



'Aim High Be Happy'



SEN & Disability Policy/SEN Information Report

Policy Control	
Responsible Person:	Rachael Lucas SENCO
Responsible Governor Team:	SEND
Approved by Governors:	September 2026
Date due for review:	September 2027

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values
With **kindness** in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

1. Introduction and purpose

At Sandhurst Primary School, we are committed to creating an inclusive culture in which every child belongs, participates, feels valued and is enabled to achieve their potential.

We recognise that pupils with special educational needs and/or disabilities (SEND) have the same entitlement to high aspirations, high-quality education, participation and achievement as all other pupils. We are committed to identifying and reducing barriers to learning and participation and to ensuring that pupils with SEND have access to a broad, balanced, ambitious and appropriately adapted curriculum. We recognise that special educational needs are not in themselves a barrier to achievement. Our approach is based on identifying strengths, understanding individual barriers to learning, adapting provision appropriately and working in partnership with pupils, parents/carers and relevant professionals. We use the graduated approach to SEND support and the principles of Assess, Plan, Do, Review. We seek to provide the right support at the right time and to develop increasing levels of specialist support where this is necessary.

This document serves as both the school's SEND policy and its SEN Information Report. The SEN Information Report is reviewed at least annually and is updated sooner where significant changes occur.

2. Legislative and statutory framework

This policy is written with reference to the legislation, statutory guidance and local frameworks currently applicable to the school, including:

- **Children and Families Act 2014**, particularly Part 3 and sections 66–69 relating to special educational provision, SENCOs, informing parents and SEN information reports.
- **Special Educational Needs and Disability Regulations 2014**, including Regulation 51 and Schedule 1 concerning the information that must be included in the school's SEN Information Report.
- **SEND Code of Practice: 0 to 25 years**, current statutory guidance.
- **Equality Act 2010**, including the duties relating to disability discrimination, reasonable adjustments and accessibility planning.
- **School Admissions Code 2021**, where relevant to admissions and the admission of children with SEND and disabilities.
- **School Information (England) Regulations 2008**, as amended, including the requirements concerning information published by schools and SEN Information Reports.
- **Keeping Children Safe in Education 2026**, statutory safeguarding guidance in force from 1 September 2026.
- **Working Together to Safeguard Children 2026**, current statutory guidance on multi-agency safeguarding and child protection.
- **Working Together to Improve School Attendance**, current statutory attendance guidance.
- **Supporting pupils with medical conditions at school**, statutory guidance, where pupils' medical needs interact with their SEND provision.
- **Children's Wellbeing and Schools Act 2026** and the associated statutory information-sharing duty, where relevant to safeguarding and promoting children's welfare.
- **Kent SEND Mainstream Core Standards**. Kent County Council
- **Kent Countywide Approach to Inclusive Education (CATIE)** and the wider Kent SEND strategy and inclusion framework.
- **Kent SEND Local Offer / SEND Information Hub**.
- **United Nations Convention on the Rights of the Child (UNCRC)** as an important international children's rights framework.

- The school will have regard to subsequent amendments, statutory guidance and local authority requirements as they come into force.

2026 SEND reforms and school's white paper

The government's Every Child Achieving and Thriving schools' white paper and associated SEND reform programme, published in February 2026, set out significant proposed reforms to mainstream inclusion and the wider SEND system. These reforms do not replace the existing statutory SEND framework unless and until the relevant legislation and regulations come into force.

Sandhurst Primary School will therefore continue to comply with the current statutory framework while preparing to implement confirmed reforms as they become legally applicable.

From 2026–27, the school will also use any Inclusive Mainstream Fund allocation alongside its core funding and notional SEN budget to strengthen inclusive universal provision and early, evidence-based targeted support, in accordance with the conditions of the grant

Related school policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Accessibility Plan
- Medical Conditions Policy
- Complaints Policy
- Curriculum Policy
- Teaching and Learning Policy
- Equality Policy
- Supporting Pupils with Medical Conditions arrangements
- Home Learning Policy
- First Aid and Medication procedures
- Educational Visits and Trips procedures
- Anti-Bullying Policy

3. Definition of Special Educational Needs

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The presence of a disability does not automatically mean that a child has SEN. Equally, a child may have SEN without having a disability.

