



Highsted Grammar School

SEND Information Report 2025

SEND Information Report

Dear Parents, Carers and Families,

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: [Links » Highsted Grammar School, Sittingbourne, Kent](#)

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. SEN Provision

The type of SEN we currently cater for includes:

- Communication and interaction, for example, Autism, speech and language difficulties and auditory processing disorder
- Cognition and learning, for example, dyslexia, dyspraxia and processing difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments and hearing impairments

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

We have a dedicated SEND Suite which is staffed throughout the school day by SEND Support staff, including at break and lunchtime. Staff training is ongoing and focuses on areas that the school, staff, pupils and parents have identified.

All teachers and support staff attend a full programme of CPD which includes awareness training focused upon supporting students with special educational needs and training about roles and responsibilities of the teacher through the SEND and Disability Code of Practice (DfE/DoH,2015).

Audits of training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge relation to all SEN are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school.

Our Special Educational Needs Co-Ordinator, or SENCO, is Leyla Gambell, who is in her sixth year of working as a SENCO. She has the NASENCo qualification and a Masters in Education (Inclusive Practice pathway). She is also a qualified teacher. She works Monday, Tuesday and Thursday. You can contact her through the main school switchboard or at gambell.l@highsted.kent.sch.uk

External Agencies:

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 STLS, CAMHS/NELFT, Early Help and Children's Services, GPs or Paediatricians, School Nurse, Educational Psychologists, Voluntary Sector Organisations

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

If you are concerned about your child's progress in a particular subject, you can raise your concern with your child's subject teacher. If you have concerns more broadly about a number of subjects then you can speak with your child's form tutor or Head of Year. They will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

If you would like advice or information about SEN you can also contact the SENCO directly either through the school switchboard or at gambell.l@highsted.kent.sch.uk

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 schoolwork or socially. This might include not being able to keep up with the pace of the classroom learning, finding it hard to read trickier texts, or finding it hard to develop coordination and balance in, for instance, PE.

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 offer the pupil extra support and guidance. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the pupil's Head of Year. Heads of Year meet with the SENCO regularly and can consult for additional support. The Head of Year will consider the broader picture of the pupil's academic progress and may contact you to discuss the possibility that your child has SEN.

If the Head of Year concludes there may be evidence of SEN, they will request that the SENCO carries out a period of SEN monitoring. The SENCO 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.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views

- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

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?

All parents of students at Highsted Grammar School are invited to discuss the progress of their children once a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. If an issue is highlighted, then we will have an early discussion with the student and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

For pupils on the SEN register, their progress is additionally monitored through their Pupil Profile, where targets are set and monitored three times per year with parents and pupils.

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

'High quality teaching, differentiated for individual pupils, is the first step on responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

(DfE/DoH, 2015:99)

The Quality of Education is judged to be Good (OFSTED, January 2023).

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive environment for students with special educational needs. We also incorporate that advice provided as a result of assessments, both internal and external, and strategies described in Education, Health and Care Plans. We also work closely with specialist teaching service.

Our pedagogical approach, the mastery curriculum, is built upon evidence-based review of a positive impact of mixed ability teaching for all students across Year 7 to 9, including those with SEN.

In meeting the Mainstream Core Standards, the school employs additional teaching approaches, as advised by internal and external assessments e.g. subject support sessions

and individual mentoring. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. This funding is used to ensure that the quality of education is at least good in the school and that there are sufficient resources to deploy additional and different teaching for students with SEN support. The amount of support required for each student to make good progress will differ in each. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per student with high needs funding pre-annum, and above the amount the Local Authority should top up funding to the school.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum, where possible, to ensure all students are able to access it, for example, by teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops or chromebooks, e-readers, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Main block, R-block and E-block are accessible to all, and provides a lift or a ramp and we have 2 accessible toilets on the site. The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students, for example in the review of the environment for students with Visual impairment.

8. 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 6 weeks
- 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)

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

All clubs, trips and activities offered are available to students with special educational needs either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support that enables a safe participation of the student in the activity. Where possible, additional funding will be used to ensure accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.



10. How will the school support my child's mental health, and emotional and social development?

We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills both through direct support, for instance, mentoring, and through our delivery of RSE and PHSE in assemblies and Personal Development curriculum and indirectly in every interaction that adults have with the students throughout the day.

For some students with the most need for help in this area we also provide pastoral support from their Head of Year, additional mentoring from the SEND team and, when required, support from the Highsted Hive, Place2Be, the NELFT Emotional Wellbeing Team, or referrals to external agencies.

Students in the early stages of emotional and social development because of special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond the required by students who do not need this support. Interventions such as Girls on Board, Friendship Skills and Talkabout are used to support and facilitate this.

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

The school will consider all students who have passed the Kent Test and/or Highsted Test for admission to the school.

We can make provision for every kind of frequently occurring special educational need, including: dyslexia, Autism, ADHD, as well as other learning difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met.

Pupils suited to the mainstream curriculum are welcome, and decisions on admission of students with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or young people or those with special educational needs. For further information see the Admissions Policy 2025-26 which outlines our oversubscription arrangements.

12. How does the school support pupils with disabilities?

Additional supportive technologies including Laptops, overlays programme for laptops, voice activated technology and reading pens are provided to students where this is accessed and identified as a supportive learning strategy.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the normal notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The Main block, R-block and E-block are accessible to all, and provides a lift or a ramp and we have 2 accessible toilets on the site. The learning environment is constantly under review

to ensure that both the site and the curriculum are accessible to all students, for example in the review of the environment for students with a hearing impairment.

All clubs, trips and activities offered are available to students with special educational needs either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support that enables a safe participation of the student in the activity. Where possible, additional funding will be used to ensure accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.

For further information please see the Accessibility Plan, which is available through send@highsted.kent.sch.uk

13. Arrangements for supporting students with educational needs in transferring between phases of education or preparing for adulthood and independent living

Starting at Highsted:

We work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transition as seamless as possible. At least one member of staff will visit each primary school to discuss with the year 6 teacher and SENCO the needs of the students transferring to us in advance of student induction days. If required, members of the SEND and Disability Department will make additional visits to meet with individual students prior to induction days and further in-school visits will be timetabled for students felt to need a more comprehensive induction programme.

Moving to Adulthood:

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We contribute information to a student's onward destination by providing information to the next setting. Teaching staff, in partnership with the career's advisor, ensure that all students have a clear pathway towards upon leaving. This is achieved through careers meetings, joint visits to other institutions and close liaison with staff providing further education courses.

We liaise closely with, and keep an updated record of, local youth workers, charities and voluntary organisations that can support our students with SEN with transition and in preparation for adulthood, as well as having our own Transition to Adulthood programme to support identified students in school.

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

Our SENCO, Leyla Gambell, is the Designated Teacher for Looked After Children. She makes sure 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.

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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Head of Year or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Parents/carers are encouraged to contact the Deputy Head /Headteacher to discuss the concerns that they may have, before following the Complaints Procedure.

Formal complaints about SEND provision in our school should be made to the Deputy Head Teacher in the first instance. They will be handled in line with the school's complaints policy which is available on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

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

Kent Local Offer:

Local authorities are required to publish a Local Offer, with information about provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have Education and Health Care (EHC) plans.

It has 2 key purposes:

- To provide clear, up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly including children and their parents, and service providers in its development and review.

This information is regularly reviewed and links with our local authority's local offer is published here: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Information, Advice and Support Kent (IASK)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on HELPLINE: 03000 41 3000, Email: iask@kent.gov.uk and <https://www.iask.org.uk/>

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