



Kingsfleet Primary School

'Be the best you can be'

SEND Information Report

Introduction

At Kingsfleet Primary School, we are committed to providing an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential.

This SEND Information Report has been produced in accordance with the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice (0-25 years). It should be read alongside the school's SEND Policy.

What kinds of SEND do we provide for?

Kingsfleet Primary School provides support for pupils with a wide range of needs, including:

- Communication and Interaction (e.g. speech, language and communication needs, autism)
- Cognition and Learning (e.g. moderate learning difficulties, specific learning difficulties such as dyslexia)
- Social, Emotional and Mental Health needs (e.g. anxiety, emotional regulation difficulties)
- Sensory and/or Physical needs (e.g. hearing impairment, visual impairment, physical disabilities)

How do we identify and assess pupils with SEND?

Pupils' progress is monitored regularly by class teachers and the Senior Leadership Team. Identification of SEND may include:

- Ongoing teacher assessment and observation
- Progress tracking and pupil progress meetings
- Discussions with parents
- Liaison with previous settings
- Advice from external professionals

Where concerns are identified, the graduated approach of Assess-Plan-Do-Review is followed.

How do we support pupils with SEND?

Support for pupils with SEND includes:

- High-quality, differentiated classroom teaching (Quality First Teaching)
- Targeted interventions delivered individually or in small groups
- SEND Support Plans or Provision Maps
- Adaptations to teaching strategies and resources
- Support from Teaching Assistants

The class teacher remains responsible for the progress of all pupils in their class.

How do we involve parents and pupils?

We value strong partnerships with parents and pupils. This includes:

- Regular communication with parents
- Consultation meetings and reviews
- Involving pupils in decisions about their learning, where appropriate
- Providing clear information about support and progress

How do we assess and review progress?

Assess - Plan - Do- Review (ADPR)

At Kingsfleet Primary School, we use the **Assess-Plan-Do-Review cycle** to support pupils with Special Educational Needs and Disabilities (SEND). This approach ensures that support is targeted, regularly reviewed, and adapted to meet each child's needs.

Assess - We identify a child's strengths, needs, and any barriers to learning through teacher assessments, observations, progress tracking, parent and pupil input, and advice from external professionals if needed.

Plan - We work with parents to set clear targets and decide what support, interventions, or adjustments are required. Support plans or Provision Maps are recorded and shared with all relevant staff.

Do - Support is implemented by the class teacher, sometimes with teaching assistant support, alongside high-quality classroom teaching. The SENDCo provides guidance and monitors provision.

Review - Progress is regularly evaluated, taking into account the views of parents and pupils. Support is adapted or continued as needed to ensure positive outcomes. Reviews usually take place at least termly.

How do we support pupils with SEND in transition?

We support pupils with SEND during key transition points, including:

- Transition between classes
- Transition from early years settings
- Transition to secondary school

Additional visits, meetings and information sharing are arranged where required.

How do we support pupils with medical conditions?

Pupils with medical conditions are supported in line with the school's Supporting Pupils with Medical Conditions Policy. Reasonable adjustments are made to ensure full access to education.

How do we ensure inclusion?

Pupils with SEND are supported to participate fully in school life, including trips, clubs and enrichment activities. The school makes reasonable adjustments in line with the Equality Act 2010.

How do we work with external agencies?

The school works closely with a range of external agencies, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Social Care

How are staff trained to support SEND?

Staff receive regular training and professional development related to SEND. Training is matched to pupil needs and school priorities.

Who should I contact for further information?

SENDCo: Rebecca McCarthy (Deputy Headteacher)

Headteacher: Kyrsty Beattie

Further information is available via the school office or website.

Review of this Report

This SEND Information Report is reviewed annually.

Date of last review: January 2026

Date of next review: January 2027