SEN may relate to one or more of the four broad areas identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The school recognises that individual pupils may have needs in more than one area.

4. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 provides protection from discrimination for disabled pupils in relation to admissions, education, access to services, exclusions and all other aspects of school life. The school has a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers.

The school recognises that pupils may experience a range of special educational needs and disabilities. These needs may fall within one or more of the four broad areas identified within the SEND Code of Practice:

Communication and Interaction

This may include:

- speech, language and communication needs (SLCN);
- difficulties understanding or using language;
- social communication differences;
- autism spectrum condition (ASC).

Cognition and Learning

This may include:

- specific learning difficulties such as dyslexia, dyscalculia and dyspraxia;
- moderate learning difficulties;
- severe learning difficulties;
- difficulties with memory, processing or acquiring new skills.

Social, Emotional and Mental Health

This may include:

- difficulties with emotional regulation;
- anxiety;
- social and emotional needs;
- difficulties associated with attention and concentration, including ADHD;
- difficulties with relationships, behaviour and self-regulation.

Sensory and/or Physical Needs

This may include:

- sensory processing differences;
- visual or hearing impairments;
- physical disabilities;
- motor coordination difficulties;
- fine and gross motor difficulties;
- medical conditions which impact access to learning.

The school does not require a medical diagnosis for a pupil to receive appropriate SEN Support. Where a pupil presents with needs that are less commonly encountered within the school, we will seek appropriate advice, training and specialist support to ensure that we can understand and meet their individual needs effectively.

Where a pupil has an Education, Health and Care (EHC) Plan, the school will deliver the special educational provision specified within the plan and work collaboratively with the Local Authority and relevant professionals. Decisions regarding the naming of a school within an EHC Plan are made by the Local Authority in accordance with the statutory framework.

The school will not discriminate against disabled pupils or pupils with SEN in its admissions arrangements and will make reasonable adjustments where required to promote inclusion and equal access to education.

5. Identification and assessment of pupils with SEN

We believe that early identification of needs is important. All pupils' progress is monitored regularly through the school's assessment and tracking systems. This currently includes formal and informal assessment information gathered throughout the year, including, where appropriate:

- teacher assessment
- phonics assessment
- the Year 1 phonics screening check
- reading and comprehension assessment
- spelling assessment
- writing assessment
- mathematics assessment
- Speech Link
- Language Link
- Reception baseline and other EYFS assessment information
- Cognitive Abilities Tests where appropriate
- reading age information
- intervention-specific assessments
- observations of learning, communication, behaviour and social interaction
- attendance information
- pupil, parent/carers and staff views.

The school will consider a pupil's progress in the context of their age, individual circumstances, starting point and broader development rather than relying solely on attainment data. Where a pupil is making less than expected progress, we will first consider the quality of teaching and the adaptations already in place.

Less than expected progress may include progress which:

- is significantly slower than that of peers starting from a similar baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close an attainment gap;
- results in an attainment gap becoming wider; or
- indicates difficulties in wider areas of development, communication, independence, behaviour or social/emotional development.

High-quality teaching, appropriately adapted for individual pupils, is the first response to pupils who may have SEN. Additional intervention cannot compensate for teaching which does not meet the needs of the learner. Where a pupil continues to experience significant difficulties despite appropriate adaptations and high-quality teaching, the school will consider whether the pupil has SEN and requires special educational provision.

Assessment may include:

- classroom observation
- assessment of attainment and progress
- analysis of work
- discussion with the pupil
- discussion with parents/carers
- discussion with relevant staff
- intervention assessment
- assessment of communication and language
- assessment of literacy or numeracy
- assessment of social, emotional and mental health needs
- assessment of sensory or physical needs
- specialist advice where appropriate.

The school may use assessment tools including, where appropriate, Boxall Profile, Language for Learning, Speech Link, Language Link, reading assessment, mathematics gap analysis, Cognitive Abilities Tests and pupil attitude/wellbeing measures.

