

Special Educational Needs and Disabilities (SEND) Information Report



The Gateway Primary Academy

SEND Governor:

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SENCO:

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Approved by:	Mr J Cassem (Headteacher)	Date: September 2026
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Dear parents and carers,

Kent SEND Information Report

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:



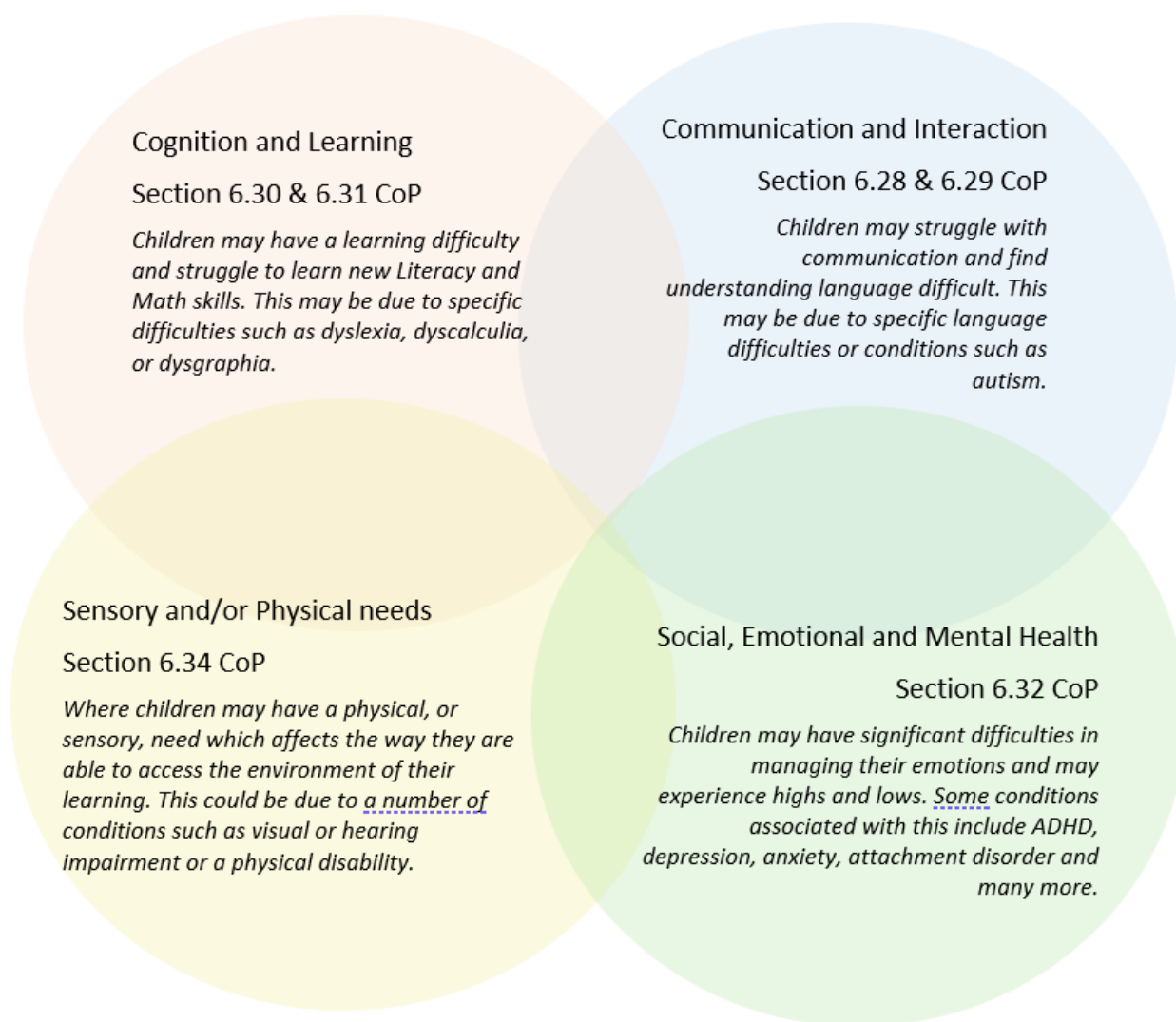
If you want to know more about our arrangements for SEND, please read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Special Educational Needs | The Gateway Primary School](#)

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).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

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

At The Gateway 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.*



Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Miss Warner

Miss Warner is a qualified teacher who has taught from Year R to Year 5 over the last 17 years. She has a B(Ed) qualification in Primary Education with QTS specialising in supporting children from 5 - 11. Throughout her teaching career she has gained experience of working with children with a range of educational needs and through her role of Deputy Headteacher she has led Maths and English provision over the last 9 years.

