

Special Educational Needs and Disabilities (SEND) Information Report

St Nicholas at Wade Primary School



Inclusion Team

SEND Governor

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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:

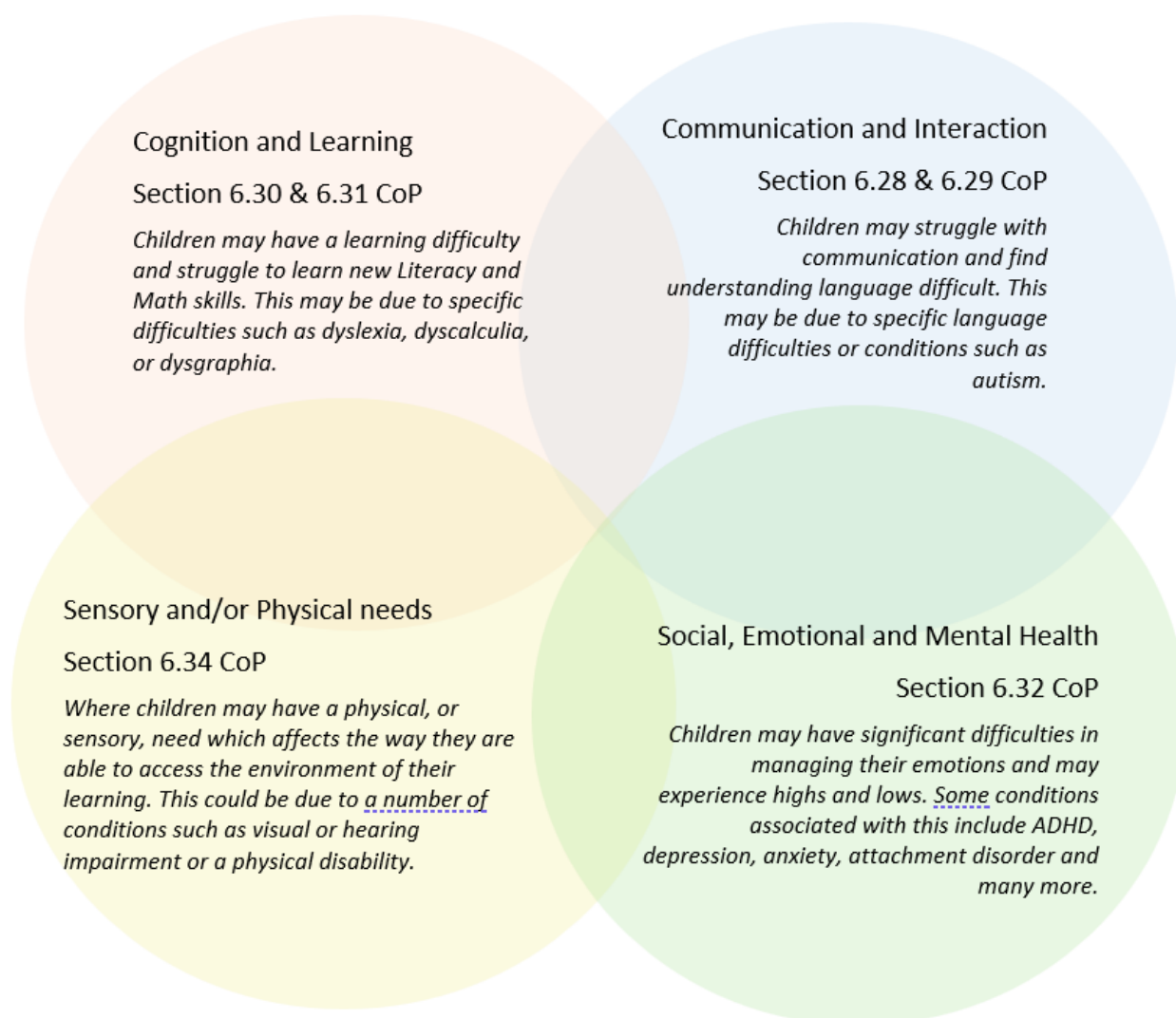
<https://www.st-nicholas-birchington.kent.sch.uk/site/data/files/5245D7860CB71C5B6F088CA87AF630FE.pdf>

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?