Assessment tools will not normally be used in isolation. We will consider assessment information alongside teacher observations, pupil and parent/carer views and other relevant evidence.

Where appropriate, the school may seek advice from external professionals, including Educational Psychology, Kent specialist services, Speech and Language Therapy, Occupational Therapy, Physiotherapy, health professionals and other specialist services.

6. The SEN Register and SEN Support

A pupil will be identified as having SEN where they have a learning difficulty or disability which calls for special educational provision. Special educational provision means educational or training provision that is additional to, or different from, that made generally for other pupils of the same age.

The school maintains an SEN Register to help ensure that pupils requiring SEN Support are identified and appropriately supported. The school may also maintain a monitoring list for pupils where there are emerging concerns but where the evidence does not currently indicate that special educational provision is required.

Identification of SEN is not dependent on a particular diagnosis or test score.

Where a pupil no longer requires special educational provision, the school will review whether they should remain on the SEN Register. This decision will be based on the pupil's current needs and provision rather than on an assumption that SEN is permanent or temporary.

Parents/carers will be informed when their child is identified as having SEN and will be involved in decisions about SEN Support.

7. The graduated approach: Assess, Plan, Do, Review

Where a pupil is identified as having SEN, the school uses the graduated approach.

Assess

We gather information about:

- the pupil's strengths
- the pupil's needs
- barriers to learning
- progress and attainment
- attendance
- behaviour and wellbeing where relevant
- the pupil's views
- parents'/carers' views
- the views of staff and relevant professionals.

Plan

The class teacher and SENCO, in consultation with the pupil and parents/carers, identify:

- the desired outcomes
- adaptations to teaching
- interventions and support
- resources and equipment
- reasonable adjustments
- any specialist involvement
- how progress will be measured
- when the provision will be reviewed.

Plans will be recorded through the school's SEN support documentation, provision mapping, personalised planning and/or other appropriate systems.

Do

The class teacher remains responsible for the pupil's learning and progress, including where additional support is delivered by teaching assistants or other professionals. All staff working with the pupil will be made aware of relevant needs, agreed strategies and provision.

Review

The effectiveness of the provision will be reviewed with the pupil and parents/carers. SEN Support will be reviewed at least three times a year, with more frequent review where appropriate.

Reviews will consider:

- progress towards agreed outcomes
- the impact of interventions
- the effectiveness of classroom adaptations
- the pupil's views
- parents'/carers' views
- staff views
- advice from external professionals where relevant
- the next steps required.

The cycle will then be repeated, adapted or ended as appropriate. Where a pupil is not making expected progress despite appropriate SEN Support, the school will consider whether further assessment, specialist advice or a request for an EHC needs assessment is appropriate.

8. Evaluation of the effectiveness of SEN provision

The school evaluates SEN provision through a range of evidence, including:

- pupil progress data
- assessment information
- intervention outcomes
- provision mapping
- SEN Support reviews
- pupil voice
- parent/carer feedback
- teacher feedback
- attendance information
- behaviour and wellbeing information where relevant
- external professional advice
- monitoring of teaching and classroom provision
- analysis of the school's SEN profile.

The governing body receives appropriate information about SEND provision, including its effectiveness and strategic development. The SENCO works with school leaders and governors to identify strengths, areas for development and priorities for SEND improvement. The school will review patterns in the identification of SEN, progress and provision to help ensure that pupils receive appropriate support and that inclusive practice continues to improve.

9. The school's approach to teaching pupils with SEN

High-quality teaching is the foundation of our SEND provision. Teachers are responsible for the progress and development of the pupils they teach, including pupils who receive additional support.

Sandhurst Primary School follows Kent's SEND Mainstream Core Standards and the principles of Kent's Countywide Approach to Inclusive Education (CATIE).

