



SEND Information Report October 2023

Inclusion is at the heart of Aldington Primary School, it is reflected in our school's aims and vision. All of our pupils are valued, and supported effectively to ensure they can achieve their best, and leave our school confident and ready for the next stage of their education. Any concerns or worries are dealt with quickly, and we have an open door approach where we welcome and encourage parents and carers to come and talk to us about their children. All pupils are actively encouraged to take part in all that our school has to offer, outdoor learning, school trips, residential visit, assemblies, performances and sporting events.

Who is the SENCo/Inclusion Manager at Aldington?

Mrs Victoria Elderton is our Inclusion manager, she has been a SENCo/Inclusion Manager for 20 years. She has 1.5 days a week allocated to SEN. Mrs Elderton is also one of our Deputy Headteachers.

What special educational needs are supported at Aldington Primary School?

We support children with a wide range of SEND at Aldington. These include ASD, ADHD, dyslexia, speech and language disorders, social and emotional difficulties.

What should I do if I think my child might have SEND?

In the first instance, you should talk to your child's class teacher. Contact the school office to arrange a good time for you to talk to the teacher. Your child's teacher will then discuss your child with Mrs Elderton who may contact you to talk further about your concerns.

How does Aldington Primary School identify SEND?

Lots of different things are considered when identifying SEND. Assessments such as Language or Speech link, LUCID COPS, or LASS Junior, Boxall profiles, Strengths and difficulties questionnaires, Leuven scales, Language for Learning observations for example, might be used to gather more information. It is important to listen to parents, carers, and the pupils too, to find out more about their difficulties, and their strengths and interests. We will also look at the child's rates of progress over time, and their attainment.

How will Aldington Primary School support pupils with SEND?

Sometimes children need some additional support to help them close the gaps in their learning. This support will be recorded on the class provision plan and will be reviewed at Pupil Progress Meetings (3 times each year) or sooner if necessary. If it is decided that a pupil needs more specialist support, a personalised plan will be put together by Mrs Elderton and the class teacher, in discussion with parents/carers and the pupil. This will detail specific targets the pupil is working on, and what will be put in place in school to help the child to reach this target. The plan will be reviewed three times a year. Pupil and parent/carer voices are key to developing this plan so that children's views, feelings and aspirations can be considered.

How will Aldington Primary School support with transition to secondary school, or a different school setting?

We want our pupils to feel safe, happy and confident when moving on to secondary schools or a different school. Information about our pupils is shared sensitively with schools that our pupils are moving on to. Additional transitions days or visits might be arranged, we arrange time with our emotional well being team in school to talk about worries and concerns that our children may have. Once our pupils have moved on, we emphasise to schools that we are



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more than happy to be contacted in the future if we can offer any help or support with pupils settling in.

We also liaise closely with our feeder nurseries to gather as much information about our new EYFS pupils prior to them starting with us.

How does Aldington Primary School support children with SEND in the classroom and school environment?

Our teachers have had training in the implementation of the Mainstream Core Standards, and this document is referred to when considering what additional support in class might look like for pupils. Classrooms are organised to be welcoming and accessible, with teachers using resources effectively to meet the individual needs of pupils. Some examples of this are daily visual timetables for all learners, with more specific timetables for some pupils. Resources are clearly organised and readily accessible, with some children having additional resources such as ear defenders, fidget tools, reading rulers, weighted blankets and use of laptops or ipads. Teachers are responsible for the teaching and progress of all pupils in their class. The quality of teaching and learning is regularly monitored by the school's Senior Leadership Team to ensure that Quality First Teaching is evident and inclusive of all learners.

How does Aldington Primary School secure resources to support pupils with SEND?

Within the school's overall budget, there is an amount of money identified, called the notional SEN budget. This is not a ring-fenced amount, and is for the school to use to provide high quality appropriate support from the whole of its budget.

At Aldington, as part of the normal budget planning, we will determine our approach to using our resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body will establish a clear picture of the resources that are available to the school and consider our approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, (usually the authority where the child or young person lives), should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. This is applied for by the SENCo/Inclusion Manager.

What training is offered to staff at Aldington Primary School?

Staff have received training in a range of areas including The Mainstream Core Standards, Language Through Colour, emotional regulation, dyslexia, speech and language, sensory circuits, Fizzy. Additional training is sought according to individual pupil needs. This training is sought through the specialist teaching and learning service (accessed through the Local Inclusion Forum Team-LIFT) Speech and Language Therapy service (through The Balanced System), Occupational Therapy, CHYMPHS, School Nursing, Early Help.

There are a number of agencies and organisations that the school might direct parents to for additional support.

[Home | IASK](#)

[Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://winstonswish.org)



Nurture and Challenge



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[British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

[Home - ADHD Foundation : ADHD Foundation](#)

[Welcome to Kent Autism Service - Kent Autism Service](#)

Kent's Local Offer can be found here:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

How does Aldington Primary School support Looked After Children with SEND?

Mrs Elderton is the Designated Teacher for Looked after Children at Aldington Primary School. She works closely with colleagues in Virtual Schools Kent, and other Local Authorities to ensure that looked after children receive the appropriate support at school in order for them to learn and thrive. PEP meetings are held regularly, taking into account the pupil's voice and aspirations.

How does Aldington Primary School evaluate the effectiveness of its provision for pupils with SEND?

The Inclusion Manager, as part of the Senior Leadership Team is constantly monitoring and tracking progress and attainment for all pupils, both in curriculum areas, and development of the whole child (well being, and involvement in learning for example). The Inclusion Manager meets termly with the SEND Governor to review the school's SEND action plan, look at data, and plan next steps to ensure Inclusion is at the heart of the school's vision and aims. Specific interventions are monitored, and their impact is considered and evaluated. Support is changed as necessary in line with this monitoring.

What should I do if I wish to make a complaint about SEND provision at Aldington Primary School?

In the first instance, it is recommended that you speak to your child's class teacher if you are unhappy or worried about the provision in place at school.

If you are still worried or unhappy, please arrange to discuss your concerns with Mrs Elderton (Inclusion Manager and Deputy Headteacher).

If this does not help; or address your concerns, please arrange to meet with Mr Dawson (Headteacher).

Following from this would be a meeting with our Chair of Governors (Mr McQuillan). He can be contacted via the school office.

Our complaints policy can be found on our school website

[Microsoft Word - Complaints Policy 2020-24 \(primarysite-prod-sorted.s3.amazonaws.com\)](http://primarysite-prod-sorted.s3.amazonaws.com)



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