

Special Educational Needs and Disabilities (SEND) Information Report Furley Park Primary Academy



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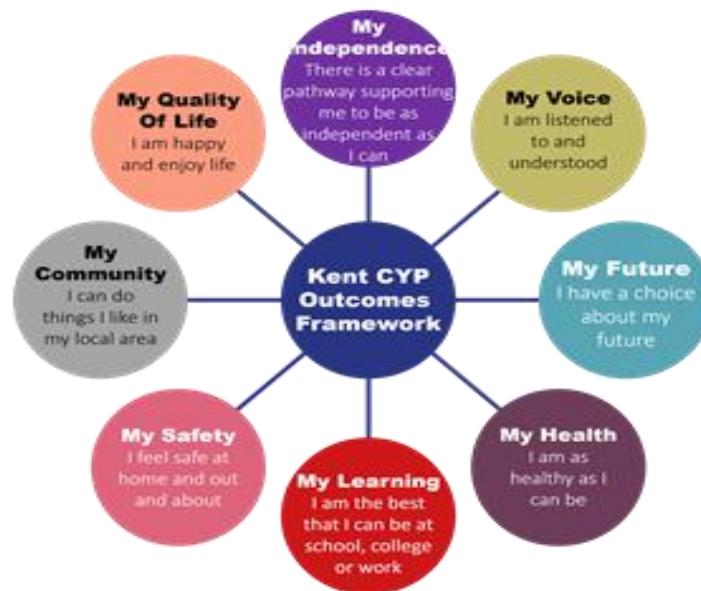
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SEND Information Report

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:



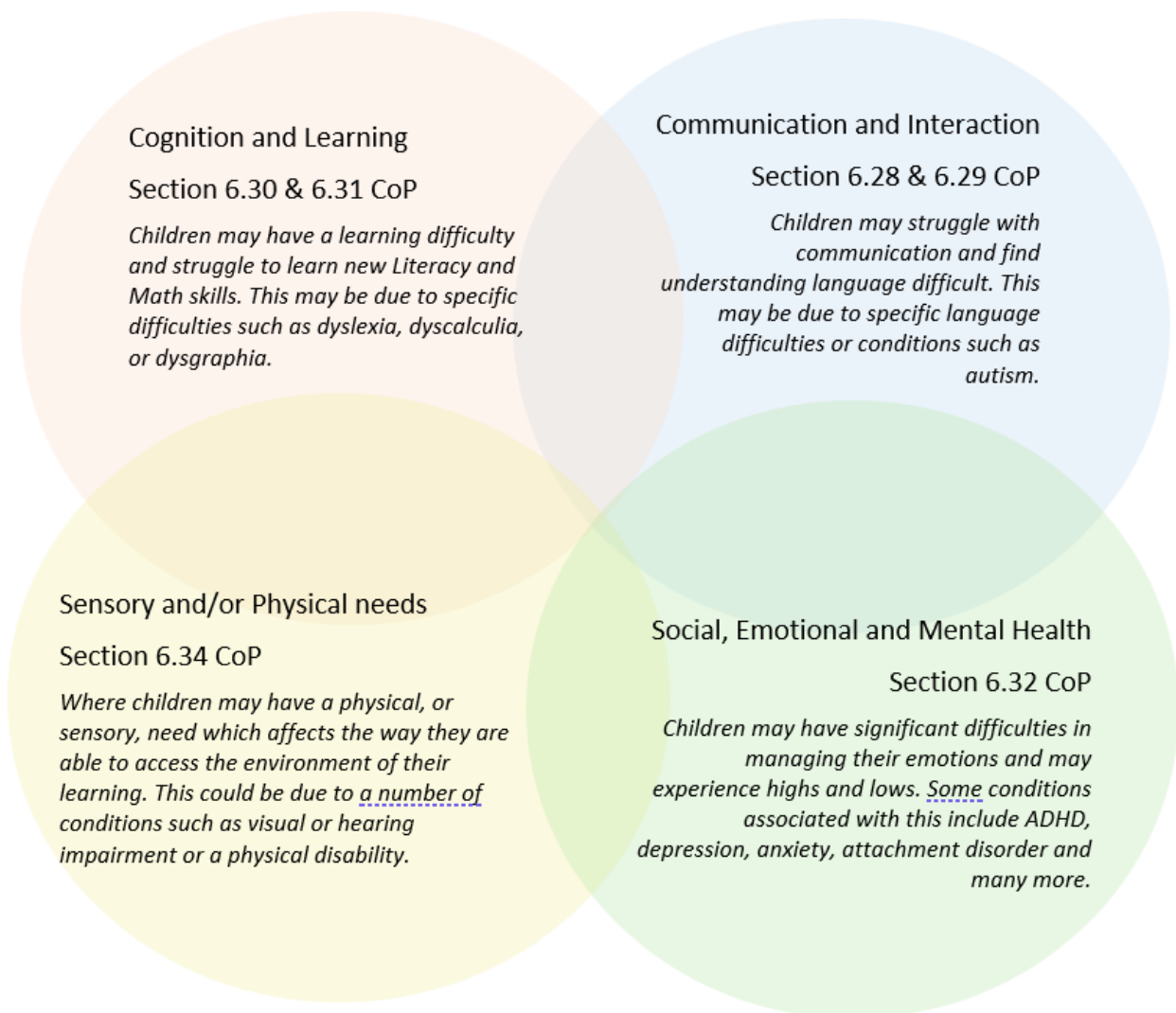
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: <https://www.furleypark.org.uk/about-us/special-educational-needs-disabilities/>

