural Therapy (C.B.T) approach – aims to encourage self-esteem, resilience, social skills, and prevent anxiety and depression in children, whilst learning problem solving and coping strategies
- Anxiety Management using a Cognitive Behavioural Therapy (C.B.T) approach and relaxation and mindfulness techniques
- Zones of Regulation Curriculum and 5-point scaling to foster self-regulation and emotional control
- Dealing with Feeling – Emotional Literacy
- Self-esteem building and ‘All About Me’ using a C.B.T approach
- Formulation of transition Pupil Passports
- Bespoke parent support – listening to understand and define concerns, education, signposting, sharing resources, problem solving
- Resilience programmes – the Growth Mindset Yeti / Mistake making/ Bouncing Back
- Ten Keys to Happier Living and Wheel of Wellbeing Sessions
- Bereavement and Loss activities

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



The SENCo (Lisa Vitiello) is the Designated Teacher for Looked After and Previously Looked After children and is supported by the Mental Health and Well Being Manger (Claire Cornall.) Together they support staff to make sure that all staff 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?

To support the transition process, we work closely with all other 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 for all involved. Initial meetings will be held with parents, current educational providers and any relevant professionals.

Transition between Nursery and Ethelbert Road Primary

The arrangements to help pupils with SEND be prepared for our Reception class include:

- The Reception teacher (and if needed SENCo) will visit the Nursery providers and discuss with the nursery staff pupil's needs
- The Reception teacher (and if needed SENCo) will meet parents/ carers to discuss the pupil's needs with the parent and meet the pupil

- If any adaptations to the transition process for pupils with SEND need to be made, these can be made on an individual basis and agreed with parents/carers eg: additional settling in sessions
- The SENCo and class teacher will liaise with Specialist Teachers and outside agencies where appropriate

Between years

To help pupils with SEND be prepared for a new school year, we will bespoke the support to the individual needs of the pupil. Transition support includes the following:

- The current teacher and the next year's teacher will have a transition meeting to discuss all pupils at the end of the school year, including those with SEND
- The pupil will have additional opportunities to build relationships with new staff
- The pupil will have additional opportunities to become familiar with the new class environment
- Additional support such as Social Stories will support the pupil's understanding and reduce any anxiety
- The new teacher will liaise with the SENCo to discuss needs and provision

Between schools

When your child is moving on from our school, we will pass on all relevant information to the new setting to aid a smooth transition.

Between phases (for primary to secondary schools)

The SENCo passes all relevant information on to the SENCo of the secondary school and discusses the needs of the incoming pupils near the end of the summer term, with the support of the class teachers.

Ethelbert Road works in partnership with secondary schools to discuss any additional transition support which may benefit the pupils.

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's local offer:

<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 IASK are:

<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>

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

- For us too <https://www.forustoo.org/about-us/>
- Parent And Carers Together (PACT) <https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/listening-to-your-voice-and-taking-action/kent-parents-and-carers-together>

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?

Concerns should be raised with the class teacher in the first instance. At this stage informal mediation may be offered. While this can be useful in helping the school and complainants reach an agreement and move forward, there are times when it may not be the most appropriate course of action. If you are not satisfied with the school's response, you can escalate the complaint.

To find out more about how to make a complaint, please read the school's Complaint Procedure

<https://primarysite-prod-sorted.s3.amazonaws.com/ethelbert-road-primary-school/UploadedDocument/4476bf3d-6cc7-4a6b-ae60-0e3169d3a72f/complaints-procedure-2024.25.pdf>

Parents of pupils with SEND should follow the school's Complaint Policy, unless the complainant's child has an Education Health and Care Plan and the Complainant wishes to appeal against a decision that the Local Authority has taken. If this is the case, the Complainant needs to contact the Local Authority.

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.

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals>

19. Supporting documents

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



20. Glossary

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