Over the last 18 months, she has been working towards achieving the National Award in Special Education Needs Co-ordination. Alongside this, she has done an extensive range of training in supporting children with SEN, for example dyscalculia, memory, dyslexia, the mainstream core standards and regulating sensory needs.

Miss Warner has also worked alongside speech and language therapists, clinical psychologists and OT to review and enhance provision for SEN children across the school.

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.

Alongside this training, all teachers have completed the following training:

- Mainstream Core Standards
- Supporting children to develop their emotional regulation
- Memory training
- Supporting children with dyslexia in the classroom
- Precision teaching
- Speech, language and communication needs

- Fine motor and gross motor interventions

Teaching assistants (TAs)

We have a team of 12 TAs, including 2 higher-level teaching assistants who are trained to deliver SEN provision, with 1 being level 5 SEN specialised.

All of our teaching assistants are trained to deliver different interventions across the school depending on the Key Stage they are working with, for example: BRP, Lego Therapy, attention autism, ELSA, sensory circuits, inference interventions, phonics, supporting children with Down Syndrome.

TAs have been trained in supporting children with sensory needs, curiosity box, GESALT language learning and early language and communication. Two of our TAs have completed a specialist speech and language course last year through speech link to support their delivery of interventions. Over the last year, 1 of our TAs has also worked alongside Kent Psychology Service to become a fully trained ELSA.

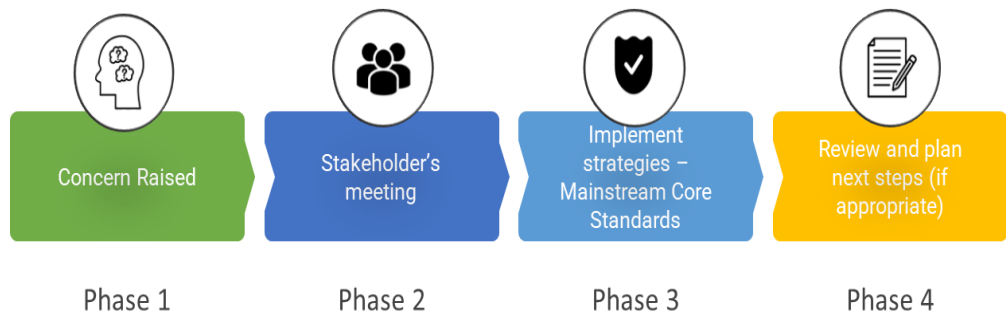
Two of our TAs have recently completed TA courses. 1 of them at a Level 3 and 1 of them at a Level 5 specialist level.

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) | ➤ Safeguarding services |
| ➤ Education welfare officers | ➤ School Liaison Officer |
| ➤ Educational psychologists | ➤ NELFT School nurses |
| ➤ GPs or paediatricians | ➤ Occupational therapists |
| ➤ NELFT practitioners | ➤ Behaviour coaches |
| ➤ Occupational therapists | ➤ SEND Inclusion Advisor |
| ➤ Therapeutic practitioners | ➤ Specialist Teacher Service |
| ➤ NHS Speech and Language | ➤ Speech and language therapists |
| | ➤ Voluntary sector organisation |