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](#)).

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



At Furley Park Primary Academy 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 Sarah Griffiths – SENCO
Ms Kelly Howse – SENCO Assistant
Mrs Jill Williams – KS2 Learning Mentor
Mrs Claire Allen – EYFS and KS1 Learning Mentor

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Sarah Griffiths.

Mrs Griffiths assumed this role in December 2024 and has had experience working as a deputy to this role since 2023. She has worked as a class teacher at Furley Park since 2014 and knows the children well. She is a qualified teacher.

Mrs Griffiths achieved The National Award in Special Educational Needs Co-ordination in February 2024. She has Early Years Professional Status alongside QTS.

Class/subject teachers

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

For example, this includes an understanding of The Mainstream Core Standards, working alongside The Education Autism Trust to access whole staff training to support our autistic children.

Teaching assistants (TAs)

We have a team of 18 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 18 teaching assistants who are trained to deliver interventions such as Phonics, Sensory Circuits, Fizzy/Clever Hands, Speech and Language support and Lego Therapy.

In the last academic year, all TAs have been trained in Language Through Colour, Intensive Interactions, Understanding Autism and a variety of individual skills and specialisms.

External agencies

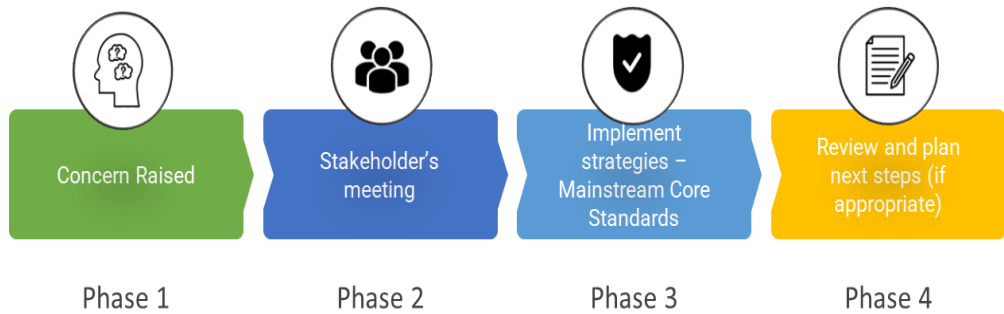
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service