St Nicholas at Wade School SEND Information Report

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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270714/SEND_Code_of_Practice_January_2015.pdf)

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



At St Nicholas at Wade 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.*

SENco
Mr Neal



SENco Assistant
Mrs Patrick



Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Tim Neal.

Mr Neal has been a teacher at St Nicholas at Wade Primary School since 2016, bringing nearly 20 years of teaching experience to the role. For the past three years, he has served as the school's Special Educational Needs Coordinator (SENCo), overseeing the provision and support for pupils with additional needs.

Mr Neal is currently working towards achieving the National Professional Qualification in Special Educational Needs Coordination.

Sarah Patrick is our SENCo Assistant and one of our trained Thrive Practitioners. In her role, she supports the coordination of special educational needs across the school, working closely with the SENCo to ensure that all pupils receive appropriate support and intervention. As a Thrive Practitioner, Sarah helps to promote children's emotional well-being and social development through targeted programs and nurturing relationships, contributing to a positive and inclusive learning environment for all.

Alex Ford, one of our class teachers, is also a trained Thrive Practitioner. Alongside his teaching responsibilities, Alex supports the emotional and social development of pupils through the Thrive

approach, helping to create a nurturing and supportive classroom environment. His work ensures that children feel safe, valued, and ready to engage fully in their learning.

Class/subject teachers

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

We are a Thrive school. All teachers have received training to understand the stress regulation system and neuroscience.

In the last year, teachers have all received training on Making Sense of Autism in Schools (AET training) and regular CPD sessions on the Thrive Approach to support SEMH needs.

Learning Support Assistants (LSAs)

We have a team of 10 LSAs who are trained to deliver SEN provision.

We have a number of LSAs who are trained to deliver interventions such as Speech and Language, Fizzy, Literacy Gold, Dynamo Maths and Precision Teaching. With all LSAs trained to deliver Little Wandle intervention programmes.

In the last academic year, LSAs have been trained in Making Sense of Autism in Schools (AET training), neuroscience and the Thrive Approach.

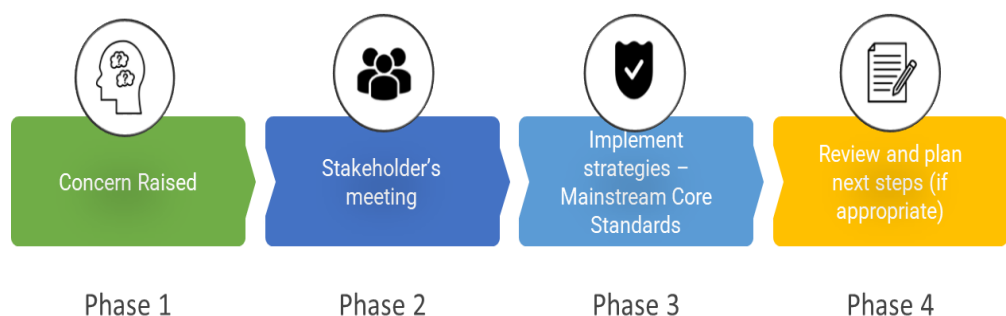
External agencies

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) | ➤ Safeguarding services |
| ➤ Education welfare officers | ➤ School Liaison Officer |
| ➤ Educational psychologists | ➤ School nurses |
| ➤ GPs or paediatricians | ➤ SEND Inclusion Advisor |
| ➤ NELFT practitioners | ➤ Specialist Teacher Service |
| ➤ Occupational therapists | ➤ Speech and language therapists |
| ➤ Therapeutic practitioners | ➤ Voluntary sector organisation |
| ➤ Behaviour coaches | |

