

Special educational needs (SEN) information report

Iford and Kingston CE Primary School – Skylark Federation



Approved by:	[FGB]	Date: 10.07.25
Last reviewed on:	May 2025	
Next review due by:	May 2026	

Contents

Contents	2
1. What types of SEN does the school provide for?	2
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	6
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	9
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	11
19. Glossary	12

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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.iford-kingston.e-sussex.sch.uk/web/>

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 SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
--------------	-----------

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

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

Our special educational needs co-ordinator, or SENCO

At Iford and Kingston CE Primary School, our SENCO is Mrs Sophie James

Sophie James obtained the National Award in Special Education Needs in 2018. Mrs James has been a SENCO across a range of schools for 18 years. She has been a qualified primary teacher since 1996 and has taught across the primary age range in Sussex and Inner London where she was a deputy head teacher.

Mrs James works at Iford and Kingston twice a week to manage SEN provision; currently Monday and Tuesday. For urgent enquiries, please contact, Head of School.

Class 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. Recently, the Skylark Federation teaching team have had training in attachment and trauma, identifying and supporting children with autism and supporting children with speech and language needs.

Teaching assistants (TAs)

We have a team of TAs,, who are trained to deliver SEN provision.

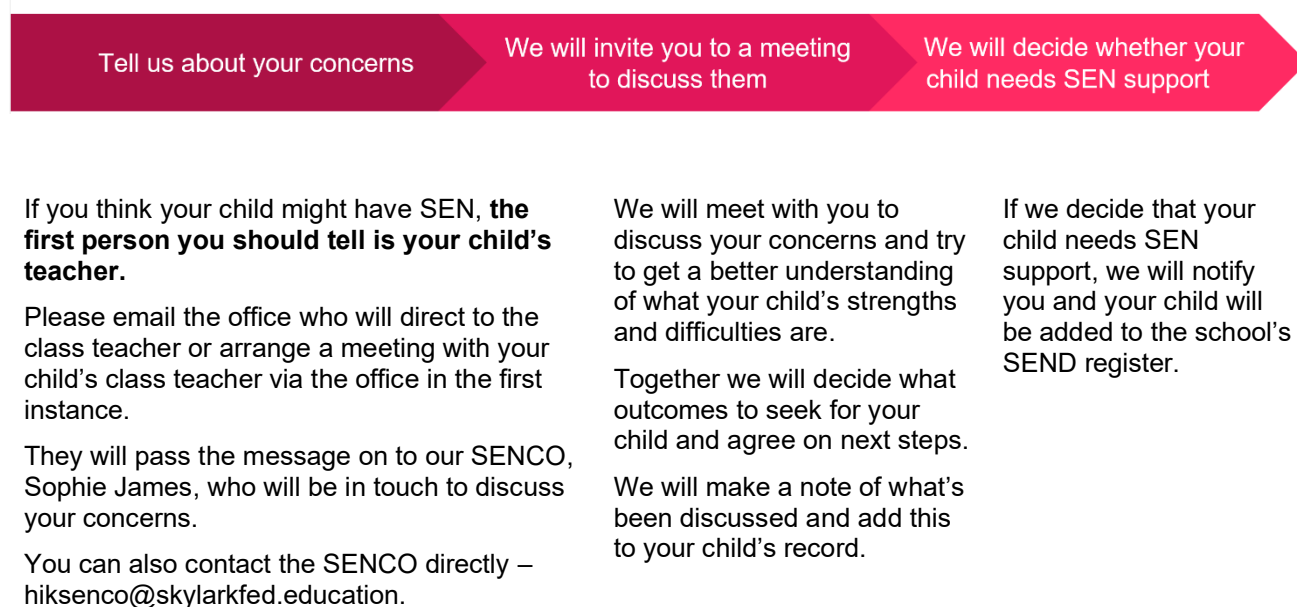
In the last academic year, TAs have had training in attachment and trauma, identifying and supporting children with autism, supporting the needs of children with speech and language and specific learning difficulties.

