

Special educational needs (SEN) information report

Penshurst CE Primary School



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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 special educational needs support works in our school.

All provision and support we provide is working towards achieving the Kent Children and Young People Outcomes Framework.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.penshurstschool.org.uk

You can also ask a member of our office team to make a copy for you or send you our policy via the post.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Children's needs are often interconnected and may span several different areas. By working together, we can build a fuller, more holistic understanding of your child and ensure that all aspects of their needs are considered.

2. Which staff will support my child, and what training have they had?

At Penshurst CE Primary School, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high quality training to ensure they have the knowledge and skills to meet a wide range of pupil needs.

Our special educational needs co-ordinator, or SENCO is Emma Hamill. You can contact her via email on senco@penshurst.kent.sch.uk or call the office on 01892 870446.

Mrs Hamill has experience in this role and has worked as a class teacher, a senior leader and a SENCO previously. Mrs Hamill is due to achieve the National Award in Special Educational Needs coordination in November 2026. Mrs Hamill has been a qualified teacher since 2001 and is currently

working alongside Mrs Elliott as co headteacher. Mrs Hamill is in school three days a week, Wednesday to Friday.

Mrs Hamill is allocated one day a week to manage SEN provision.

Class teachers

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

Teaching assistants (TAs)

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

In the last academic year, our TAs have been supported in using Colourful Semantics, Speech and Language Link, Sensory Circuits, Phonics, Literacy and Maths support.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

If you think your child might have SEN, the first person you should tell is your child's teacher. Contact your class teacher via the main school office or using the class email address. They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

Maple@penshurst.kent.sch.uk

Elm@penshurst.kent.sch.uk

Beech@penshurst.kent.sch.uk

Oak@penshurst.kent.sch.uk

If we decide that your child needs SEN support, 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.

Your child will be discussed at half termly Pupil Progress meetings involving the HT, SENCO and class teacher. You will be invited to additional parent meetings with the SENCO alongside usual parent teacher consultations.

4. How will the school know if my child needs SEN support?

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. At Penshurst we monitor all pupils and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties then 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 addressed.

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.

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's to help them to 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 that 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 cycle continues.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties or any barriers to learning are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, 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 progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide a written report annually on your child's progress in term 5.

Your child's class/form teacher will meet you twice a year for a parent/teacher consultation and provide you with an opportunity to look at your child's work. Alongside this parents are offered to an additional meeting with the SENCO each term.

During consultations we will:

- 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 SEN 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.

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 class teacher. We will also invite you into school for open classroom events, three times a year. These will take place in the alternate terms to consultations.

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 level of competence. We recognise that no two children 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 pupil voice 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 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.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adaptive strategies in our teaching, 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 will support pupils on a 1-to-1 basis appropriately depending on their presentation of need
- Scaffolding and providing supporting lesson materials

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 approximately six weeks at our Pupil Progress Meetings
- Using pupil voice surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if your child has an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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 Years 5&6

All pupils are encouraged to take part in special activities such as sports day, school plays and workshops and events.

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 they can be included.

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

All children are welcome to apply to Penshurst. If you are a parent of a child with additional needs and are considering applying for a place at Penshurst, you may wish to contact the SENCo to discuss his/her needs and how they could be met. Parents of children with known additional needs will be invited to meet with the SENCo prior to the child starting at Penshurst so the school has a good understanding of the child's needs and can ensure appropriate support or provision is in place. If appropriate, introductory visits or part time arrangements can be made for children with complex needs.

A place at Penshurst is available to a child with SEND provided that: the parents wish the child to attend the school, the child's special educational needs can be met by the school, other pupils will not be disadvantaged and resources will be used efficiently.

When a year group is oversubscribed, the admissions criteria are administered in line with Kent County Council guidance, which can be found on KCC's website.

In line with Kent's policy, the order in which children are assessed for admission is listed below:

Children in Local Authority care or previously in Local Authority care;

Children with an EHCP in place

Attendance at a linked school (only relevant to infant and junior schools where they are linked

Current family association (sibling)

Health, Social and Special Access

Nearness of children's homes to school

Penshurst CE Primary School admissions policy can be found here: Admissions Criteria 2026-2027

<https://www.penshurstschool.org.uk/wp-content/uploads/Admissions-Policy-2026-2027.pdf>

13. How does the school support pupils with disabilities?

You are 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.

As stated by the 2010 Equality Act, schools have a duty to make reasonable adjustments for disabled children. For schools, the duty is summarised as follows:

Where something a school does potentially places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

At Penshurst CE Primary school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs or disability, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will

achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

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 SEN are encouraged to be part of our worship committee and school council.
- Pupils with SEN are also encouraged to be part of Sportacus sports clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN in our Lunchtime 'Check in' Club

- We have a 'zero tolerance' approach to bullying. Our Anti Bullying policy can be found on our website. <https://www.penshurstschool.org.uk/wp-content/uploads/Anti-Bullying-Policy-2026-1.pdf>

15. 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 SEN be prepared for a new school year we:

Arrange our Transition day in the summer term where they meet their new teachers and see their new classroom environment.

For pupils on the SEND register, the summer SEND consultations involve both current and future teachers, alongside parents and the SENCo. Current support is described and future support is discussed.

We are able to produce transition booklets to be shared in school and at home.

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 children who are receiving SEN 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

Between Phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Sue Elliott and Emma Hamill are the designated teachers for looked-after children and previously looked-after children here.

We work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

<https://www.penshurstschool.org.uk/wp-content/uploads/Complaints-Procedure-2024-2.pdf>

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. 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 has discriminated against your child because of their SEN, 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.

18. What support is available for me and my family?

If you have questions about SEN, 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. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.iask.org.uk>

In addition Kent PACT (Parent and Carer Together) is a parent carer forum set up for parents of children and young adults with disabilities and additional needs. They offer a way for you to have your say and influence us, local health services and other organisations in improving local services.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

The Parent Consultation Line is for parents to access a free 30 minute telephone or video consultation with an educational psychologist to discuss issues regarding their children's wellbeing and/or learning that are causing concern:

Kent Educational Psychology Service – KELSI

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **Graduated approach** – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages