

Special Educational Needs and Disabilities Information Report



Academic year 2026 to 2027

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Approved by and date	Petham LMC September 2026
Review information	Last reviewed: September 2026 Next review due: September 2027

This report must be reviewed annually and updated as soon as possible if any information changes during the year.

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Introduction

Dear parents and carers,

This SEN Information Report explains how our school implements the OCMAT SEND Policy and supports pupils with special educational needs and disabilities. It describes what families and pupils can expect from the school and how support is identified, planned and reviewed.

It should be read alongside the OCMAT Mainstream Inclusion Strategy. The strategy is broader than SEND provision alone and sets out the Trust's approach to identifying and reducing barriers to learning, participation and belonging. It covers inclusive leadership, early identification, high-quality teaching, provision beyond the classroom, culture and attendance, partnership with families and services, and accessible environments.

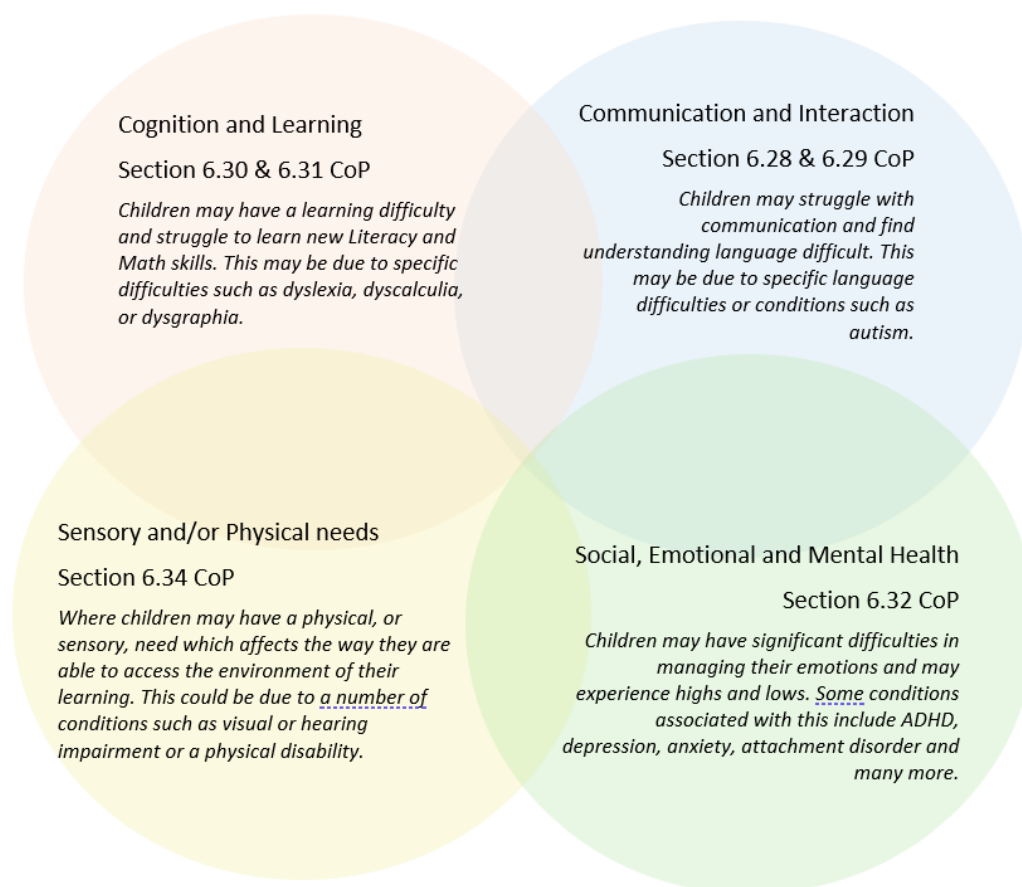
Key trust documents: [OCMAT policies](#) | [OCMAT Mainstream Inclusion Strategy](#)

The current SEND Code of Practice uses four broad areas of need. A pupil's needs may overlap and may change over time. Our response is based on the pupil's individual strengths, barriers and needs rather than on a label or diagnosis.

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 is a mainstream primary school. We provide support for pupils whose needs fall within one or more of the four broad areas described in the SEND Code of Practice:



A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age.