Our approach emphasises:

- high expectations for every pupil
- inclusive classroom practice
- adaptive teaching
- clear explanations and modelling
- appropriate scaffolding
- explicit teaching of vocabulary and language
- carefully considered use of resources
- appropriate repetition and overlearning
- effective assessment
- flexible grouping
- accessible learning environments
- appropriate use of technology
- explicit teaching of independence and self-regulation
- reasonable adjustments
- evidence-informed targeted intervention where required.

Additional provision may include, depending on individual need:

- individual or small-group teaching
- precision teaching
- phonics intervention
- literacy intervention
- numeracy intervention
- speech and language activities
- social communication support
- mentoring
- emotional regulation support
- motor skills activities
- sensory strategies
- assistive technology
- specialist resources
- targeted transition support.

Interventions will be selected according to identified need and evaluated for impact. The school will avoid unnecessary intervention where high-quality inclusive classroom provision is sufficient.

10. Pupil voice

Pupils with SEND are supported to express their views, wishes and feelings about their education and the support they receive.

Pupil voice may be gathered through:

- individual conversations
- one-page profiles
- SEN Support reviews
- annual reviews of EHC plans
- pupil questionnaires
- observations
- discussions with trusted adults
- child-friendly planning and review documents.

Pupils will be encouraged to develop increasing independence in understanding their strengths, needs, support and aspirations.

11. Adapting the curriculum and learning environment

The school adapts teaching, curriculum, resources and the learning environment where this is necessary to remove or reduce barriers to participation and achievement.

Adaptations may include:

- changes to teaching approaches
- additional modelling and scaffolding
- visual supports
- adapted resources
- alternative recording methods
- assistive technology
- seating or environmental adjustments
- sensory adaptations
- movement breaks
- additional processing time
- accessible communication
- changes to the organisation of tasks
- additional adult support where appropriate
- reasonable adjustments to activities, assessments and routines.

The school will implement the provision and strategies specified in pupils' EHC plans. The school also maintains an Accessibility Plan under the Equality Act 2010. The Accessibility Plan addresses access to the curriculum, the physical environment and information for disabled pupils. The plan is kept under review and implemented as required. The school reviews staff training and resources according to the needs of the pupil population.

12. Additional support for learning

The school provides a range of additional support according to individual need.

This may include:

- targeted interventions
- small-group support
- individual support
- precision teaching

- phonics and reading intervention
- mathematics intervention
- language and communication programmes
- social communication support
- emotional regulation support
- sensory and motor programmes
- mentoring
- assistive technology
- specialist resources
- targeted transition arrangements.

The school's provision map is reviewed regularly and reflects the current needs of pupils. The school will use its available resources flexibly according to pupil need.

13. Social, Emotional and Mental Health (SEMH) and Wellbeing

The school recognises that some pupils with SEND may experience social, emotional or mental health difficulties which can impact upon their learning, relationships and wellbeing.

Support may include:

- mentoring;
- emotional regulation programmes;
- Zones of Regulation approaches;
- Drawing and Talking or other appropriate therapeutic approaches;
- social skills and friendship support;
- access to trusted adults;
- family support;
- specialist advice and consultation;
- referrals to appropriate health or mental health services where required.

Where a pupil's needs indicate that specialist support may be required, the school will work collaboratively with parents/carers and relevant external professionals.

The school does not provide medical or mental health diagnoses but will support families in accessing appropriate services where needed.

14. Funding and the notional SEN budget

As a mainstream school, Sandhurst Primary School receives a notional SEN budget as part of its overall funding. The notional SEN budget is not a separate ring-fenced budget and does not represent £6,000 allocated to each pupil with SEN.

For 2026–27, DfE guidance continues to provide for mainstream schools to meet the additional costs of SEN provision up to the applicable £6,000 high-needs threshold, with high-needs top-up funding available above that threshold where the relevant criteria are met. The £6,000 figure is therefore a threshold relating to additional provision costs rather than an individual pupil allocation.

The school will use its overall resources, including its notional SEN budget, to meet its legal duty to use its best endeavours to secure the special educational provision required by pupils with SEN. Where the costs of provision for a pupil with high needs exceed the applicable threshold, the school will work with Kent

County Council and other relevant agencies to seek additional funding where the statutory and local funding criteria are met.

