

Special Educational Needs and Disabilities (SEND) Information Report

Lympne CEP School

2026.2027



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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 Lympne CEP 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.

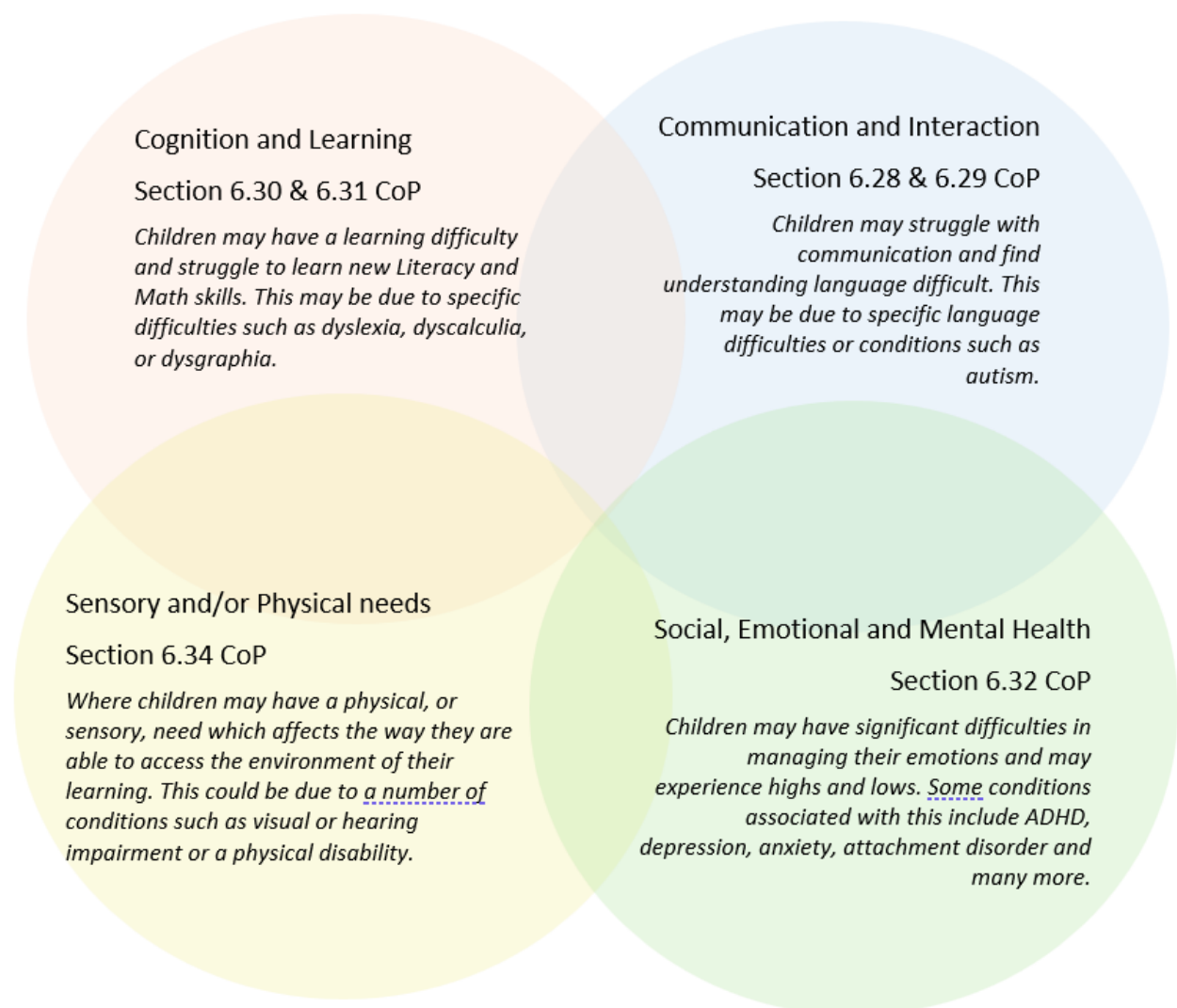
You can find our SEND policy on our website

https://www.lympne.kent.sch.uk/docs/policies/SEND_Policy.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?