Difficulties with learning, attendance, communication, regulation or behaviour do not automatically mean that a pupil has SEN. We consider the pupil in context and gather evidence from several sources before reaching a decision. Support and reasonable adjustments do not depend on a formal diagnosis.

At Petham Primary School, pupils who are unable to access the classroom on a full time basis, make use of our Hive provision. This enhanced transition environment is designed for pupils to be supported to return to their class on a full time basis, but at their own pace.

[SEND Code of Practice 0 to 25 years](#)



2 Which staff will support my child

All staff share responsibility for inclusion and for supporting pupils with SEND. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist professional.

The SENCO

Our SENCO, Mrs Belinda Metcalfe, is an experience SENCO with over 10 years experience in the Trust. She holds the National Award for SEN Coordination and her National Professional Qualification for Headteachers.

The SENCO works with the Head of School, teachers, support staff, families, pupils, governors, Trust central staff and external professionals. The SENCO advises colleagues, coordinates provision, monitors the impact of support and helps ensure that statutory duties are met.

Teachers and support staff

Teachers plan and deliver high-quality, inclusive teaching and use assessment to identify barriers and adjust provision. Teaching assistants and other support staff supplement, rather than replace, teaching. They are deployed to promote participation, learning, self-regulation and increasing independence.

All our teachers have completed the Autism Education Trust (AET) training and adaptive teaching strategies training, to enable them to have a clear set of strategies to support pupils with SEND, breaking down barriers and supporting them to access the curriculum.

External professionals and services

Where appropriate, and with the knowledge and involvement of families, the school works with education, health, social care and voluntary-sector professionals. Advice is used to understand need, improve teaching and provision, support families and review outcomes.

- Education welfare officers
- Educational psychologists
- GPs or pediatricians'
- NELFT practitioners

- Occupational therapists
 - Therapeutic practitioners
 - Safeguarding services
 - School Liaison Officer
 - School nurses
 - SEND Inclusion Advisor
 - Specialist Teacher Service
 - Speech and language Therapist
- Children and Adolescents Mental Health Service (CAMHS)



3 What should I do if I think my child may have SEND

If you are concerned about your child's learning, development, communication, wellbeing, attendance or participation, speak first to their class teacher or contact the SENCO. You do not need to wait for a diagnosis or assessment before raising a concern.



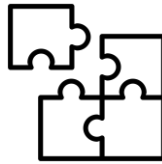
We will listen to your concerns, share what we have observed and agree appropriate next steps. Raising a concern does not automatically mean that a child will be identified as having SEN. It begins a process of understanding the child and deciding what support may be helpful.

4 How does the school identify and assess SEND

We identify and assess needs through a graduated, evidence-informed process. We look at the pupil within the wider context of their learning and school experience before focusing on a possible area of need.

Information considered may include:

- the pupil's strengths, views, aspirations and experience of school
- family knowledge, concerns and relevant history
- teacher assessment, curriculum attainment and progress over time
- observations across different lessons, times and environments, including structured and unstructured parts of the day
- attendance, punctuality, communication, relationships, emotional wellbeing and behaviour
- prior teaching, curriculum access, reasonable adjustments and strategies already tried
- pupil progress discussions and information from previous settings
- screening or assessment information, where appropriate
- advice from external professionals, where this is needed