Where the school receives an Inclusive Mainstream Fund allocation, this will be used alongside existing funding to strengthen inclusive universal provision and evidence-informed targeted support in accordance with the grant conditions.

15. Participation in school activities

Pupils with SEND are entitled to participate in the full life of the school.

This includes, where appropriate:

- educational visits
- residential visits
- clubs
- enrichment activities
- sporting activities
- performances
- assemblies
- school events
- playtimes and lunchtimes.

The school will make reasonable adjustments and consider individual risk assessments where necessary.

16. SEND and attendance

The school recognises that SEND-related barriers can affect attendance and engagement. Attendance is monitored in accordance with the current statutory attendance guidance. Where attendance difficulties appear to be connected to SEND, health, emotional wellbeing, unmet needs or other barriers, the school will seek to understand the underlying causes and work collaboratively with the pupil and family to identify appropriate support.

Support may include:

- reasonable adjustments
- adaptations to the school day
- individual attendance support
- transition or reintegration arrangements
- pastoral support
- SEND review
- multi-agency support
- referral to appropriate services.

The school will follow its Attendance Policy and safeguarding procedures where attendance concerns also raise welfare or safeguarding concerns.

17. SENCO

The SENCO at Sandhurst Primary School is: Rachael Lucas
Email: senco@sandhurst.kent.sch.uk

The main duties of the SENCo may include but are not limited to:

- overseeing the day-to-day operation of the school's SEND policy and provision
- coordinating provision for pupils with SEN
- advising teachers and support staff
- supporting the identification and assessment of SEN
- coordinating the graduated approach
- supporting staff to develop inclusive practice
- working with parents/carers
- working with pupils
- liaising with external professionals
- supporting applications for EHC needs assessments where appropriate
- contributing to annual reviews of EHC plans
- supporting transition between educational settings
- advising on reasonable adjustments
- supporting SEND-related safeguarding and attendance work
- monitoring and evaluating SEND provision
- contributing to strategic SEND development.

18. Staff expertise and training

The school recognises that effective SEND provision depends upon the knowledge, skills and confidence of all staff.

Staff training has included, as appropriate:

- Kent SEND Mainstream Core Standards
- inclusive classroom practice
- adaptive teaching
- dyslexia
- autism
- neurodiversity
- speech, language and communication needs
- Colourful Semantics
- selective mutism
- social, emotional and mental health
- trauma-informed practice
- attachment
- emotion coaching
- de-escalation
- Zones of Regulation
- sensory circuits
- fine and gross motor development
- Read Write Inc.
- Number Sense
- Lego-based therapeutic approaches
- relevant intervention programmes.

Training needs are reviewed according to the needs of pupils and staff. Where specialist expertise is required, the school may seek advice, assessment, training or consultation from services including:

- Kent Specialist Teaching and Learning Services
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Communication and Assistive Technology services
- health professionals
- other appropriately qualified specialists.

The school will use appropriate funding to support staff development and specialist provision.

19. Equipment and facilities

Where a pupil requires specialist equipment or adaptations, the school will consider the advice of relevant professionals and seek to provide appropriate equipment where it is reasonably available and required.

This may include:

- specialist seating
- writing or recording equipment
- sensory resources
- visual supports
- communication resources
- assistive technology
- accessibility equipment
- specialist software.

For highly specialist communication and assistive technology, the school may seek advice from the appropriate Kent County Council service.

Where equipment is recommended by an external professional, the school will consider the recommendation alongside the pupil's individual needs, the school's resources and relevant funding arrangements.

20. Working with parents and carers

The school recognises parents and carers as important partners in supporting children with SEND.

Parents/carers will be involved in:

- identifying concerns
- assessment
- planning provision
- setting outcomes
- reviewing progress
- making decisions about further assessment
- referrals to external services
- requests for EHC needs assessments

- annual reviews of EHC plans
- transition planning.

