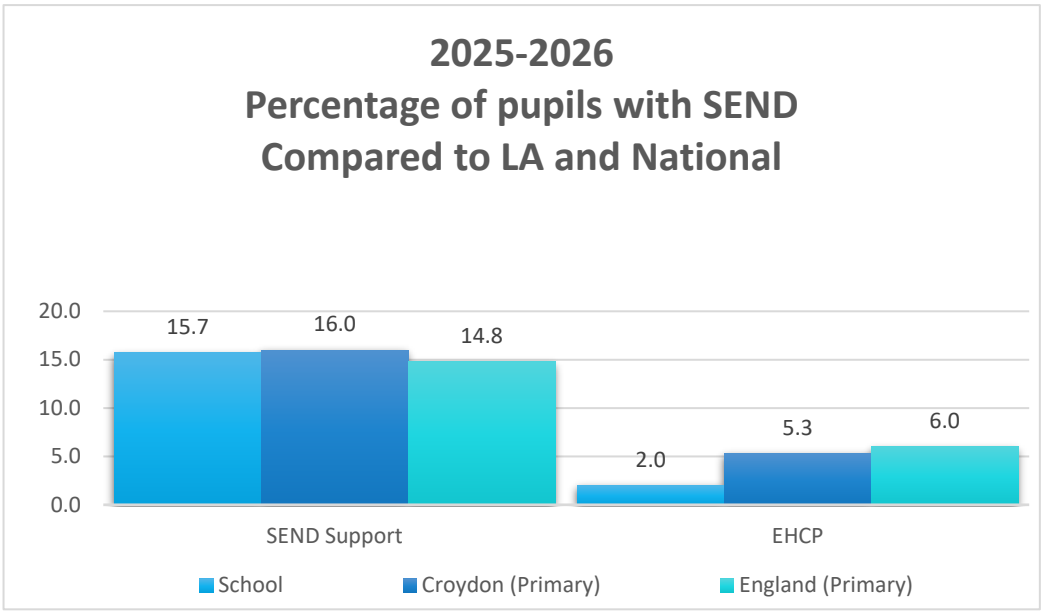
Keston Primary School

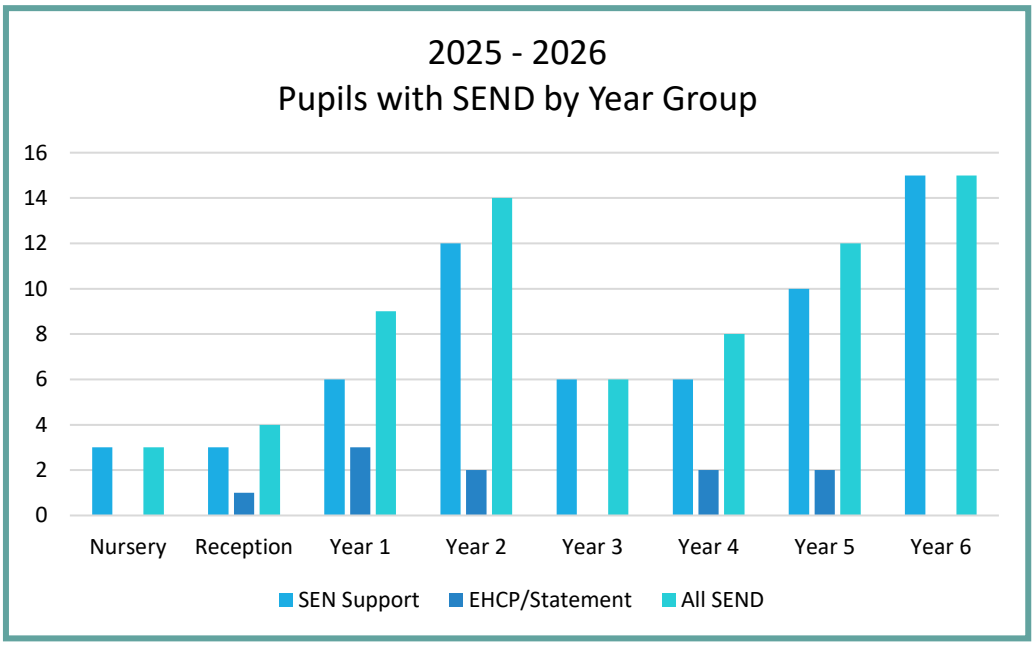
SEND Information Report

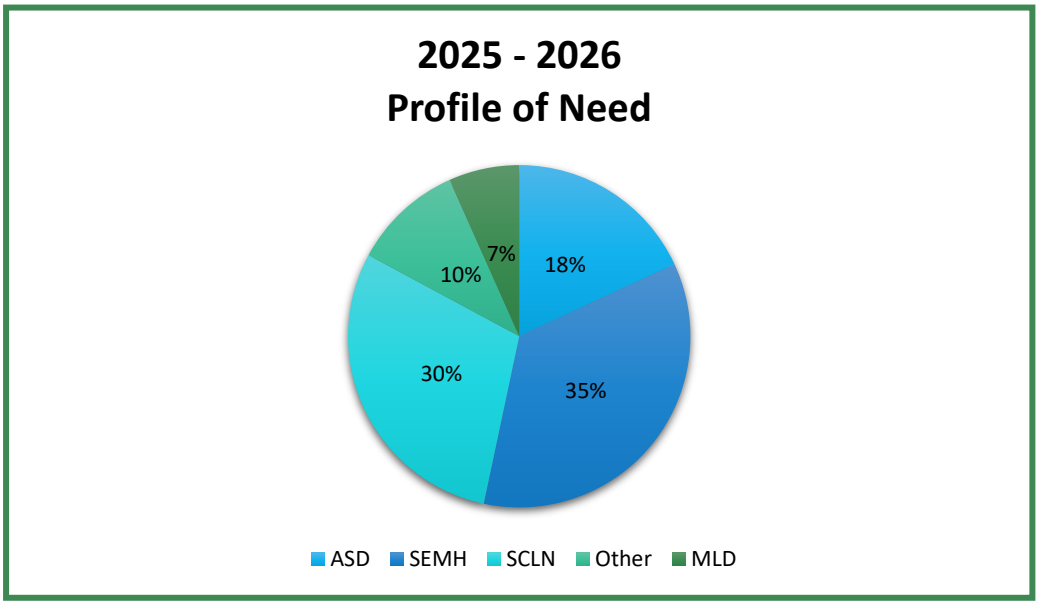
Reviewed November 2026

Next Review November 2027

SEND Data Dashboard







Keston Primary School
SEND Information Report - Reviewed November 2026

School Vision Statement for Children with Special Educational Needs and Disabilities

At Keston Primary School, we are committed to providing every child with the opportunity to achieve the highest possible standards. We recognise and value the diverse experiences, strengths and needs that each child brings to our school community. Through a broad, balanced and inclusive curriculum, we maintain high expectations for all pupils. The achievement, attitudes and well-being of every child are important to us, and inclusion is the responsibility of everyone within our school community.

Our approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC), which recognises every child's right to education, protection from discrimination and the opportunity to reach their full potential.

Article 2 states that no child should be treated unfairly or excluded because of their abilities, needs or circumstances. We are committed to ensuring that every child has access to high-quality teaching and learning that is appropriately tailored to their individual needs. We actively identify and remove barriers to participation, learning and achievement so that all children can thrive.

Article 23 highlights the right of children with disabilities to receive special care and support that enables them to lead full and active lives. We strive to provide a nurturing and inclusive environment in which children with Special Educational Needs and Disabilities (SEND) are supported to develop independence, confidence and a strong sense of belonging within the school community.

Article 12 states that every child has the right to express their views and be involved in decisions that affect them. We listen carefully to the voices of our pupils and work in close partnership with parents, carers and external professionals to ensure that support is personalised, respectful and responsive to each child's strengths, aspirations and needs.

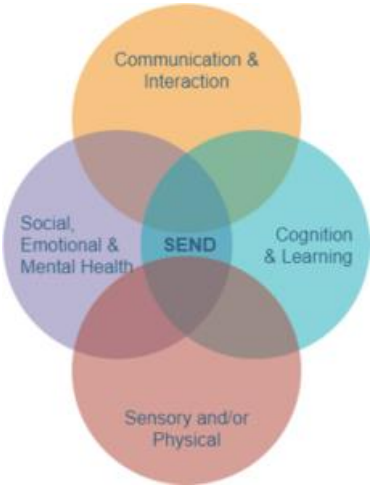
Special Educational Needs and Disability (SEND)

We refer to the Term "Special Educational Needs" if a child:

a. Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
b. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



Accessibility

Keston Primary is an accessible school. There is ramp access to every main Key Stage, an accessible toilet that can be used from both ends of the school. Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, cushion, footstool or pencil grip. We work closely with the Occupational Therapist Service, Physiotherapists and with parents to ensure that we meet the needs of every child.

Roles and Responsibilities in the School for children with SEND

Role	Responsibility
• **Class Teacher** •	• To provide good quality first inclusive teaching by: • Taking into account the views of parents/carers and pupils • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning

	• Adapting teaching strategies and techniques to sensitively meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the • contributions of all children • Supporting the identification, planning and provision for children needing extra support • Devising personalised Additional SEN Support Plans (ASPs), with support from the AHT for Inclusion. • Implementing the advice from outside agencies to support the learning and progress for identified children • Ensure all teachers are following the SEND policy.
Teaching Assistants/Specialist Support Staff	• To support the work of the class teacher by: • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their SEN Support Plans (ASPs) • Ensure all teaching assistants are following the SEND policy. • Teaching independent learning techniques to children who are in receipt of support • Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes • Supporting identified children through mentoring sessions, draw and talk, social skills groups, speech and language therapy under the direction of the AHT for Inclusion.
SENDCo **Miss Georgia Clarkson** Contactable on: send@keston.croydon.sch.uk	• To lead, alongside the SLT, the development of SEND Provision across the school by: • Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team • Regularly reviewing the impact of provision against pupil outcomes • Facilitating training for support staff where appropriate • Providing advice for all staff • Working in partnership with pupils and parents/carers to improve outcomes • Liaising with a range of agencies and ensuring the implementation of support programmes
	• To develop, alongside the Headteacher and Governors, the strategic development of SEND provision, within the school, by: • Creating an overview of the needs across the school • Meeting with the Governor for Inclusion and providing a report for the Governor Meeting at the end of each term • Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team • Regularly reviewing the impact of provision against pupil outcomes • Facilitating training for support staff where appropriate • Providing advice for all staff • Working in partnership with pupils and parents/carers to improve outcomes • Liaising with a range of agencies and ensuring the implementation of support programmes
Headteacher **Mrs Tara Eason**	• Work with the SENDCo and SEND link governor to shape the strategic development of SEND policy and provision within the school. • Work with the SENDCo and governors to ensure the school meets its duties under the SEND Code of Practice and the Equality Act 2010, including reasonable adjustments and access arrangements. • Maintain overall responsibility for the quality of provision, progress and outcomes for pupils with SEND. • Oversee the effective use of the school's notional SEND budget, local authority funding and any additional Trust funding to meet identified needs.

	• Ensure the SENDCo has sufficient time, resources and support to fulfil the role effectively. • Maintain a clear overview of the needs of pupils on the SEND register and how provision is matched to those needs. • Work with the SENDCo to identify SEND-related staff training needs and include these within the school's continuing professional development plans. • Work with the SENDCo to review and evaluate the breadth, quality and impact of SEND support available within or beyond the school. • Work with the SENDCo and teaching staff to analyse patterns in SEND identification and use findings to strengthen teaching and provision. • Ensure the physical environment is inclusive and accessible for all pupils. • Work with the SENDCo to advise the local authority where evidence indicates that a pupil may require an education, health and care needs assessment or an early review of an existing EHC plan. • Work with the SENDCo, wider leadership team and school business leader to develop, implement and evaluate the school's inclusion strategy. • Ensure Trust-commissioned specialist services are used effectively and that external advice, modelling and training are translated into consistent practice. • Promote inclusive provision as a whole-school responsibility, not solely the responsibility of the SENDCo or inclusion team. • Promote ambitious expectations for all children, including those with SEND • Ensure all teachers have the knowledge and understanding to take responsibility meeting the needs of children with SEND in their class.
Governors for Inclusion **Mrs Stone**	• Help raise awareness of SEND issues at board meetings. • Monitor the quality and effectiveness of SEND provision within the school/across the trust and update the relevant governing board on this. • Work with the headteacher and SENDCo to support the strategic development of SEND policy and provision within the school. • Meet regularly with the Strategic Lead for SEND, focusing on how the Trust supports schools to develop effective practice and meet statutory requirements.
The Pupil	Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Whenever possible, they will be invited to participate in discussions and decisions about this support. This might involve the pupil: • Explaining what their strengths and difficulties are • Contributing to setting targets or outcomes • Attending review meetings • Giving feedback on the effectiveness of interventions • The pupils' views will be taken into account when making decisions that affect them, whenever possible.

Who should I contact if I think my child needs more support?

If you are concerned about your child and would like to talk to someone please contact your child's class teacher who will be happy to meet with you. Your child's class teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child's learning and development.

If, having done this you feel that you would like to discuss your concerns further then please contact the SENDCo via email or through the school office and arrange a meeting.

'I am new to this school; everyone has made me feel very welcome!'

Year 3 child

What support do children get in the classroom?

All children receive high quality teaching, differentiated to their individual needs. For children with additional needs this could mean that they are given a slightly different task or given different strategies/equipment to complete the task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, paired work or on an individual basis.

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children though:

- Learning adapted to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

What additional support is currently available?

Reading

We provide a range of reading interventions and support programmes across all year groups to meet the individual needs of our pupils. This support may include one-to-one reading, additional phonics teaching, support with decoding and the recognition of high-frequency words, supported guided reading groups, targeted reading intervention programmes and comprehension-based activities. In Key Stage 2, we also use the Nessy programme to support children who have a diagnosis of dyslexia or who display characteristics associated with dyslexia.

Writing

To support the development of writing skills, we offer a variety of targeted interventions based on pupils' age and individual needs. These may include fine motor skills groups to develop handwriting and pencil control, guided writing groups linked to classroom learning, spelling support programmes, and interventions focused on improving grammar, punctuation and spelling.

Mathematics

Mathematics support is delivered through a range of strategies and interventions designed to build confidence and secure understanding. This may include one-to-one support, the use of targeted resources, differentiated maths meetings, small-group intervention programmes, pre-teaching and post-teaching sessions, and booster groups to reinforce key concepts and skills.

> 'I like being able to go outside with the teaching assistant to read every day.'
>
> Year 5 Child

Speech and Language Therapy

Speech and Language Therapy Where a child has a particular need for a Speech and Language Therapist, and they are part of the NHS caseload (as the need is detailed in their EHCP), they are visited in school by therapists commissioned by the Local Authority. Therapists then develop care plans for these pupils and communicate details of necessary interventions to trained Teaching Assistants who carry out the support according to need.

SEN 1:1 Teaching Assistant support.

Some children might need some 1:1 support from an adult to help them achieve academically or to help them manage their physical, medical or emotional needs.

Wellbeing, social and emotional support

We recognise that children are unable to learn effectively until they are emotionally ready to do so. Some children who experience difficulties with social skills take part in targeted small-group social skills sessions led by a teaching assistant. We have two teaching assistants who are trained ELSAs (Emotional Literacy Support Assistants), as well as trained Lego Therapy and Draw and Talk Therapy practitioners. In addition, our Nurture Lead works with small groups of children each week to support their social and emotional development. Our PE coach also delivers weekly Game Changers sessions, helping selected children to develop strategies for managing social situations and building positive relationships with their peers.

The Inclusive Mainstream Fund

The Inclusive Mainstream Fund is a government grant in England designed to help mainstream schools and education providers improve support for children and young people with Special Educational Needs and Disabilities (SEND). For 2026-27, the Trust's pooled investment includes behaviour and neurodiversity support through Adapt to Learn; speech and language therapy (SALT) and occupational therapy (OT) through Words First; and reading and spelling support through Nessy. These services provide pupil support, observations, professional advice, modelling, staff training, consultation, and engagement with parents and carers.

At Keston, we will have regular opportunities for SALT, OT, and Adapt to Learn professionals to visit the school to observe children and provide support and guidance to both staff and families. This enables us to access specialist expertise and ensure that pupils receive the most appropriate support to meet their individual needs.

How are Children with Special Educational Needs Identified?

When a child with a Special Educational Need or Disability (SEND) joins our school, we work closely with parents, carers, previous settings and any relevant professionals to gather information about their strengths, needs and successful support strategies. This enables us to plan effectively and ensure that appropriate provision is in place from the outset.

If you have concerns about your child's progress, development or well-being, we encourage you to speak with your child's class teacher in the first instance by arranging a meeting. The class teacher may seek further advice and guidance from the SENDCo to help identify any additional support that may be needed.

Similarly, if a class teacher has concerns about a child's learning, progress or development, they will discuss these concerns with parents or carers and work collaboratively to implement strategies to support the child. The impact of these strategies will be monitored over time. Where a child continues to experience difficulties in making progress despite receiving appropriate support and high-quality teaching, the SENDCo may become involved and discuss the possibility of additional SEND support with parents or carers.

We recognise that some children may require additional support due to difficulties with their social, emotional or mental health. Concerns relating to a child's social and emotional well-being may also indicate the need for further assessment and targeted intervention to ensure they are able to thrive both academically and personally.

'The adults are kind and are always there to help us. I enjoy going to ELSA once a week.'

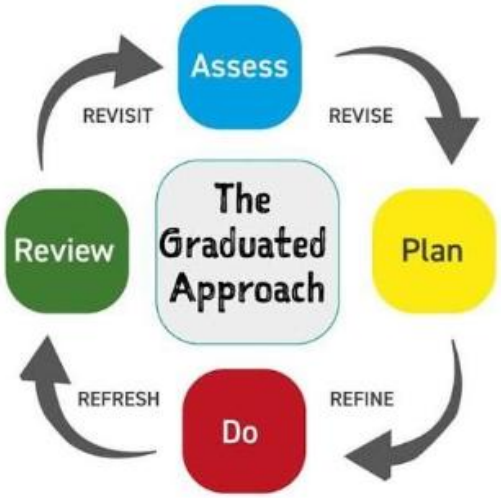
Year 3 Children

How will I know if my child is making progress?

Keston Primary School has an open-door policy and parents and carers are welcome to make an appointment to discuss their child's progress at any time. In the first instance this discussion would be with your child's class teacher but you can also see any of the senior leadership team to discuss progress.

In the Autumn and Spring terms you will be invited to attend parent/teacher consultation to meet with your child's class teacher. In the Summer term you will receive your child's end of year report and you can then request a parent/teacher consultation.

We use a graduated approach to identify needs and assess the impact of support. Four types of action should be taken to ensure effective support. A continuous cycle will be used to provide your child with additional support and includes the following:



Children who are receiving SEN Support will have an ASP (Additional Support Plan) and this will include targets and strategies to help your child overcome difficulties. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next

review. These ASPs will be reviewed each term and you will be invited to discuss this at parent/teacher consultations or at a separate meeting if necessary. You and your child will be invited to contribute to reviewing your child's progress against the ASP.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) will have an additional annual review of their progress which involves parents/carers and all adults involved in the child's education.

Class teachers meet with the Senior Leaders each term to monitor the progress of every child in the school and identify children who may need additional support in one or more areas. The SENDCo coordinates the provision - please note that this may include children who do not have any SEND but would make better progress with a short-term intervention. The SENDCo monitors the progress of each intervention provision every term and adapts the support as necessary. The impact and effectiveness of provision is discussed with the Governor for Inclusion and reported to the Governing Body.

Masking

Masking refers to a child consciously or unconsciously hiding their difficulties or differences to fit in with peers or meet perceived expectations. This can involve suppressing behaviours, mimicking others or hiding signs of distress. Masking can make it harder for staff to identify a pupil's needs and may lead to increased anxiety, exhaustion or delayed support. We are committed to creating an environment where all pupils feel safe to be themselves and where staff can recognise and respond to signs of masking.

Removal from the SEND Register

If a pupil makes sufficient progress and achieves the outcomes set, they may no longer require additional SEND support. With parental agreement, their name will be removed from the SEND register. Progress will continue to be monitored through the school's termly tracking arrangements.

How are staff kept up to date with the Special Educational Needs in the school?

The SENDCo actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

Meeting the needs of pupils with medical conditions

In line with statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in individual healthcare plans, which detail the type and nature of support available. The plans will be:

- Produced in collaboration with parents, pupils where appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly, or sooner where needs or support arrangements change.

Where a pupil with a medical condition also has a disability or SEND, the plan will be closely linked to provision for accessibility and additional educational needs, ensuring a coordinated approach. Staff responsible for supporting pupils with medical needs, including administering or supervising medication, will receive appropriate ongoing training and support so they are competent and confident in their duties.

How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

Transition into Keston

Children coming to Keston Nursery and/or Reception are offered home- school visits. Teachers may also visit the children in their current setting and close liaison between providers and school takes place.

If a child transfers in to Keston mid -year, the previous school is contacted and information gathered to make the move successful for the child.

Transition to a new class

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change. Parents and carers have an opportunity to meet the new class teacher in the Summer term.

Transition to a new school

The SENDCo will contact the new school's SENDCo and share information about special arrangements and support that has been made to help your child progress. We will ensure that all records are passed on as soon as possible.

Transition to Secondary school

When moving to secondary school the SENDCo will liaise with all of the receiving schools, regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties. If your child has an EHCP the secondary school staff will be invited to the annual reviews in year 6.

What should I do if I am not happy with the provision that my child is receiving?

Parents and carers are encouraged to share any concerns at the earliest possible opportunity. In the first instance, they should speak to the class teacher, with further discussion with leaders and/or the SENDCo where required.

ADD	Attention Deficit Disorder	**ISR**	In School Review
ADHD	Attention Deficit and Hyperactivity Disorder	**KS1/2**	Key Stage 1/2
ASD	Autistic Spectrum Disorder	**LA**	Local Authority
ASP	Additional Support Plan	**MLD**	Moderate Learning Difficulty
BESD	Behavioural Emotional and Social Difficulties	**NC**	National Curriculum
CAF	Common Assessment Framework	**OT**	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service	**PEP**	Personal Education Plan
CLA	Child who is Looked After	**PSP**	Pastoral Support Programme
CoP	Code of Practice	**SaLT**	Speech and Language Therapy
CP	Child Protection	**SEN**	Special Educational Needs
DCD	Developmental Co-ordination Disorder	**SEND**	Special Educational Needs and/or Disabilities
DDA	Disability Discrimination Act	**SENCO**	Special Educational Needs Coordinator
DfE	Department for Education	**SpLD**	Specific Learning Difficulty
EAL	English as an Additional Language	**SLCN**	Speech, Language and Communication Needs
EHCP	Education, Health and Care Plan	**TA**	Teaching Assistant
ELP	Enhanced Learning Provision	**VI**	Visual Impairment
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UIFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		

A full range of the support available can be found in the Croydon Local Offer for pupils with SEND
https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page