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
- Local authority (LA)-provided support services (such as CLASS (Communication, Language Autism Support Service) and TASS (Team Around School and Setting)).
- Voluntary sector organisations

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



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academic work; seem to be having difficulty with their social and emotional wellbeing or mental health or are experiencing difficulties with communication and interaction. This might include (but is not limited to): reading, writing, number work or social communication differences, for example.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If after this, the teacher still has concerns, they will talk to the SENCO and will complete a 'monitoring form' comprising of brief reasons that the child is being monitored and what has been done so far to support them. Parents will be made aware and short-term interventions will be put in place.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties 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.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

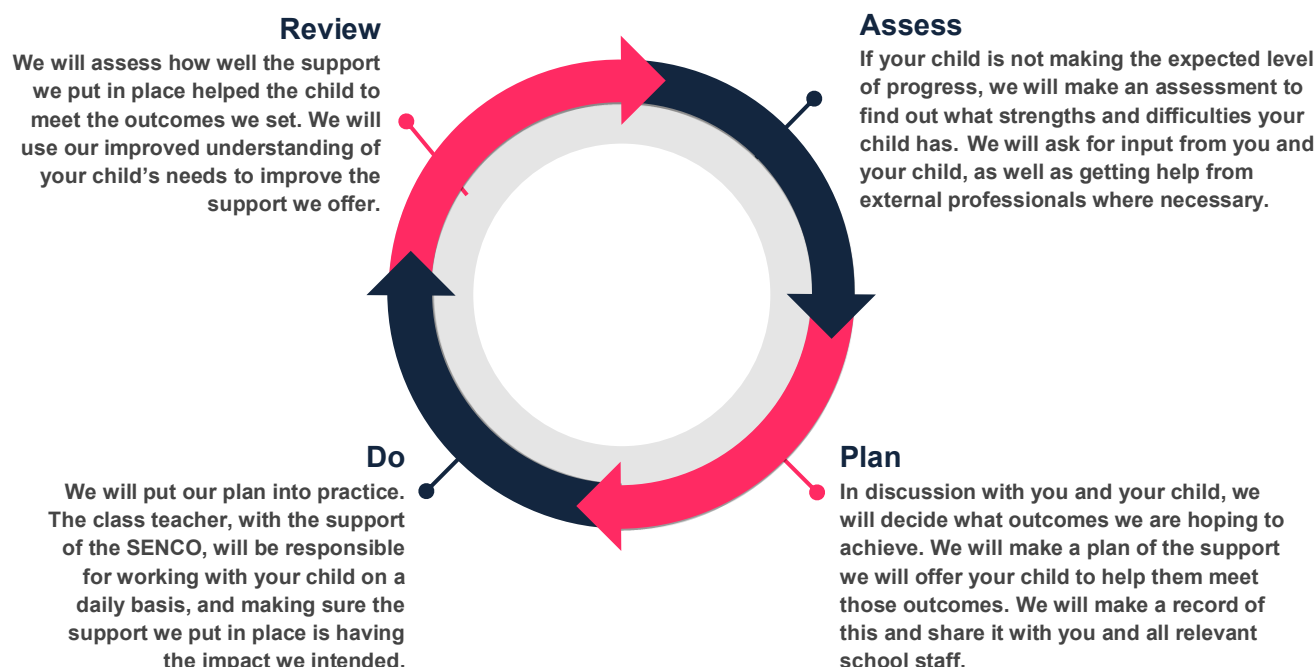
Using all of this information, and the results of short-term interventions, the SENCO and class teacher will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with class teachers and you as a family to create a Learning Plan for them.

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 review your child's Learning Plan and the targets within it 3 times a year. If needed, new targets will be added or previous targets will be amended; some targets may remain if your child is making progress but needs a little more time to achieve them. These will be written in line with any reports from external agencies so that we are incorporating these into your child's learning.