Parents/carers will have opportunities to discuss their child's progress through the school's normal parent consultation arrangements and through additional meetings where required. Where a pupil is receiving SEN Support, the school will ensure that parents/carers are involved in the Assess, Plan, Do, Review cycle and that provision is reviewed at least three times a year. Information will be provided in an accessible form wherever reasonably possible. The school will work with parents/carers in a spirit of partnership and will seek to resolve concerns at the earliest appropriate stage.

21. Involving pupils and young people

The school will involve pupils in decisions about their education in a way that reflects their age, development, communication needs and individual circumstances.

Pupils will be encouraged to:

- identify their strengths
- describe what helps them learn
- contribute to targets and outcomes
- contribute to decisions about support
- review the effectiveness of provision
- prepare for transitions
- develop independence and self-advocacy.

For younger pupils, parents/carers and trusted adults may provide additional support in expressing the child's views.

22. EHC plans and annual reviews

Where a pupil has an EHC plan, the school will deliver the special educational provision specified in the plan and will work with the Local Authority and other agencies to review and develop provision. The school will contribute to the statutory annual review process.

Annual reviews will:

- consider the pupil's progress
- consider whether the provision remains appropriate
- consider the pupil's views
- consider parents'/carers' views
- consider relevant professional advice
- consider whether outcomes remain appropriate
- consider transition arrangements
- identify any changes required.

The school will work with Kent County Council regarding requests for EHC needs assessments where a pupil may require provision beyond that which can reasonably be provided through SEN Support.

23. Working with other agencies

The school works collaboratively with relevant agencies to meet pupils' educational, health, care and wellbeing needs.

This may include:

- Kent County Council SEND services
- Specialist Teaching and Learning Services
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- health services
- children's social care
- mental health services
- voluntary organisations
- community organisations
- other educational settings.

The school participates in relevant local SEND networks and communities of schools.

The governing body and school leaders will seek appropriate specialist support and professional advice to improve provision.

24. Safeguarding and Information Sharing

Safeguarding is everyone's responsibility.

The school recognises that pupils with SEND may be more vulnerable to certain forms of harm and will consider their individual safeguarding needs in accordance with the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (2026)*.

We are committed to working in line with *Working Together to Safeguard Children (2026)*, ensuring effective early help, multi-agency collaboration, appropriate information sharing and a child-centred approach to safeguarding practice.

The school will also comply with relevant statutory information-sharing duties introduced through the *Children's Wellbeing and Schools Act (2026)*. Where applicable, information will be shared appropriately and lawfully to safeguard children and promote their welfare.

In addition, the school will:

- seek to prevent disability discrimination;
- promote equality of opportunity and participation for all pupils;
- anticipate and implement reasonable adjustments where required;
- adapt policies, procedures and practice to remove barriers to learning and inclusion;
- provide auxiliary aids and services in accordance with the Equality Act 2010;
- maintain and review the school's Accessibility Plan.

25. Transition

The school recognises that periods of transition can present additional challenges for some pupils with SEND. Effective transition planning helps to reduce anxiety, maintain continuity of support and ensure pupils are prepared for the next stage of their education.

Transition into Reception

The school works closely with nurseries, pre-school settings, families and relevant professionals to develop a detailed understanding of each child's strengths, needs, interests and support requirements.

Transition arrangements may include:

- visits to previous settings;
- visits by school staff;
- meetings with parents and carers;
- meetings with nursery or pre-school staff;
- sharing of relevant information and records;
- additional visits to the school;
- personalised transition resources;
- visual timetables and social stories;
- one-page profiles;
- multi-agency transition meetings where appropriate.

Transition Between Year Groups

To ensure continuity of provision, teachers meet to share detailed information about pupils moving into their class, including:

- attainment and progress;
- strengths and interests;
- identified areas of need;
- current provision and support arrangements;
- successful strategies and reasonable adjustments;
- pupil voice;
- parent and carer views;
- advice from external professionals;
- one-page profiles, personalised plans and other relevant documentation.

Transition to Secondary School

The school works closely with receiving secondary schools to support a successful and well-planned transition.