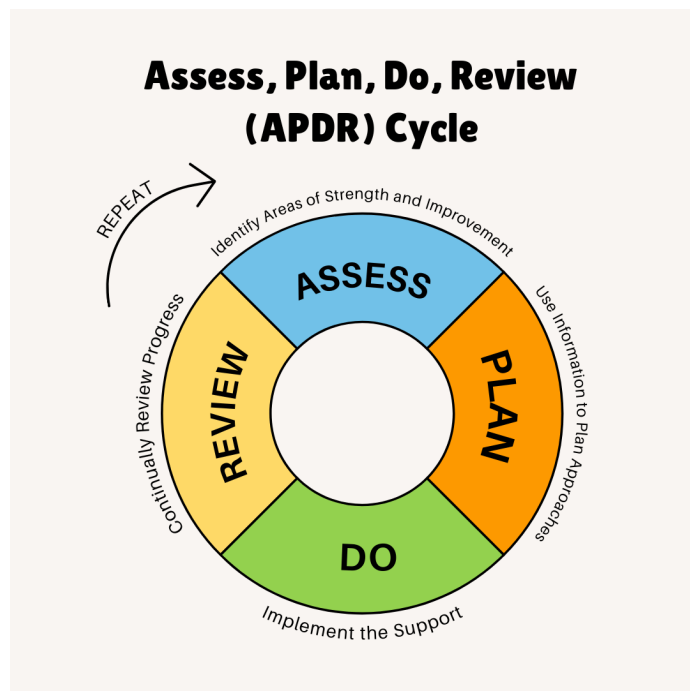


The class teacher and SENCO consider whether the fundamentals of communication, attendance, behaviour, curriculum and assessment are secure. They also consider factors such as gaps in prior learning, English as an additional language, disadvantage, trauma, health, family circumstances and attendance. These factors may affect learning but do not, by themselves, mean that a pupil has SEN.

Where a concern remains, the school follows the graduated approach and works with the pupil and family to identify appropriate outcomes and support. Parents and carers will be informed when the school is considering whether their child has SEN and before a pupil is added to the SEN register.

5 How will the school review my child's progress

We use the graduated approach of assess, plan, do and review.



OCMAT schools use 'Insight Assessment' to record and review provision. Where an intervention is used, staff identify a baseline, the intended outcome and suitable measures of impact. Teachers and support staff review provision together, and termly pupil progress discussions help leaders evaluate whether it is making a meaningful difference.

If a pupil has an EHC plan, the school contributes to the statutory annual review process and reviews progress towards the outcomes and provision specified in the plan.

Personalised plans are compiled for pupils who are on our SEND register (SEN support). Personalised plans are written with the SENCO, Class Teacher and Trusted adults who work closely with these identified pupils. Where possible, parents and pupil voice also feed into the plan. Plans are reviewed 3 times per year and updates are shared with parents.

6 How will parents and carers be involved

WORKING TOGETHER

Your child's support: a shared conversation

You know your child well. Your insights help us understand needs, plan support and see what is making a difference.

FAMILY

What you see

PUPIL

What matters to them

SCHOOL

What we see

In our meetings, we will talk about...

01

Your child

Their strengths, interests, views and hopes.

02

Progress

How they are doing against agreed goals.

03

What is working

What helps, and what is still difficult.

04

The support

Support and reasonable adjustments at school.

05

Our shared actions

What school, family and pupil will each do.

06

Review

When and how we will check the plan together.

Meetings should work for you

Tell us if you need an accessible format, more time, an interpreter, an advocate, a different way to meet, or support from another trusted professional.

7 How will pupils be involved

Pupils will be involved in decisions in ways that are meaningful and accessible for their age, communication preferences and individual needs. Staff will not rely on one method of gathering pupil voice.

A pupil may contribute by attending part or all of a meeting, speaking with a trusted adult, completing an accessible questionnaire, using pictures or symbols, creating a drawing, written statement, audio or video, or contributing to a pupil passport. Their views will inform outcomes, support, reasonable adjustments and transition planning.

8 How will teaching and the curriculum be adapted

High-quality, inclusive teaching is the first response to identified barriers. The curriculum remains ambitious, broad and balanced. Teachers adapt teaching, resources and the environment so that pupils can participate, learn and increasingly work independently.

OCMAT schools draw on the Mainstream Inclusion Strategy, the Kent Mainstream Core Standards and the Trust's subject-specific adaptive teaching guides. Adaptations are selected in response to the pupil and the subject rather than applied as a fixed checklist.

Approaches may include:

- explicit teaching and modelling
- carefully selected scaffolds that are reduced as independence grows
- pre-teaching or revisiting key knowledge and vocabulary
- additional processing time and checking understanding
- visual, practical or alternative ways to access and record learning
- adapted equipment, resources, grouping or classroom organisation
- changes to communication, sensory demands or the physical environment
- targeted teaching or intervention that supplements the curriculum

Support staff supplement teaching and are expected to help pupils engage with the teacher, curriculum and peers rather than create unnecessary separation or dependence.

9 How will the school evaluate the effectiveness of its SEND provision

For individual pupils, staff evaluate progress towards agreed academic and wider outcomes, participation in learning, attendance, wellbeing and developing independence. Provision is not continued simply because it has been delivered; its impact is reviewed and decisions are recorded.