Your child's class teacher will discuss progress at least 3 times a year. During these meetings or phone consultations, you can expect to discuss the following:

- 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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by emailing the school office – lkoffice@skylarkfed.education

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 survey

8. How will the school adapt its teaching for my child?

Please find link to Accessibility Report here: <https://www.iford-kingston.e-sussex.sch.uk/web/policies/661157>

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 differentiate (or 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.
- Differentiating 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 can support on a 1:1 basis if there is significant and sustained high need preventing children from accessing the curriculum.
- Teaching assistants will support pupils in small groups, with guidance from the class teacher, when teachers identify that there is a similar need across a group of children who need additional support in writing or maths for example.
- Teachers dynamically assess the understanding of children and respond to and address any misconceptions, or misunderstandings, through the delivery of same day assembly interventions.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory circuits Movement breaks Talkabout social groups Calm spaces
	Speech and language difficulties	Speech and language therapy Language Link Speech Link

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Coloured overlays Chunking of information Support typing Use of laptops Speech to text technology Pencil/pen grips Precision teaching Same day maths/English interventions Booster phonics
	Moderate learning difficulties	Delivered on an individual needs basis
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory circuits Movement breaks Talkabout social groups Visual timetables Chunking Calm spaces
	Adverse childhood experiences and/or mental health issues	Nurture groups Mental Health First Aiders
Sensory and/or physical	Hearing impairment	Dual coding (pictures/texts) Visual timetables Makaton training
	Visual impairment	Limiting classroom displays Use of laptops/iPads
	Multi-sensory impairment	As above (HI/VI)
	Physical impairment	Accessible school

These interventions are part of our contribution to East Sussex'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 termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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 residential trips (for example, to Bowles).

All pupils are encouraged to take part in sports day/school plays/special workshops.

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?

Iford and Kingston CE Primary School is an inclusive school. Reasonable adjustments will be made to enable the admission of pupils who meet the criteria of the Disability Discrimination Act 2005. If your child is disabled or has a medical condition, you should discuss the matter with the Head of School. Please note, we like as much information as possible about your or your child's disabilities, this helps us to make access to learning, for pupils and parents, as good as possible.

For further information about admissions can be found here: <https://www.eastsussex.gov.uk/education-learning/schools/apply-for-a-school-place/read-our-policies/proposed-arrangements-2026-2027>

13. How does the school support pupils with disabilities?

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

- Iford and Kingston CE Primary School ensures that the physical environment is accessible for all pupils, including the careful planning of: lighting, pathways, corridors, colour schemes, toilets, for example.
- Iford and Kingston CE Primary School ensures that the physical environment supports mental and emotional wellbeing by ensuring that outdoor areas are varied and welcoming; providing a combination of calmer areas as well as areas that support physical exertion.
- Iford and Kingston CE Primary School ensures that the curriculum is accessible to all pupils by effectively differentiating learning, providing specialist resources where necessary and providing regular CPD for all staff.
- Where possible, information is provided in different formats such as pictorially or aurally.
- To find out more, please see the Accessibility Policy; linked below.

<https://www.iford-kingston.e-sussex.sch.uk/web/policies/661157>

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 the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by talking to pupils about what helps them, what they like about school, where they feel they would like more support to be present.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through: PSHE lessons, assemblies, circle times, the School Council provides a forum for children to meet and discuss any issues relating to bullying. Staff are trained to identify bullying and follow the Federation Anti-Bullying Policy, which can be found here:
- <https://www.iford-kingston.e-sussex.sch.uk/web/policies/661157>

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:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Have a whole school 'moving up' afternoon, where the children can meet their new teachers and teaching assistants in their new classroom. We also hold a 'meet the teacher' event for parents towards the end of the final term (term 6).
- Support children to make a transition booklet or page, where they find out what is going to be the same, what is going to be different and encourage them to take photos/draw pictures of/write about their new classroom and the adults who will be supporting them. They are encouraged to take them home over the summer to share with parents.

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

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
- If needed, pupils can have extra transition sessions with the local secondary schools, where the pupils actually get to attend the school for a few hours across multiple days.

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

Sophie James will ensure 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?

Please find a link to the school's Complaints Procedure here: <https://www.iford-kingston.e-sussex.sch.uk/web/policies/661157>

Complaints about SEN provision in our school should be made to Head of School, 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 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 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 East/West Sussex's local offer. East/West Sussex publishes information about the local offer on their website:

Please find link to East Sussex Local Offer below:

<https://localoffer.eastsussex.gov.uk/>

Please find link to West Sussex Local Offer below:

<https://www.westsussex.gov.uk/local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

East Sussex: <https://amazesussex.org.uk/sendias/>

West Sussex: <https://westsussexsendias.org/>

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

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

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