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, please speak to your child's class teacher. However, you may contact the SENCo via the office of directly: cwarner@gateway-pri.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's been discussed and add this to your child's record.
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.
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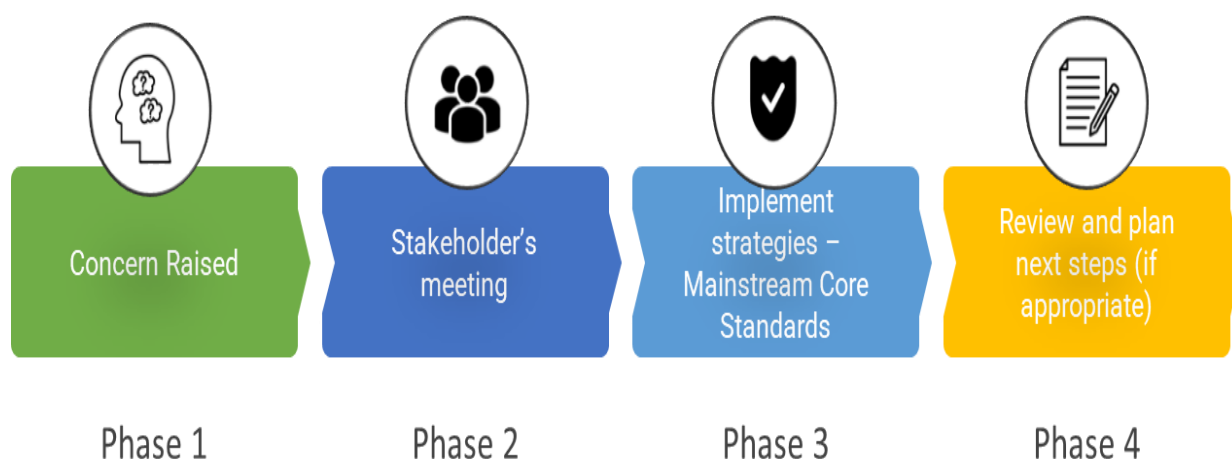
4. What happens if the school identifies a need?

At The Gateway Primary Academy, we promote a graduated approach to identifying, assessing and providing for pupils' special educational needs. Should your child have difficulties you will be invited to discuss these with the teacher prior to a period of intervention. Your views will be sought, and a plan of action will be made. Following the intervention, we will review your child's progress together and decide whether further intervention is required.

If after two cycles of intervention and review, your child has still not made expected progress, we will discuss whether he or she should be placed on the SEN register. Once placed on the register your child's progress will be monitored closely by the SENCo who will ensure that appropriate provision is in place as long as required.

We are also able to use The Engagement Model to assess children who are working below the standard of national curriculum assessments and not engaged in subject-specific study. We can assess them against the 5 areas of The Engagement Model which are exploration, realisation, anticipation, persistence, initiation.

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 reviewing their end of term assessments and discussions at pupil progress meetings.

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.

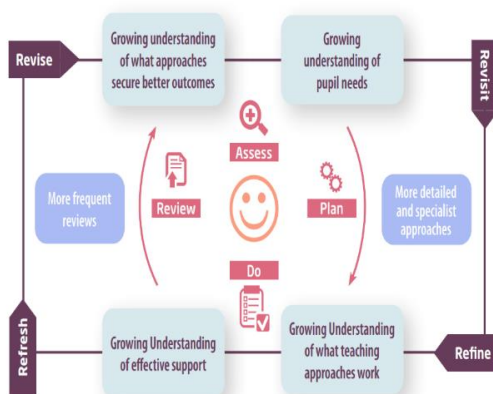
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

The SENCO works alongside the class teacher to evaluate the effectiveness of the support and interventions in place for each pupil and their impact on pupils' progress. Pupils' progress and development are discussed and reviewed at formal pupil progress meetings and any changes to the support provided are made in consultation with parents and pupils.

The overall effectiveness of the SEND provision is evaluated termly, and reported to and reviewed annually by the Board of Governors.

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

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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 termly reports on your child's progress and a member of staff who knows your child well will meet you three times 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 your child's class teacher in the first instance. However, you can contact Miss Warner directly on 01322 220090 or via cwarner@gateway-pri.kent.sch.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?

In our school the majority of pupils have their learning needs met by lessons that are appropriately differentiated. The curriculum is adapted, and a range of resources are provided by the school, where appropriate, to enable the child to engage in learning.