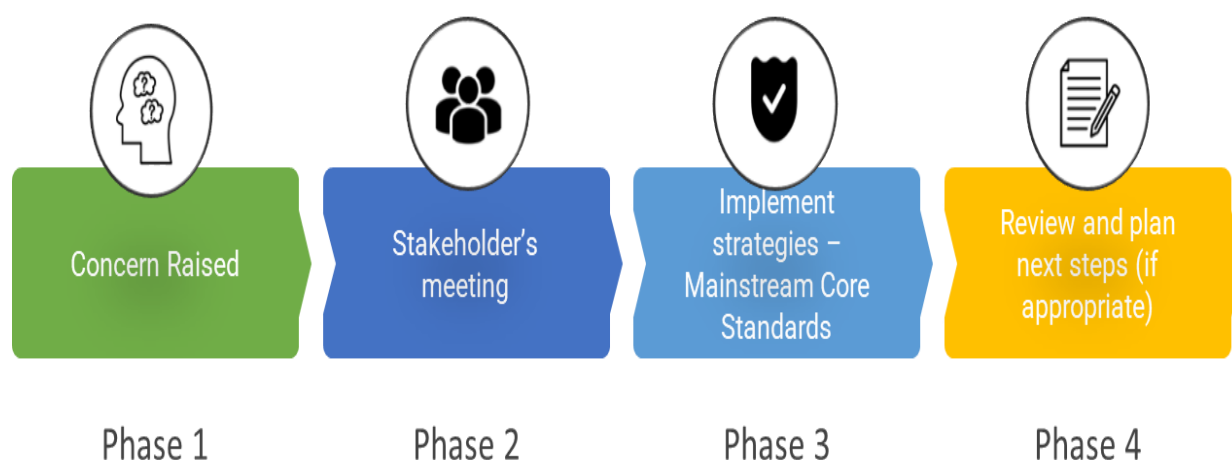


3. What should I do if I think my child has SEND?



Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENCo is aware.</p> <p>To get in touch with your child's class teacher, or SENCo, please see the school office who will help to arrange a meeting or provide contact details.</p>
Phase 2	<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>
Phase 3	<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>
Phase 4	<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?



At St Nicholas at Wade Primary School, we believe that every child is an individual who should be valued, supported, and given equal access to the curriculum. Children's needs are primarily met through Quality First Teaching, ensuring that all pupils receive high-quality, inclusive classroom provision. Where needed, we also provide individual and small-group support for pupils with Special Educational Needs and/or Disabilities (SEND), whatever those needs may be, to help them reach their full potential. We are committed to fostering each child's motivation, engagement, and self-esteem, ensuring that their contributions to school life are recognised and celebrated.

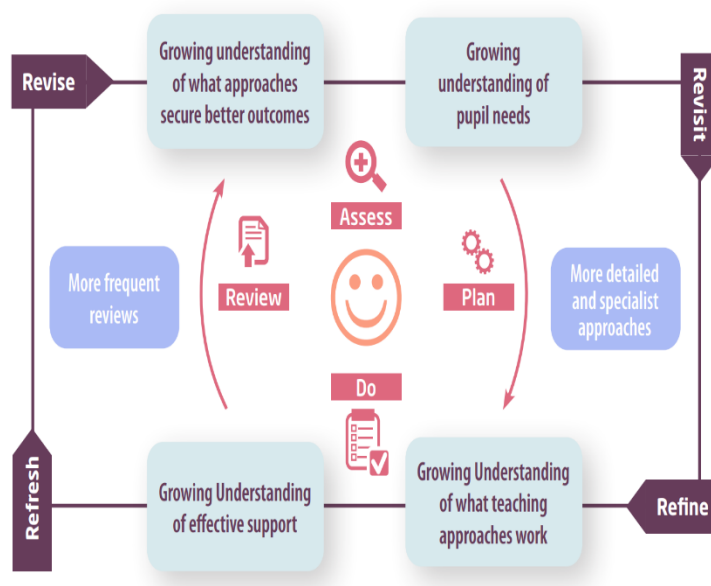
All our class teachers are responsible for monitoring the progress and well-being of all pupils, including those identified as having SEND and those who may not be making the expected level of progress academically or socially. This may include difficulties in areas such as reading, writing, or number work. Class teachers meet with the SENCo three times a year to review the progress of every child in their class and to identify any pupils who may require additional support.