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 holistic 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](#)).

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

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



At Lympne CEP 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.*

Class teachers and teaching assistants across all classes, (It is always best to refer any concerns to the class teacher in the first instance)

SENCO: Mrs Anna Ladd

SEND Governor – Ms Diane Clark

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO in our school is Anna Ladd

She currently has 5+ years' experience in this role and is working in a SENCO and Deputy Head capacity. Mrs Ladd is a qualified teacher, who has taught at Lympne for over 25 years across all year groups.

Mrs Ladd achieved the National Award in Special Educational Needs Co-ordination in July 2023.

The school was inspected by Ofsted in February 2026 and Inclusion was rated at the 'Strong Standard' with the following comments made:

An inclusive culture permeates the school. Leaders have ensured that staff have the knowledge to be able to identify pupils with special educational needs and/or disabilities (SEND). Staff benefit from effective training. They have a comprehensive understanding of pupils' needs. Staff use a range of strategies and adaptations consistently and effectively across the school. This reduces any barriers to pupils' learning. Staff support pupils very well to learn successfully. Pupils play an active part in the life of the school.

The school has implemented, refined and embedded strategies to assess pupils' learning and development. These are highly effective. Leaders develop positive relationships with parents and carers to understand and address pupils' individual needs. Staff closely track and monitor progress that pupils make, including pupils with SEND and those who are disadvantaged. Any pupils who require support benefit from timely and effective interventions.

Leaders ensure that staff are well informed about any needs or barriers to learning that pupils who are disadvantaged may have. They rigorously monitor their progress. Leaders use this information effectively to make carefully considered decisions about the use of pupil premium funding.

As a result of the school's inclusive work, pupils with SEND and those who are disadvantaged achieve very well.

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.

The teaching assistants meet weekly to address their continuous professional development though collaboration on specific topics that they feel they need to address.

As a school, we have also accessed external training on the following areas:

The Autism Education Framework – this was delivered by STLS

PROACT SCIPr – delivered by STLS (Positive Range of Options Avoiding Crisis using Therapy strategies for crisis intervention and support)

Sensory Circuits and sensory clinics

Autism and Anxiety

SENCO Forum at both County and Local levels termly for updates in SEND and good practice.

The SEND Conference.

Language through colour

Demand avoidant profiles including PDA

Fizzy and Clever Hands

Restorative Justice

Supporting bereaved children and young people

Teaching assistants (TAs)

We have a team of 7 TAs, which includes 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as: All about me and my ASC, sensory circuits, bereavement support, speech and language, Ginger bear, targeted support with maths, writing and handwriting (Teodorescu and spelling interventions) emotional and wellbeing interventions such as circle of friends, Build an Island, Forest school etc.

In the last academic year, TAs have been trained in de-escalation and positive behaviour, restorative justice, sensory circuits, AET framework, speech and language link, positive handling mainstream core stands, motor coordination awareness and others linked to specific pupil need as these arise e.g. occupational therapy, speech programs etc

We also have an in-house nurture and wellbeing lead who works on a Monday/Wednesday and Friday to support individuals and small groups.

This academic year our TAs will be meeting weekly for update meetings and with a weekly focus on one aspect of SEND to support training for example: scripts to support meltdowns, table top sensory circuits, executive functioning, task managements, supporting memory difficulties, dyslexia awareness and more.