The school also evaluates the overall effectiveness of its SEND provision through:

- analysis of attainment, progress, attendance, persistent absence, behaviour and participation
- review of provision and intervention information in Insight
- monitoring of teaching, curriculum access and the deployment of support staff
- pupil and family feedback
- SENCO and senior-leadership monitoring
- subject-leader and pupil-progress discussions
- SEND governor challenge and oversight
- OCMAT seasonal visits, inclusion peer review and school self-evaluation against the seven lenses of inclusion

Findings inform the school's inclusion priorities and School Development Plan. Leaders consider whether provision is equitable, whether barriers have been reduced and whether pupils are more able to participate and succeed.

10 How will the school secure appropriate resources and expertise

The school uses its best endeavours to secure the special educational provision a pupil requires. Decisions about staffing, resources, training, specialist equipment and external advice are based on assessed need, intended outcomes and evidence of impact.

The SENCO and school leaders consider how resources can remove barriers while preserving access to high-quality teaching and the wider life of the school. Where specialist advice recommends equipment, facilities

or training, the school considers how this can reasonably be provided, implemented consistently and reviewed.

The school work closely with other local schools, accessing Kent's Local Offer and Communities of Schools. In addition to this, the school access their local Professional Resource Group for support, as appropriate.

11 How will pupils with SEND be included in activities beyond the classroom

We want pupils with SEND and disabled pupils to participate in clubs, visits, residential experiences, sport, performances, leadership opportunities and the wider life of the school alongside their peers.

Staff identify potential barriers in advance and work with the pupil, family and relevant professionals to plan reasonable adjustments. Individual planning and proportionate risk assessment are used to enable safe participation. If a particular arrangement cannot safely or reasonably be made, the school will discuss this with the family and consider suitable alternatives rather than making assumptions based on a diagnosis or category of need.

At Petham, we complete 3 trips per class, per year along with a residential for our Year 6 pupils. We deliver a broad, balance and inspiring curriculum that provides opportunities both within our local community and beyond.

12 How does the school ensure fair admissions

Our admissions arrangements do not discriminate against or unfairly disadvantage disabled pupils or pupils with SEN. Children whose EHC plan names the school are admitted through the statutory EHC plan process. Other applications are considered under the school's published admission arrangements and oversubscription criteria.

The school will not refuse admission because it believes it may be unable to meet a pupil's SEN, except where the statutory EHC plan consultation process permits another decision. Families are encouraged to share relevant information so that appropriate support and reasonable adjustments can be planned, but admission is not conditional on a diagnosis or on a family providing medical evidence.

Admissions information: <https://www.petham.kent.sch.uk/Admissions/>



13 How does the school support disabled pupils

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities. Not every disabled pupil has SEN and not every pupil with SEN is disabled.

The school takes steps to prevent disabled pupils from being treated less favourably and makes reasonable adjustments to avoid substantial disadvantage. The school's Accessibility Plan sets out how, over time, it will:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment so disabled pupils can take advantage of education, facilities and services
- improve the availability of accessible information for disabled pupils

14 How will the school support emotional and social development

We support pupils' emotional wellbeing, relationships, sense of belonging, communication, regulation and participation. Behaviour and attendance are considered within the wider context of need, while maintaining clear and consistent expectations for all pupils.

Support may include trusted-adult relationships, explicit teaching of social and emotional skills, structured support at less predictable times, regulation strategies, adaptations to the environment, pastoral or family-liaison support and referral to appropriate services. Pupils with SEND are supported to contribute to pupil leadership, clubs and wider school life.

Bullying, prejudice and discriminatory language are addressed through the school's behaviour, safeguarding and anti-bullying arrangements. Concerns involving a pupil with SEND are considered carefully so that communication needs, vulnerability and reasonable adjustments are understood.

15 What support is in place for looked after and previously looked after children

Mrs Belinda Metcalfe is our designated teacher for looked after children. She works with staff so that they understand how a pupil's care experience, attachment, trauma, health and SEN may interact without assuming that one automatically explains the other. They coordinate with the pupil, carers, social worker, Virtual School and other professionals as appropriate.

For a looked-after child, the Personal Education Plan, SEN support plan and EHC plan, where applicable, should be consistent and complementary. Provision and use of relevant funding are reviewed against clear outcomes.

16 How will the school support transition and preparation for adulthood

Transitions are planned with the pupil and family and are adapted to individual need. This includes entry to school, movement between classes or key stages, changes in staffing or provision, transfer to another school and transition to secondary education.

Planning may include information-sharing, additional visits, visual or written transition materials, meetings between staff, supported familiarisation, travel or timetable preparation, and opportunities to practise new routines. Information is shared securely and proportionately so that effective support can continue.

Preparation for adulthood begins in primary education. We support pupils to develop communication, self-advocacy, independence, relationships, participation in the community, understanding of their strengths and needs, and the organisational and learning skills needed for the next phase.

We have strong links with our local secondary schools. The majority of our pupils go to local Grammar and Comprehensive schools. Throughout their time in Year 6, we prepare our pupils for the changes to secondary schools, this includes meeting their new Year 7 teacher, extended visits to their new schools, where needed, time to network with unfamiliar peers and supported transitions with the SENCO and safeguarding leads.



17 What support is available to families

Families can contact the class teacher or SENCO for information about school support. Independent information, advice and support is also available through the local offer and SEND information, advice and support service.

[Kent SEND Local Offer](#)

[Information Advice and Support Kent](#)

Information Advice and Support Kent can provide impartial information and support about SEN support, EHC needs assessments and plans, meetings, disagreement resolution and mediation. Families may also seek advice from national organisations such as IPSEA.

[IPSEA](#)

18 How can concerns or complaints be raised

Concerns about school SEND provision

Families are encouraged to raise concerns early with the class teacher or SENCO so that the issue can be understood and, where possible, resolved promptly. If the concern is not resolved, it should be raised with the headteacher or Head of School and then through the OCMAT complaints procedure.

[OCMAT complaints procedure](#)

EHC plan and local-authority decisions

Concerns about an EHC needs assessment, an EHC plan or a decision made by the local authority follow different routes. Information Advice and Support Kent can explain rights of appeal, disagreement resolution and mediation.

Disability discrimination

A parent, carer or young person may be able to make a disability-discrimination claim to the First-tier Tribunal (SEND). This is separate from the school complaints procedure.

[Complain about disability discrimination](#)

19 Supporting documents

This report should be read alongside the following current documents:

- [OCMAT SEND Policy](#)
- [OCMAT Mainstream Inclusion Strategy](#)
- [School Development Plan](#)
- [School Accessibility Plan](#)
- [Equality Information and Objectives \(awaiting ratification\)](#)
- [Child Protection and Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Attendance Policy](#)
- [Complaints Procedure](#)
- [Supporting Pupils with Medical Conditions Policy \(awaiting ratification\)](#)
- [Kent Mainstream Core Standards](#)

- [SEND Code of Practice 0 to 25 years](#)

20 Glossary

Adaptive teaching: Responsive teaching that maintains high expectations while adjusting teaching, resources or the environment to address identified barriers.

Annual review: The statutory review of an EHC plan, which must take place at least every 12 months.

Assess plan do review: The graduated cycle used to understand needs, plan support, implement it and review its impact.

EHC needs assessment: The statutory assessment used by a local authority to decide whether an EHC plan is necessary.

EHC plan: A legal document describing a child or young person's needs, outcomes and required education, health and care provision.

Intervention: Planned, targeted teaching or support with a clear purpose, intended outcome and review point.

Local offer: The local authority's published information about education, health and social-care provision for children and young people with SEND.

Ordinarily available provision: The inclusive teaching, adjustments and support generally expected to be available from mainstream settings.

Outcome: The benefit or difference that support is intended to achieve for a pupil.

Reasonable adjustment: A change made to avoid or reduce substantial disadvantage for a disabled pupil.

SEN: Special educational needs.

SENCO: Special educational needs coordinator.

SEN support: Special educational provision made through the graduated approach for a pupil with SEN who does not require that provision through an EHC plan.

SEND: Special educational needs and disabilities.

SENDIASS: A service providing impartial information, advice and support to children and young people with SEND and their families.

Transition: A move between classes, phases, schools or other significant changes in a pupil's education or life.

If you need this report in a different format, such as large print, an accessible digital version or a translated copy, please contact the school and we will discuss what would help you access it.