Some children may require educational provision that is additional to and different from the majority of other children. The school adopts a carefully planned approach to support provision which may include:

- Additional support in class
- Intervention programmes
- 1:1 personalised learning programmes
- Making reasonable adjustments within the physical environment
- Behaviour management strategies
- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Adapting our resources or our staffing
- Using recommended aids such as: laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding lesson materials

We may also provide the following interventions:

- Better Reading Partnership (BRP)
- Phonics Interventions
- In class interventions - hot list reading, handwriting, Number Sense, pre-teaching/consolidation work
- Zones of Regulation
- Curiosity Box/Attention Autism
- Sensory Circuits
- Language link interventions
- Speech link interventions
- Lego Therapy
- SALUS counselling

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 each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and discussions with the children
- Monitoring by the SENCO
- Monitoring progress against any Personalised Plan (if a child has one in place)
- 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 provide an inclusive provision for all pupils. We endeavour to make sure that there are no barriers for a child in their learning, but it may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 school trips, including our residential trip in Year 6. In addition, we encourage all pupils to take part in our sports days and school plays.

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.

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

Our school admissions policy [Gateway Primary School](#).



is available here: [Admissions | The](#)

Medical, health, social and applied in accordance with particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/carers' physical or mental health or social needs mean that they have a demonstrable and significant need to attend the school. Such claims will need to be supported by written evidence from a suitably qualified special access reasons will be the school's legal obligations, in

medical or other practitioner who can demonstrate a special connection between these needs and the school.

Furthermore, in terms of oversubscription criteria, all children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

13. How does the school support pupils with disabilities?

The Gateway Primary Academy on the well-being and process of our school community are involves providing access and without discrimination of any Kind. At The Gateway, we provide a broad and balanced education that celebrates our children's individuality and prepares them for a full, successful and happy life.



is an inclusive school, where we focus of every child and where all members treated fairly and with respect. This opportunities for all our pupils

without discrimination of any Kind. At The Gateway, we provide a broad and balanced education that celebrates our children's individuality and prepares them for a full, successful and happy life.

Through our safe, positive and nurturing learning environment our children become confident, enthusiastic learners and achieve their full potential. Our accessibility plan is available on our school website.

14. How will the school support my child's mental health and emotional and social development?

- Mental health and social and emotional development is of paramount importance at The Gateway Primary School.
- We provide strategies and support for pupils with emotional, mental health difficulties and social needs for example:
- Social skills programmes which complement our PSHE learning
- Playground Support
- Reward Systems
- Counselling
- Referrals to outside agencies including: CAMHs, NELFT, School Health

➤ Access to SALUS

- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by a focus on our school Golden Rules and school values. For further information - please see our school behaviour policy.

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

Mr Cassem will work with sure that all teachers previously looked-after



Miss Warner, our SENCO, to make understand how a looked-after or 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?

We have good links with our local nurseries/pre-schools and secondary schools. Staff from the schools which our pupils are transferring from or to meet with the relevant agencies. The SENCo is also available to meet with any parent of a new child joining the school at the transition events held in Term 6. The EYS lead and SENCo also visit nurseries and provide social stories to read to children about their new school. This enables staff to be made aware of the needs of pupils and can make adequate arrangements in readiness for the school transition. The SENCo attends the annual transition meeting to meet with key staff from our local nurseries to discuss outside agency involvement and strategies for any children identified as having additional needs.

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
- Provide children with Social Stories to ease the anxiety of transition over the Summer.

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.

Between phases (for Primary 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.

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



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 Kent's local offer. KCC publishes information about the local offer on their website:

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

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

[Home | IASK](#)

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

Kent Pact - [Home - Kent PACT](#)

We are Beams - [We Are Beams | Supporting Disabled Children and Young People](#)

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?

If you have any complaints about your child's SEND provision you will need to initially discuss it with your child's class teacher and/or the SENCo. If you are not satisfied your complaint has been dealt with by this early discussion, you can then refer your complaint to the Headteacher through the formal complaints procedure. A copy of the procedure is available on the school website.

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.

The Local Authority has made contractual arrangements with Global Mediation services to ensure fully qualified and experienced mediators are available should DR be requested and to ensure we are fully compliant with duties imposed on us in relation to both Mediation. Mediation Advice and Disagreement Resolution services.

[Global Mediation - Mediation Services in London & Nationwide](#)

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