



<h2>Fleetdown Primary Academy SEND information</h2>	
Questions	School response
What is the local offer?	<p>Local authorities will set out a local offer of all services available to support children who are disabled or who have SEN. The local offer will help families understand what services they can access and what support they can expect from a range of local agencies including health, schools and leisure. The offer will include provision from 0-25.</p> <p>Fleetdown Primary School has an inclusive approach to meeting the needs of pupils with SEND. The following questions and answers provide an overview of the procedures and support available to meet the additional needs of our SEND pupils.</p>
How does the school know if young people need extra help, and what should I do if I think my child has special needs?	<ul style="list-style-type: none"> <li>• We have a rigorous monitoring system in place that tracks the progress and attainment of our pupils.</li> <li>• Our staff are vigilant at supporting and raising any concerns identified through this monitoring or through classroom observations.</li> <li>• We use data and other forms of assessment to identify additional needs and celebrate achievement.</li> <li>• Parents/carers are encouraged to speak to the class teacher about any concerns they have.</li> <li>• Parents/carers are also able to contact the Inclusion Leader in school to raise any concerns they have about how their child’s additional needs are being met in school. Our Assistant Head SENCO is Michaela Wright and our Deputy Head for Inclusion is Nicola King</li> <li>• All provisions are recorded on a class provision map, personalised plan or provision plan</li> </ul>
How will the school staff support my child?	<ul style="list-style-type: none"> <li>• We pride ourselves on providing quality first teaching in the classroom which includes differentiation, high quality teaching, active learning and effective feedback, ensuring the majority of children’s needs are met within the classroom environment.</li> <li>• For those children who are identified as needing extra support, we run interventions which are closely matched to their needs. Interventions will depend on the child’s needs and the resources available.</li> <li>• Provision maps show the range of interventions in place in each year group when it has been identified that additional support is required.</li> <li>• Where we feel something is not working, we are quick to respond and find alternatives through talking to you, the teacher and child.</li> <li>• All interventions which we put into place are research informed and evidence based. Where we feel something is not working, we are quick to respond and find alternatives through talking to you, the teacher and child. All our additional support programmes are overseen by the Deputy Head</li> </ul>

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• Adaptive teaching strategies are embedded within our curriculum and practice. As a school we ensure we tailor our teaching to the needs of the pupils. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.</li> <li>• Quality first teaching ensures that pupils are able to access the curriculum.</li> <li>• Through termly tracking and Pupil Progress meetings, we identify children who would benefit from extra support.</li> </ul>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• We regularly share progress and attainment with our pupils and their families. All year groups have two parent's evenings a year, receive termly assessment data and an annual school report.</li> <li>• Parents/carers of children who are receiving additional support and identified as having special educational needs will be invited to attend provision review meetings regularly. At these meetings parents/carers will have the opportunity to discuss ways in which you and the school can further support your child's learning.</li> <li>• The school will share information about the curriculum. We host a number of curriculum events to help families understand what learning is expected and how they can best support their child at home.</li> <li>• Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> <li>• The first point of contact should you have any concerns about your child's progress is your child's class teacher.</li> </ul>
<p>What support will there be for my child's overall mental health and wellbeing</p>	<p>As a school, pupil well-being is our primary concern.</p> <ul style="list-style-type: none"> <li>• Mrs S Kingsland &amp; Mrs A Catalano run our Nurture classroom - Sarah Kingsland is a qualified nurture practitioner. They are supported by Mrs Hassett (FLO) who runs nurture interventions. Children who access nurture have been identified as needing nurturing support. Their progress is assessed using Boxall Profiles, individual targets and SDQs.</li> <li>• We use 'Chatterboxes' in each classroom, which are checked daily by classroom staff, to ensure that there is always someone for your child to talk to -a dedicated member of the nurture team will then find time to talk to any child who needs it 1:1 during the day, passing to a safeguarding lead/ senior member of staff where necessary.</li> <li>• Nurture is built into everything we do. Each classroom has a calm down area and relaxation box to help children to self-regulate in the classroom.</li> <li>• Our leadership team is very supportive ensuring that your child will always have someone to talk to if there is something concerning them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Relevant staff are trained to support medical needs including the use and administration of Epipens. We have a medical policy in place which ensures all pupils with medical needs are fully supported.</li> <li>• Our behaviour policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff and pupils. We follow a restorative behaviour approach to help children take responsibility of their own actions.</li> <li>• We actively encourage and promote the right behaviour choices by use of positive praise and weekly certificates.</li> <li>• We work closely with the MIND charity and NEFLT NHS, who provide support for children through a range of approaches, including one-to-one sessions, small group work, and support for parents.</li> </ul>
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> <li>• Our staff receives regular training.</li> <li>• We work with a range of external partners to meet the individual needs of our pupils. These include the Specialist Teaching and Learning Service (STLS), Speech and Language Therapy service, Occupational Therapists, and Educational Psychologists.</li> <li>• We work with social services from many local boroughs.</li> </ul>
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> <li>• Our Deputy Head for Inclusion is Nicola King. She is a qualified teacher and has experience of working with children from a range of backgrounds with a variety of needs and has completed the NASENCO award.</li> <li>• Our Assistant Head SENCO is Michaela Wright. She is a qualified teacher and has experience of working with children from a range of backgrounds with a variety of needs and is currently completing NPQ SENCO</li> <li>• We regularly invest time and money in training our staff to improve quality first teaching and develop skills and knowledge of delivering specific interventions.</li> <li>• Staff are kept informed of any changes related to special educational needs (SEN) of children where necessary, during staff meetings and weekly briefing meetings.</li> <li>• We focus on effective provisions in the classroom including adaptive teaching and learning strategies.</li> </ul>
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• Our school ethos and SEND policy promote involvement of all our pupils in all aspects of the curriculum including activities outside the classroom. All pupils have the opportunity to participate in educational visits.</li> <li>• Members of staff always complete a preliminary visit and carry out a risk assessment for any school trips, to ensure that the venue is suitable and fully inclusive.</li> <li>• Individual Risk Assessments will be completed when necessary to ensure equal access for all children, including those with SEND</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>• Our school has had relevant adaptations put into place to cater for pupils in wheelchairs.</li> <li>• Our policy and practice follow the Equality Act 2010.</li> <li>• We value and respect diversity in our school.</li> </ul>

<p>How will the school prepare and support my child to join the school/transfer to a new setting or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• We actively welcome new learners and their families to our setting.</li> <li>• In the EYFS the teachers will make a visit to the nurseries prior to the children starting in September.</li> <li>• We also communicate with nurseries and secondary school to ensure a smooth transition for all our pupils. We share information to support pupils' learning and wellbeing at transition for children with SEN or who have EHC plans.</li> <li>• Transition programmes are provided for pupils who need them at key points of change – from EYFS to KS1, KS1 to KS2, KS2 to secondary school, and between year groups.</li> <li>• Children who require additional support with moving from one-year group to another are also provided with a transition booklet with information about their new class at the end of every academic year and have regular visits to their new classroom and environment.</li> <li>• Children who have an Educational Health Care Plan will meet with the Inclusion Manager and/or SENCO regularly and have a transition meeting to ensure all their needs will be met in their new setting.</li> </ul>
<p>How are the school's resources allocated and matched to young people's special needs?</p>	<ul style="list-style-type: none"> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learners needs.</li> <li>• When the outcomes of the assessment indicate that your child is not progressing as well as expected or his/her attainment is below the average, interventions and support will be put in place and your child will feature on a provision map.</li> <li>• If progress is not made we will carry out further assessments and possibly add the child to the SEN support register.</li> <li>• When it is necessary the Inclusion Manager and/or SENCO will contact outside agencies.</li> <li>• If required, a formal request for an EHC plan will be submitted.</li> </ul> <p>All provisions are recorded on provision maps, they are evaluated and updated termly (3 times a years).</p> <ul style="list-style-type: none"> <li>• The Inclusion Manager monitors these closely to track SEND pupils and evaluate the impact. The outcomes of the provision will be discussed termly during the Pupil Progress meetings with the class teacher, Inclusion Manager, SNECO, the assessment co-ordinator and the Senior Leadership Team.</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching is clearly defined in our setting and delivered by all staff. Should additional support be required, this is undertaken after consultation with the class teacher, Inclusion Manager, parents and the child.</li> </ul> <p>All interventions are monitored for impact and outcomes at least every term (3 times a year).</p>
<p>How are parents involved in school? How can I be involved?</p>	<ul style="list-style-type: none"> <li>• We believe it is vital to work with families to support their child's learning, needs and aspirations. It is important that parents feel able to talk to the school if they have any concerns or would like to share positive news.</li> <li>• Parents can make daily contact with class teachers, either face-to-face or via email.</li> <li>• Our governing body includes parent governor representatives.</li> </ul>

	<p>Parents/Carers are invited to share views with the school via the class teacher, Michaela Wright (SENCO Assistant Head <a href="mailto:Michaela.wright@golden-thread.org">Michaela.wright@golden-thread.org</a> or Nicola King (Deputy Head) <a href="mailto:Nicola.king@golden-thread.org">Nicola.king@golden-thread.org</a>)</p> <p>All members of the team can be contacted via the school on: 01322 226891</p>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>• In the first instance parents/carers are encouraged to talk to their child's class teacher. Further information and support can be gained:</li> <li>• The Kent County Council local offer with information on services offered by the council can be accessed at: <a href="https://www.kent.gov.uk/education-and-children/special-educational-needs">https://www.kent.gov.uk/education-and-children/special-educational-needs</a></li> <li>• For advice and support you can contact Parent Partnership Service:</li> </ul> <p>The following organisations offer information and support for students with specific SEN:</p> <ul style="list-style-type: none"> <li>• The British Dyslexia Association - <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></li> <li>• The National Autistic Society - <a href="http://www.autism.org.uk">www.autism.org.uk</a></li> <li>• We Are Beams - a local charity that supports disabled children, young people and their families <a href="https://wearebeams.org.uk/">https://wearebeams.org.uk/</a></li> </ul>

To view the Kent local offer please click on this link:

[About the SEND local offer - Kent County Council](#)

Nicola King

Deputy Headteacher

November 2025