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:

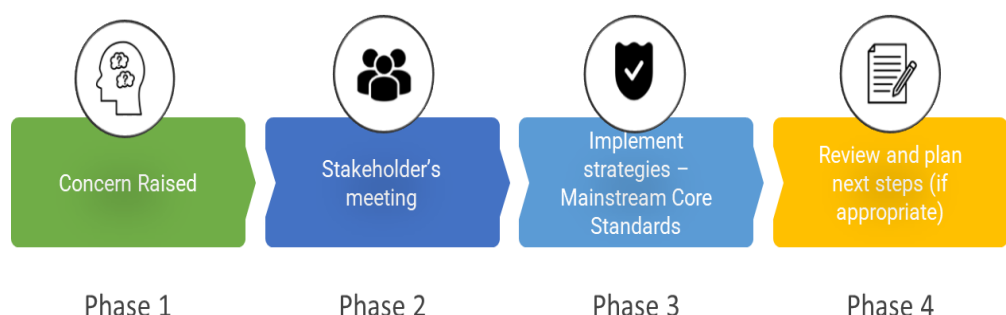
- Child and Young People's mental health services (CYPMHS)
- Education welfare officers
- Educational psychologists through our partnership resource group
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses and Project Salus



- SEND Inclusion Advisor
- Specialist Teaching and learning Service
- Speech and language therapists – linked specialist Katie Gunne
- Voluntary sector organisations
- Early Help
- IASK



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



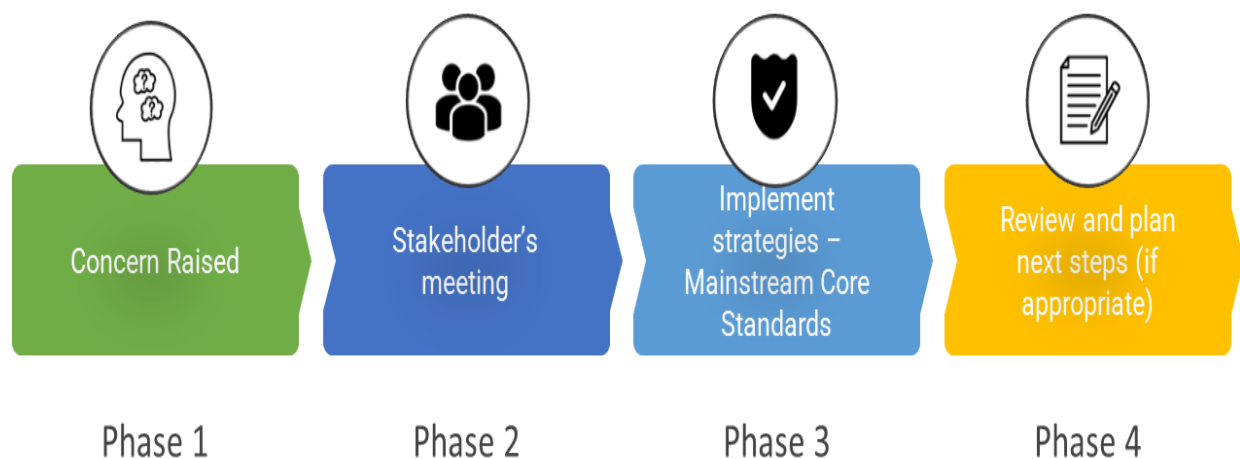
Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance, speak with your child's class teacher – they can be seen on the class doors each morning, or a meeting can be set up to speak with them, this can be arranged by calling the school office on 01303 268041 to find a mutually agreeable time. You can also speak with Mrs Ladd (SENCO), she is on the gate at the start or end of each day or alternatively pop in to speak with her, call the office to make an appointment on 01303 268041 or email her on ladda@lympne.kent.sch.uk
Phase 2	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 has been discussed and add this to your child's record.

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Phase 3	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.
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.

4. What happens if the school identifies a need?

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 reading, writing, number, handwriting, motor skills etc

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.

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). At Lympne Primary School, we monitor closely the attainment and progress of our children's academic levels. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils, using the Target Tracker assessment tool to support, inform and track all pupils. Via termly progress and provision meetings, staff are able to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs, which is measured using the Leuven Scale.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, however, they will be added to the schools Monitoring register, provision will be put in place as required to enable the child to catch up. This extra support can form part of whole class provision, or small group interventions.