Speech and language therapists



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



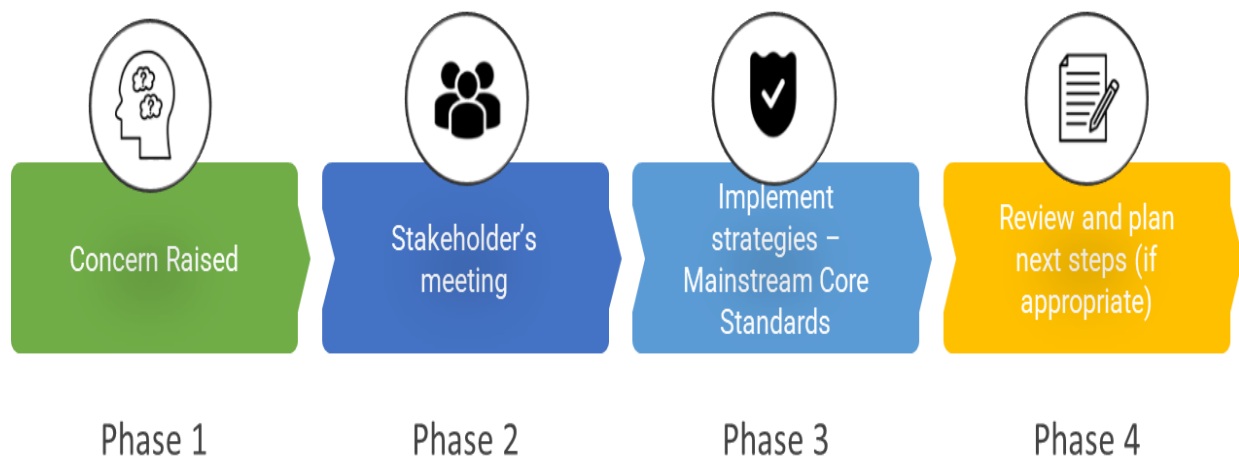
<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>You can contact Mrs Griffiths via phone 01233 501732 or email on senco@furleypark.org.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get 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>
<p>Phase 3</p>	<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	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.
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4. What happens if the school identifies a need?

If a Class Teacher identifies concerns, they will first raise them with our SEN and Inclusion Team by means of an Initial Concerns referral. Once discussed, the SENCO will identify relevant support or interventions where appropriate. The class teacher will discuss this support / intervention with parents and reviewed 3 times per year. The SENCO may need to have further conversations with the parents and, when required, make referrals to relevant agencies.

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



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include not meeting expected targets in reading, writing, or mathematics or if they are struggling with social interactions or concentration.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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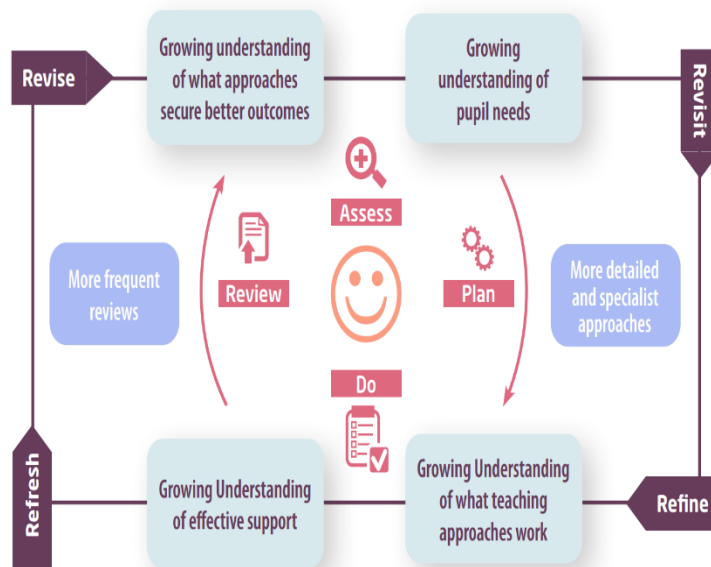
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

We will follow the 'graduated approach' to meeting your child's SEND needs. This means making observations and consulting with you as part of the Assess and Planning process before deciding what outcomes we hope your child to achieve.

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 on your child's progress 3 times per year.

A member of staff who knows your child well will meet with you at a minimum of twice a 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 their class teacher in the first instance via their class email or the school senco by emailing senco@furleypark.org.uk.

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/s is/are 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:

Additional Phonics – RWI

Language through Colour

Additional Reading

Additional Mathematics

Lego Therapy

Language Link

Speech Link

Fizzy / Clever Hands

Emotion Coaching

Well-being and nurture support.