This may include:

- transition meetings;
- information sharing between settings;
- visits from secondary school staff;
- visits by pupils to their new school;
- additional transition visits where required;

- sharing relevant SEND documentation;
- meetings between SENCOs;
- individual transition plans for pupils requiring enhanced support.

The timing and level of transition support will be determined by the individual needs of each pupil.

26. Preparation for Adulthood and Independence

Although Sandhurst Primary School is a primary setting, we recognise that preparation for adulthood begins from the earliest years and is an important aspect of supporting positive long-term outcomes for children with SEND.

Through the curriculum and wider school experiences, we support pupils to develop:

- independence;
- communication skills;
- self-advocacy;
- emotional literacy and regulation;
- social understanding and friendships;
- confidence and resilience;
- self-care skills;
- problem-solving abilities;
- awareness of their own strengths, needs and aspirations.

For pupils with Education, Health and Care (EHC) Plans, preparation for adulthood outcomes will be considered in an age-appropriate manner as part of long-term planning and annual review processes.

27. Support for Parents and Carers

Information, Advice and Support Kent (IASK)

Information, Advice and Support Kent (IASK) provides free, confidential and impartial information, advice and support for children and young people with SEND and their families.

IASK can provide support with:

- SEN Support;
- EHC needs assessments;
- Education, Health and Care Plans;
- annual reviews;
- education, health and social care matters;
- preparing for meetings;
- understanding statutory rights, responsibilities and processes.

Telephone: 03000 41 3000

Email: iask@kent.gov.uk

Further information about IASK can be accessed through Kent County Council.

Parents and carers may also access support, guidance and services through the Kent SEND Information Hub and other relevant voluntary and community organisations.

28. Kent SEND Information Hub

Kent County Council's Local Offer is provided through the **Kent SEND Information Hub**.

The SEND Information Hub brings together information about services, support, activities and provisions available for children and young people with SEND aged 0 to 25 years and their families.

The Hub enables parents, carers and professionals to access information relating to:

- education, health and social care services;
- SEND assessment and support processes;
- specialist services and provision;
- local support groups and organisations;
- preparation for adulthood;
- leisure, social and community opportunities.

Further information can be accessed via the Kent SEND Information Hub website.

29. The Role of Governors

The Governing Body has a strategic responsibility for ensuring that the school meets its statutory duties in relation to SEND.

Governors will:

- ensure the school complies with SEND legislation and statutory guidance;
- ensure the school uses its best endeavours to secure appropriate provision for pupils with SEND;
- receive information about SEND provision and its effectiveness;
- monitor the strategic development of SEND across the school;
- ensure that the SEN Information Report is reviewed and published annually;
- consider accessibility arrangements and equality of opportunity;
- promote and support an inclusive school culture.

The SENCO will provide regular updates to school leaders and governors regarding SEND provision, pupil outcomes, current priorities and areas for development.

30. Publication and Review of the SEN Information Report

This document is published on the school's website as the school's SEN Information Report.

The report will:

- be reviewed at least annually;
- be updated whenever significant changes occur;
- be written in clear, accessible language;
- be made available in alternative formats upon reasonable request.

The Governing Body will approve the SEN Information Report and ensure that it contains all information required under Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

31. Our SEND Commitment

At Sandhurst Primary School, we are committed to:

- maintaining high expectations for every child;
- identifying needs at the earliest opportunity;
- delivering high-quality inclusive teaching;
- making reasonable adjustments to remove barriers to learning;
- providing evidence-informed interventions where required;
- using the Assess, Plan, Do, Review cycle effectively;
- valuing and promoting meaningful pupil voice;
- working in genuine partnership with parents and carers;
- collaborating effectively with external professionals and agencies;
- ensuring all pupils can participate fully in school life;
- supporting emotional wellbeing and social development;
- delivering effective transitions between phases and settings;
- promoting safeguarding, wellbeing and attendance;
- continually reviewing and improving SEND provision.

We recognise that every child is unique. Our aim is not simply to provide additional support, but to understand each pupil's individual strengths and needs, remove barriers to learning, promote independence and ensure that every child is able to participate, achieve, belong and thrive within our school community.