Some pupils may continue to make inadequate progress, despite high quality teaching targeted at areas of weakness. For these pupils, and in consultation with parents, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents as we move to identifying a Special Educational Need. We will use these assessments to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

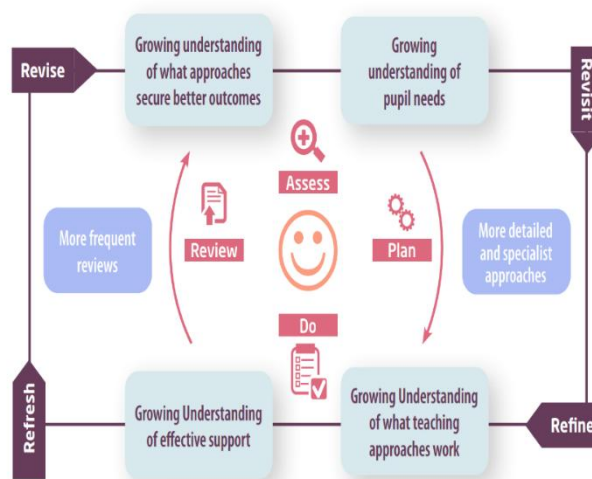
The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed on a termly basis as part of termly Progress and Provision meetings. Parents will be informed and kept up to date with progress via paper copies of the plans at the start of each term, invited to termly meetings at the end of terms 2,4 and 6 to review progress and inform next steps. This is in addition to parent consultations with teachers, which take place mid-term. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The graduated approach is a 4-part cycle **assess, plan, do, review**.



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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 three termly reports on your child's progress, at Christmas, Easter and the end of the academic year. The SENCO and class teacher will also offer meetings with you at these times (3 x 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

At Lympne School, we know that you are 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 influencing 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.

These are all areas that are discussed in the termly meetings and updated as your child's needs and aspirations change.

If you have any concerns that arise between these meetings, please contact Mrs Ladd to arrange an appointment – a meeting can then be set up to discuss any worries. We always endeavour to include class teachers in these meetings too.

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. Pupil voice is very important to us and plays a key role in knowing what works best for them

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.
-   Personalising our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, 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

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to aim to determine the cause of the difficulty. This may be in conjunction with the Specialist Teaching and Learning team. Such assessment tools include the GL Dyslexia and Dyscalculia screeners, The Aston Index, SDQ's, language and speech links and cognition and learning assessment toolkits.

As part of our requirement, to keep the appropriateness of our curriculum and learning environment in line with accessibility, when planning any improvements made to the building, curriculum and training of staff we consider the following:

That it is a DDA build, the school was built all on the same level, the doors are wide enough to accommodate a wheelchair, handles are at correct height for wheelchair users, loop system for hearing impairment, considered colour/ use of materials to demonstrate change in doors/corridors, range of training provided and accessed. Signs at appropriate heights etc. We will always aim to meet need dependent on pupils and adults' requirements and in line with our accessibility policy.

We may also provide the following interventions:

Daily reading, Paired reading project, Beanstalk, First Class at Number, Power of 2 and Plus 1, Ginger Bear, Nurture, Circle of Friends, Build an Island, Forest School Nurture, Talk boost, Language through colour, Spelling and handwriting, targeted maths and English intervention and retrieval, precision teaching, pre-teaching, retrieval and memory recall, All about me and my ASC/ADHD.

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?

Each class has an overview of the provision in place at a universal level via their class provision plan. This is written based on the Mainstream Core Standards/ Early Years Best Practice Guidance and is under regular review to continue to meet the changing needs of the cohorts.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each long term
- Reviewing the impact of interventions after 5 weeks
- Using pupil questionnaires and gathering pupil voice
- Monitoring by the SENCO of the support and progress made.
- Using provision maps to measure progress – ensuring there is clear and measurable entry and exit data.
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Meetings with parents and gathering parent voice – working in partnership with them.