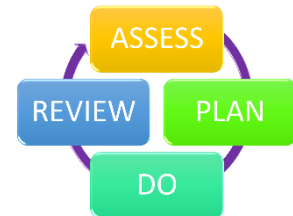
Sensory Circuits

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 bi-termly.
- Reviewing the impact of interventions after 6-8 weeks
- 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 providing 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 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 trips to Paris and Kingswood Camp. All pupils are encouraged to take part in sports day and other enrichment activities throughout the year such as Proms on the Playground.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

We will ensure that every child feels a sense of belonging and receives the support that they need to succeed and to thrive. All children, including those with additional needs will be supported with compassion, respect, and in partnership with them and their parents or carers.

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



Our school is committed to ensuring equality of access and opportunity for all pupils, including those with disabilities and Special Educational Needs (SEN). We welcome applications from all prospective pupils and aim to provide an inclusive and supportive learning environment.

As part of our admissions process, we:

- Encourage early communication from parents/carers of prospective pupils with a disability or SEN, so that we can begin planning for a successful transition and provide the appropriate support from the outset.
- Work closely with families, previous educational settings, and relevant external agencies to gather detailed information about the pupil's needs.
- Assess the specific requirements of each pupil to determine how the school can best meet their needs, including any reasonable adjustments or support that may be necessary.
- Ensure that the admissions process does not discriminate against pupils with disabilities or SEN, in line with the Equality Act 2010 and the SEND Code of Practice.
- Offer visits and transition sessions to help pupils and their families become familiar with the school environment and staff.
- In cases where the pupil has an Education, Health and Care Plan (EHCP), we follow the appropriate statutory procedures to ensure their needs can be met within our school including liaising with the family, SENCO, Head Teacher and the Local Authority to ensure Furley Park is the right provision for the child.

Our goal is to provide a welcoming, accessible, and nurturing environment where every pupil has the opportunity to thrive.

In the event of oversubscription, places are allocated in accordance with our published admissions criteria. These criteria are applied fairly and consistently to all applicants. Importantly, they are designed to avoid disadvantaging any prospective pupil, including those with a disability or SEN.

Pupils with an Education, Health and Care Plan (EHCP) that names our school are given priority admission, in line with legal requirements.

In the unlikely event that two or more children live in the same block and in all other ways have equal eligibility for the last available place at the academy, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be independently supervised.

13. How does the school support pupils with disabilities?



To ensure Equity for our pupils with disabilities we have made some adjustments to ensure our curriculum and learning environment is accessible to all. These include:

Designated disabled bays in our car park.

Disabled toilets in all buildings.

Designated evacuation points in the two-storey building.

Evacuation chairs in case of emergency.

High visibility keyboards where required.

Wide access doors.

A lift for wheelchair access to our first-floor classrooms.

High visibility paint applied to all curbs.

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 volunteer be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND by accessing our team of Learning Mentors and SEN team for nurture support.
- We work closely alongside the local authority NELFT team in school.
- In Furley Park children have a right to feel welcome, safe and happy. We will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful

behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 3 main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting or racist remarks
- indirect - spreading unpleasant stories about someone, excluding someone from social groups

Resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel. We do not condone bullying at Furley Park but we must be sure it is deliberate upset or hurt. Children need to be made aware of the consequences of their words and actions. Friendships do break up; children do have arguments and disagreements from time to time. Children do make up.

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



Miss Janine Blundy will work with Mrs Sarah Griffiths, our SENCO, 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?

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.

- Every pupil will have a Pupil Passport which identifies the children's needs and how best to support them in class. This will be written by the former class teacher with input from the family and pupil to ensure smooth transition.

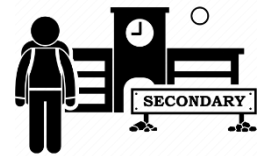
Between schools

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.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional transition above the normal local offer.



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 your local authority Kent County Council's local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

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

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?

Complaints about SEND provision in our school should in the first instance be discussed with the child's class teacher or SENCO. 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.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

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