When a teacher notices that a pupil is experiencing difficulties, they first work to identify any gaps in the pupil's learning and provide targeted support to help close those gaps. In many cases, pupils without SEND make good progress once this support is in place. However, if a pupil continues to struggle, the teacher will discuss their concerns with the SENCo, who will then contact the pupil's parents or carers to talk through the next steps and, where appropriate, begin the graduated approach to assessing and supporting potential special educational needs. This collaborative process ensures that every child receives the right support at the right time.

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 reports twice a year on your child's progress, in January and July.

A member of staff who knows your child well (usually the class teacher or SENCo) will meet you throughout the 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 the SENCo.

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:

Pre-teach

Speech and Language

Language Through Colour

Precision Teaching

Sensory Circuits

Thrive

Literacy Gold

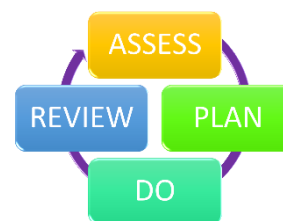
Dynamo Maths

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 termly
- Using pupil questionnaires
- 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

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 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 Kingswood.

All pupils are encouraged to take part in sports day/school plays/special workshops.

Once a thorough risk assessment has been completed and the safety of all pupils has been ensured, it is important to note that where possible, reasonable adjustments will be made to endeavour that no pupil is excluded from taking part in these activities because of their Special Educational Needs (SEN) or disability. We are fully committed to inclusion and will take all practicable steps to ensure that every pupil can participate meaningfully and safely in all aspects of the activity.

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



At St Nicholas at Wade Primary School, we are committed to being a fully inclusive school that welcomes and supports all children, including those with Special Educational Needs (SEN) and/or disabilities. We strive to ensure that every child has equal access to learning, opportunities, and the wider life of our school.

Admissions for pupils with SEN and disabilities:

We follow the admissions arrangements set out by Kent County Council, which are designed to ensure fair access for all pupils. Parents and carers of children with SEN or disabilities are warmly encouraged to contact the school before applying. We are happy to arrange a visit and tour with the Headteacher and SENCo, who can discuss your child's needs and the ways in which we can make reasonable adjustments or provide additional support to help them thrive

Fairness and inclusivity in admissions:

Our admissions and oversubscription criteria are applied fairly and consistently to all applicants. They are designed to ensure that no child, including those with SEN or disabilities, is disadvantaged in the admissions process. We are committed to ensuring that decisions are based solely on our published criteria and that all children have the same opportunities to attend our school.

Accessibility and facilities:

If your child has a physical disability, please contact the school to discuss our facilities and how we can meet their needs. Our site is fully accessible for wheelchair and walker users, and we have a care suite equipped with an adapted toilet to ensure dignity and comfort for all pupils.

13. How does the school support pupils with disabilities?



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.

To support our pupils with disabilities, we have a care suite with adapted toilet and our site is wheelchair/walker accessible. Please see the school website for the accessibility plan policy.

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
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND
- We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying Policy for more information.

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



Mr Neal is also the Designated Teacher for children-in-care. He works with the teaching team 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.