10. How will the school ensure my child has appropriate resources?

Every child is different and as such may require specific or personalised equipment in order for them to be able to access their learning.

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 and specifically our partnership resource group through the communities of schools (COS); to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. Where external advisors recommend the use of equipment or facilities, which the school do not have, we will purchase it using the notional SEND funding or seek it by loan or through the COS fund. For highly specialist equipment, the school will seek the advice from KCC SEND team.

All planning and training needs for subsequent years are carefully planned and sourced in light of cohort specific need, changing needs and movement of staff. Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are through our partnership resource group and include nominated adults from STLS, The Educational Psychology service, Speech and Language therapists – we are allocated sessions with these adults across the course of the academic year.

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.

Lympne School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the Kent Admissions policy

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 residential trip Year Six to Bewl Water.

All pupils are encouraged to take part in events in the school such as sports day, plays, nativities, concerts, workshops, visits to external providers such as museums, theatres etc and no pupil is ever excluded from taking part in these activities because of their SEN or disability. Children who require additional support or adjustments to be made to support their participation will be carefully planned for. We will work with parents/carers to ensure children feel safe to attend and will prepare social stories, pre-visits, risk assessments, task adjustment, adult ratios, Q and A sessions before hand to allay any worries and to ensure children feel safe to access whatever it may be.

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



At Lympne, we follow the Kent County Council Coordinated Scheme for Primary Admissions –copies of which can be accessed on our school website here:

https://www.lympne.kent.sch.uk/docs/policies/Admissions_Policy.pdf

This document ensures a fair and balanced approach to admissions is followed which is the same across the County.

When we are made aware that a prospective pupil may have special educational needs or disabilities we invite the parents to come in and have a conversation with the SENCO to discuss the provision we can put in place to ensure they feel confident in the placement. We would then develop as part of transition, a plan for the child, which can help with identifying specific strengths, interests, potential anxieties, learning styles and resources.

When EHCP placements are sought and we are the named school for consideration, we will look at our current provision and how we can meet this in accordance with the SEND Code of Practice.

13. How does the school support pupils with disabilities?



All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

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.

At Lympne School, we work in collaboration with parents and external agencies to ensure that the support provided to children with a disability maximizes their access to learning and is in line with those without a disability.

See our school accessibility plan for more information.

https://www.lympne.kent.sch.uk/docs/policies/Accessibility_Plan.pdf

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 as much a part of school councils and courageous advocacy projects as every other child.
-  Pupils with SEND are also encouraged to be part of wellbeing club to promote teamwork/building friendships.

- ✚ We provide extra pastoral support for listening to the views of pupils with SEND by gathering pupil voice.
- ✚ We run nurture clubs and targeted interventions for pupils who need extra support with social or emotional development.
- ✚ We have a forest school nurture provision, for those who may need this.
- ✚ All classes have a worry box and adults will support children with any worries or concerns.
- ✚ The school uses the JIGSAW scheme to develop and teach children personal, social, health and emotional strategies. Many of the tools, resources and strategies within Jigsaw match or can be adapted to match best practice for supporting a range of needs.
- ✚ We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through teaching in Jigsaw, our school values and a robust anti-bullying policy. Lympne School takes bullying seriously. Pupils and parents/carers should be assured that they will be taken seriously and supported when bullying is reported.

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



Mrs Ladd our SENCO, will 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. Our headteacher Mrs Nash is the designated teacher for LAC and PLAC pupils.

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?

It is crucial that the transition between settings and classes is carried out and prepared for, in such a way that children feel safe, comfortable and happy with the change. At Lympne School, we know that times of transition can be challenging and we work hard to ensure that it is as smooth as possible.

Between years

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



Ask both the current teacher and receiving teacher to attend a meeting at the end of the year when pupils needs/abilities and SEND is discussed.



