West Malling Church of England Primary School and The McGinty Speech and Language SRP SEND Information Report

Approval Arrangements

All policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy which applies in the same way to all schools,
2. require individual schools to 1 - adopt, 2 - amend or 3 - adapt policies set by the Trust

This is a level 2 policy against the Scheme of Delegation and supersedes any previous version.

Approval Body:	**Board of Trustees**
Amended/adapted by:	**Headteacher - David Rye**
Date Approved:	**12/05/2026**
Author:	**Director of Education**
Next review:	**Summer 2027**
Review period:	**1 year**
Version:	**2.0**

Policy Approval

All TST policies are Board approved.

Some policies are uniform in their application, regardless of school context. For example, those relating to finance and people matters. These are adopted policies.

Some policies are for school level amendments. For example, where key school staff need to be named within policies. Headteachers are responsible for amended policies.

We have a few Board approved policies that are for schools to adapt. The policies set the framework, but schools need to adapt them for their context. Headteachers are responsible for adapting policies.

School Vision

As God's children we grow and learn together,
Encouraging everyone in our community to "let their light shine" (Matthew 5:16).
We strive to be the best we can be,
Knowing that "what we will be has not yet been revealed" (1 John 3:2).
Through love, trust, compassion, hope, forgiveness and perseverance, we flourish as one inclusive family.

Based in the Gospels of Matthew and John, and reflecting the Church of England vision that schools Enable "life in all its fullness" (John 10:10), our vision at West Malling CE Primary School and the McGinty Speech and Language SRP reflects our ambition to understand each individual child in our care, their needs, talents and capabilities, and our school's trust that for each child there is a plan in which we can have hope and faith. As a school we are ambitious for both the academic attainment and progress of our pupils, and we care deeply that each child lives out our school values of love, trust, compassion, hope, forgiveness and perseverance.

Trust Vision

Our policies support us in living our values and delivering our vision. Our Vision and Values - Tenax Schools Trust

Policy Aim

To provide information on how schools implement their SEND Policy, updated annually to reflect current practice.

Legislation and Guidance

This policy is based on SEND_Code_of_Practice_January_2015.pdf.

This policy should be read in conjunction with our other school policies including our SEND Policy.

SEND Information Report

School context

At West Malling CE Primary School and The McGinty Speech and Language SRP we are a fully inclusive school; we recognise every pupil's/student's right to a broad and balanced curriculum and we celebrate diversity. Teachers and support staff are highly skilled at supporting children/young people with SEND in class and identifying those that require further support.

In summer 2026 our SEND profile shows that we have 31% (59 children/young people) of children/young people identified as having SEND. This percentage is made up of the following groups:

- 18% are identified as having their main area of SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 58% are identified as having their main area of SEND linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 0% are identified as having their main area of SEND linked to Physical and sensory (including disabilities such as those affecting mobility, sight and hearing)
- 24% are identified as having their main area of SEND linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Anxiety and Depression)

What types of SEND does the school provide for?

Pupils/students with SEND are considered for admission to West Malling CE Primary School and The McGinty Speech and Language SRP on exactly the same basis as pupils/students without SEND. The school will not discriminate against disabled pupils/students or prospective pupils/students on the grounds of disability and will strive to provide an accurate provision for pupils/students with SEND. In the case of pupils/students with an EHCP naming the school, they will be admitted, unless after reviewing the EHCP the school believes that it cannot meet need and that to admit the child/young person would be an incompatible and inefficient use of both school and Local Authority (LA) funds.

Who are the best people to talk to at our school about my child's/young person's difficulties with learning/ SEND?

Every teacher has responsibility for:

- checking on the progress of your child/young person
- identifying, planning and delivering the differentiated curriculum for your child/young person in class as required
- personalised teaching and learning for your child/young person
- ensuring that the school's SEND Policy is followed in their classroom.

At West Malling CE Primary School and The McGinty Speech and Language SRP, Gemma Hawken (SENDCO) holds responsibility for the leadership and day to day management of SEND provision. If you have any queries or concerns, that cannot be answered by the teacher, you should book an appointment through the school office.

What should I do if I think my child/young person has SEND?

If you have concerns about your child's/young person's progress or think they might have a special educational need you should, in the first instance, speak to your child's/young person's teacher. If necessary, they will arrange

a time that they can meet with you to fully discuss your concerns. The teacher will discuss your child's/young person's learning needs and interventions that are in place to meet your child's/young person's needs. They will then discuss your concerns with the SENDCO (Gemma Hawken) who will decide how SEND support can be identified. Parents of children/young people identified as needing SEND support will be invited to a meeting to discuss the provision made for their child/young person. If you have concerns that your child/young person has an unmet special educational need after speaking to one of the above staff, you should contact Gemma Hawken through the school office.

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/young person and your family.

To see what support is available to you locally, have a look at your Local Authority's (Kent County Council) local offer. Kent County Council publishes information about the local offer on their website: Special educational needs and disabilities (SEND) - Kent County Council

How will the school know if my child/young person needs SEND support?

Pupils/students can be identified as having SEND at any point during their time at the school, including:

- Upon admission to the school from information from parents/carers or external agencies
- During transition to the school, from information shared by the previous school
- From class assessments
- When staff raise concerns that a pupil/student is underachieving or struggling
- Through data analysis, including reading assessments, screeners and termly common assessments
- If external agencies are involved with a pupil/student

You will then be contacted by your child's Class Teacher and the SENDCO (Gemma Hawken) to discuss our concerns. At this point you will be consulted regarding an action plan of support and the planned provision for your child/young person.

How will the school measure my child's/young person's progress?
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.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child/young person achieve. Whenever we run an intervention with your child/young person, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's/young person's progress. We will track your child's/young person's progress towards the outcomes we set over time and improve our offer as we learn what your child/young person responds to best.

How will I be involved in decisions made about my child's/young person's education?

We will provide an annual report on your child's/young person's progress. Your child's/young person's teacher/SENDCO will meet you at a minimum, 3 times a year, to:

- Set clear outcomes for your child's/young person's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child/young person make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child/young person to do

The SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's/young person's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's/young person's needs, so that you can provide insight into what you think would work best for your child/young person. 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/young person outside of school.

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's/young person's teacher. You can do this by emailing the school office on **office@west-malling.kent.sch.uk**.

How will my child/young person be involved in decisions made about their education?

The level of involvement will depend on your child's/young person's age, and level of competence. We recognise that no two children/young people are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's/young person's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, pictures, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child/young person?

Our teachers use adaptive teaching strategies in all curriculum areas to ensure learning is accessible to all pupils/students. This includes planning adaptations to activities before the lesson, making adjustments whilst teaching and through small group learning.

Adaptations to the curriculum or learning environment may be made to remove barriers to learning, but these are very dependent on every child's/young person's individual needs.

How will the school make sure my child/young person is included in activities alongside pupils/students who do not have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils/students, including our before- and after-school clubs.
- All pupils/students are encouraged to go on our school trips (including residentials).
- All pupils/students are encouraged to take part in all school activities beyond the curriculum.
- No pupil/student is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. It may be appropriate to risk-assess the activity to ensure safety elements have been considered.

What should I do if I have a complaint about my child's/young person's SEND support?

If you have a concern about the provision for your child/young person there are procedures outlined in the School's Complaints Policy.