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

Nursery to EYFS

When children have an identified Special Educational Need or Disability (SEND) before starting at St Nicholas at Wade Primary School, we work closely with their nursery setting, parents, and any involved professionals to plan a smooth and supportive transition. Information from nurseries and other early years providers is shared with us during the Early Years Transition Meeting, held in the summer term before the children start school. This helps us to understand each child's individual needs and plan appropriate provision from the outset. In addition, members of our Early Years team carry out home visits before the children begin school. These visits allow staff to get to know

the child in a familiar environment, build positive relationships with families, and discuss any specific support or adjustments that may be needed. This collaborative and personalised approach ensures that every child feels safe, supported, and ready to begin their learning journey with us.

Between Years

Joint Teacher Meeting: Both the current class teacher and the next year's teacher attend the final meeting of the year to discuss the pupil's SEND. During this meeting, the child's SEN Profile is shared to ensure a smooth handover and continuity of support.

Transition Lessons: Lessons with the incoming teacher are scheduled towards the end of the summer term. This helps the child begin to build familiarity and confidence with their new teacher and classroom routines.

Classroom Visits: Depending on the individual needs of the child, visits to their new classroom can be arranged. These visits support the child in understanding and becoming comfortable with moving to a new class.

Social Stories: If required, personalised social stories can be created. These include photographs of the child's new teachers, classroom, and key areas of the school. Children can take these home over the summer holidays to become familiar with people and places before returning to school.

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 primary and secondary

In Thanet, we are fortunate that the importance of transition is recognised and supported. Our SENCo attends a dedicated transition event with all local secondary schools, allowing for face-to-face meetings with the secondary SENCOs. During these meetings, we discuss the needs of all pupils receiving SEND support, identify any additional transition arrangements required to help them settle smoothly into their next phase of education, and share any other essential information needed to support each child effectively in their new school.

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

For parents and carers seeking guidance or support regarding SEND, the school encourages you to get in touch. We aim to provide help for you, your child, and your family to ensure the best possible experience and outcomes.

Locally, a range of support is available through Thanet's Local Offer. Kent County Council provides detailed information on services, resources, and support for children with special educational needs and disabilities, which can be accessed here: [Kent Local Offer](#).

Additionally, the Information, Advice and Support Service (Kent) offers guidance to parents and carers of children aged 3 to 19 with SEN. Their service helps families make informed decisions about their child's education and provides support with:

- Writing to schools
- Preparing for school meetings
- Understanding what your child is entitled to at school
- Completing education forms and requests for assessment
- Communicating with the school if you have concerns about the support your child is receiving
- Applying for primary school

This service is designed to empower parents and carers with the knowledge and support they need to advocate effectively for their child.

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

The following websites may also provide information on specific SEND

Autism / ASD - Useful Links

- [www.easyhealth.org.uk/listing/autism-\(leaflets\)](http://www.easyhealth.org.uk/listing/autism-(leaflets))
- <https://www.kentautistictrust.org/>
- www.patient.co.uk/health/autistic-spectrum-disorders
- www.autism.org.uk

Dyslexia - Useful Links

- <https://www.bbc.co.uk/webarchive/https%3A%2F%2Fwww.bbc.co.uk%2Fblogs%2Faboutthebbc%2Fentries%2F6cb6db46-67a8-3ad1-8790-33d97693867e>
- www.dyslexia-east-kent.org.uk/
- www.dyslexiaaction.org.uk
- www.eyecanlearn.com
- www.nessy.com

Dyspraxia - Useful Links

- www.dyspraxiafoundation.org.uk/
- www.youngminds.org.uk/for_parents/worried_about_your_child/dyslexia_dyspraxia

ADHD- Useful Links

- www.youngminds.org.uk
- www.ukadhd.com

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?

Please find a copy of our Complaint's Policy here:

<https://www.st-nicholas-birchington.kent.sch.uk/attachments/download.asp?file=327&type=pdf>

Complaints about SEND provision in our school should be made to the Class Teacher 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. Information regarding mediation for Kent can be found here: <https://www.kent.gov.uk/education-andchildren/special-educational-needs-and-disabilities/education-health-and-care-plans/mediationsupport-and-appeals>

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