Prepare social stories to support transition using pictures and photos of the new space.



Ask the children to complete a pupil passport to let their next teacher know a little about them, what works well for them, what they find tricky and what they may need help with.



Ask teachers take and lead story time and pastoral sessions prior to the end of term with their new cohort to begin building relationships.



We share data and progress from provision meetings so there is a clear overview of the class.

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. This is then passed on either electronically or in paper format.

Between Phases (Nursery to Primary)

The Reception teacher and SENCO will carry out visits to nursery settings/child minders to meet the children and see them in their context. This is also time to gather any key information from the Nursery staff in relation to specific needs/SEND.

We will meet with any external agencies e.g. STLS/SALT who may be involved with any children and seek reports/provision to ensure we are clear of needs and how best to support as they transition.

We hold a parent meeting for all new parents with the SENCO present.

Children are invited into school for at least 3 taster sessions, including a stay and play with parents to support initially while they are getting used to their new environment.

The Class teacher and TA will carry out home visits to see the children in their 'safe place' – these are optional.

Where required we can also work to accommodate reduced timetables or a slower transition dependent on need.

We set up new pupils with a buddy from the oldest class to help them get settled in, make friends and become familiar with the environment.

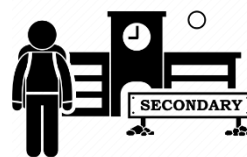
Between Phases (Primary to Secondary)

The SENCO will prepare a transition document, which details the needs and support of all children in year 6 – this is then shared with SENCOs of the receiving schools.

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.

The children will meet a member of staff from their new school who will be able to answer any questions they may have.

We also carry out in class transition support following a programme of key areas such as practising with a secondary school timetable, looking at a site map of their new school, planning routes from lesson to lesson, learning how to get organised independently and plugging any last gaps in knowledge.



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.

Please contact school and either your child's teacher or Mrs Ladd in the first instance.

To see what support is available to you locally, have a look at 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>

For any information not found on the Hub website, they can be contacted on 03000 419994 and can help with

- general SEND enquiries
- our processes
- local resources and support
- updates to your child's ongoing assessment or annual reviews for EHC plans.

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



IASK

<https://www.iask.org.uk/young-people/local-offer/>

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



Kent Pact

<https://kentpactnew2022.co.uk/>



Lighthouse on the Marsh

<https://www.lighthouseonthemarsh.org/>



For Us Too

<https://www.forustoo.org/>



Differences not Disabilities

<https://differencesnotdisabilities.co.uk/>

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

-  IPSEA <https://www.ipsea.org.uk/>
-  SEND family support <https://sendfs.co.uk/>
-  NSPCC <https://www.nspcc.org.uk/>
-  Family Action <https://family-action.org.uk/>
-  Special Needs Jungle <https://www.specialneedsjungle.com/>
-  Contact <https://contact.org.uk/>
-  Children's Therapies The Pod
<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/school-aged-language/>
-  British Dyslexia Association <https://www.bdadyslexia.org.uk/>
-  Kent Children and Young Peoples Mental Health service
-  National Autistic Society <https://www.autism.org.uk/>
-  The children's communication charity <https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/register/>

18. What should I do if I have a complaint about my child's SEND support?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Lympne Church of England Primary School about any provision of facilities or services that we provide.

There is a difference between a concern and a complaint: a concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought. A complaint may be defined as 'an expression of dissatisfaction, however made, about actions taken

or a lack of action'. It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaint's procedure. Lympne Church of England Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

Complaints about SEND provision in our school should be made to the Class Teacher, SENCO Mrs Ladd or Head teacher Mrs Nash in the first instance. They will then be referred to the school's complaints policy.

The policy can be found here:

https://www.lympne.kent.sch.uk/docs/policies/Complaints_Policy.pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils 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.

Further information regarding mediation support and appeals can be found here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance 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