



**Additional Educational Needs & Disability
Information Report
2025 -2026**

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Contents

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



What types of AEND does the school provide for?

Holywell Primary School is a mainstream primary school and provides for pupils with a wide range of additional educational needs, including those with

Area of need	Possible conditions
Communication and Interaction (C&I) Difficulties with speaking, understanding, or interacting with others.	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and Learning (C&L) Challenges with learning in a traditional setting, processing information, and memory.	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health (SEMH) Needs support with managing emotions, building relationships, and coping with challenge.	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety disorders
Sensory and/or Physical Conditions that affect a child's ability to access learning due to sensory or physical limitations.	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

The above four AEND categories are definitions of additional educational need found in the Special Educational Needs and Disability (SEND) Code of Practice that was published by the Department for Education in July 2014. Some schools refer to these needs as special educational needs (SEN).

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

Your child's **Class Teacher** is your main point of contact, and they are supported by the SENDCO in planning and teaching.

Our additional educational needs co-ordinator (**SENDCO**) is Mrs Jackie Warner, who can be contacted on 01634 388416 or by email senco@holywell.kent.sch.uk. She coordinates the school's AEND provision and supports the class teachers and support staff.

The SENDCO, Family Liaison Officer (**FLO**) and Safeguarding Lead work closely to ensure pupils with social and emotional difficulties are supported, as well as meeting their learning needs.

Our FLO is Trudy Shellard, who can be contacted on 01634 388416 or by email flo@holywell.kent.sch.uk

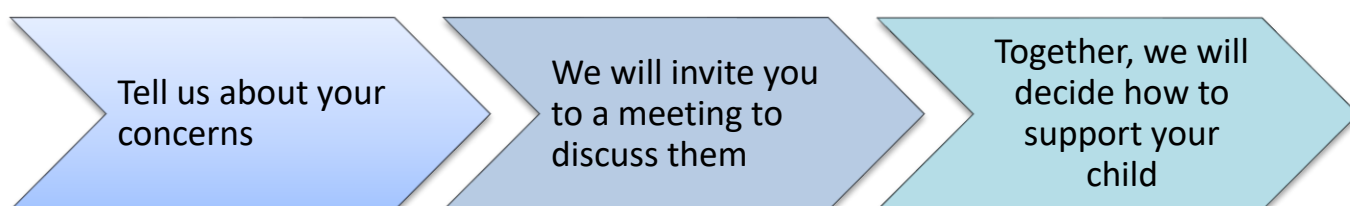
Our **Inclusion Practitioners** provide one-to-one, small group, or whole-class support. In some schools, these staff are called Teaching Assistants (TAs) or Learning Support Assistants (LSAs).

Other **external professionals** may be involved, such as educational psychologists, occupational therapists, speech and language therapists, or other specialists.

Training and Support

- All staff receive **general training** on the main categories of additional educational needs (AEND).
- Training is provided on **specific conditions** like Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia.
- Staff are trained in **specific interventions** like Emotional Literacy Support Assistant, (ELSA), Precision Teaching, Sensory Circuits, Numicon, and various speech and language or spelling programs.
- All class teachers are trained in Emergency First Aid at work and we have 10 members of staff with Paediatric First Aid training. Designated staff receive **medical training**, such as for EpiPens and Asthma.
- Depending on a child's specific needs, **specialist training** may also include areas like trauma awareness, Emotionally Based School Avoidance (EBSA) and sensory processing difficulties.
- Staff receive **Continuing Professional Development** (CPD) using updated training and support.

What should I do if I think my child has an Additional Educational Need?



If you have any concerns, the first person you should tell is your child's teacher.

You can make an appointment or email your questions to office@holywell.kent.sch.uk

They will pass the message on to our SENDCO, Mrs

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together, we will decide what outcomes to seek for your child and agree on the next steps. an Additional

The SENDCO and class teacher will observe your child and see why they are not making progress.

If we decide that your child needs AEND support, we will notify you, and your child will be added to the school's AEND register.

Warner, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly.

senco@holywell.kent.sch.uk

How will the school know if my child needs AEND support?

All our class teachers are aware of AEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find any gaps in their learning. If they can find a gap, they will give your child extra support to try to fill it. Pupils who do not have AEND usually make progress quickly once the gap in their learning has been filled.

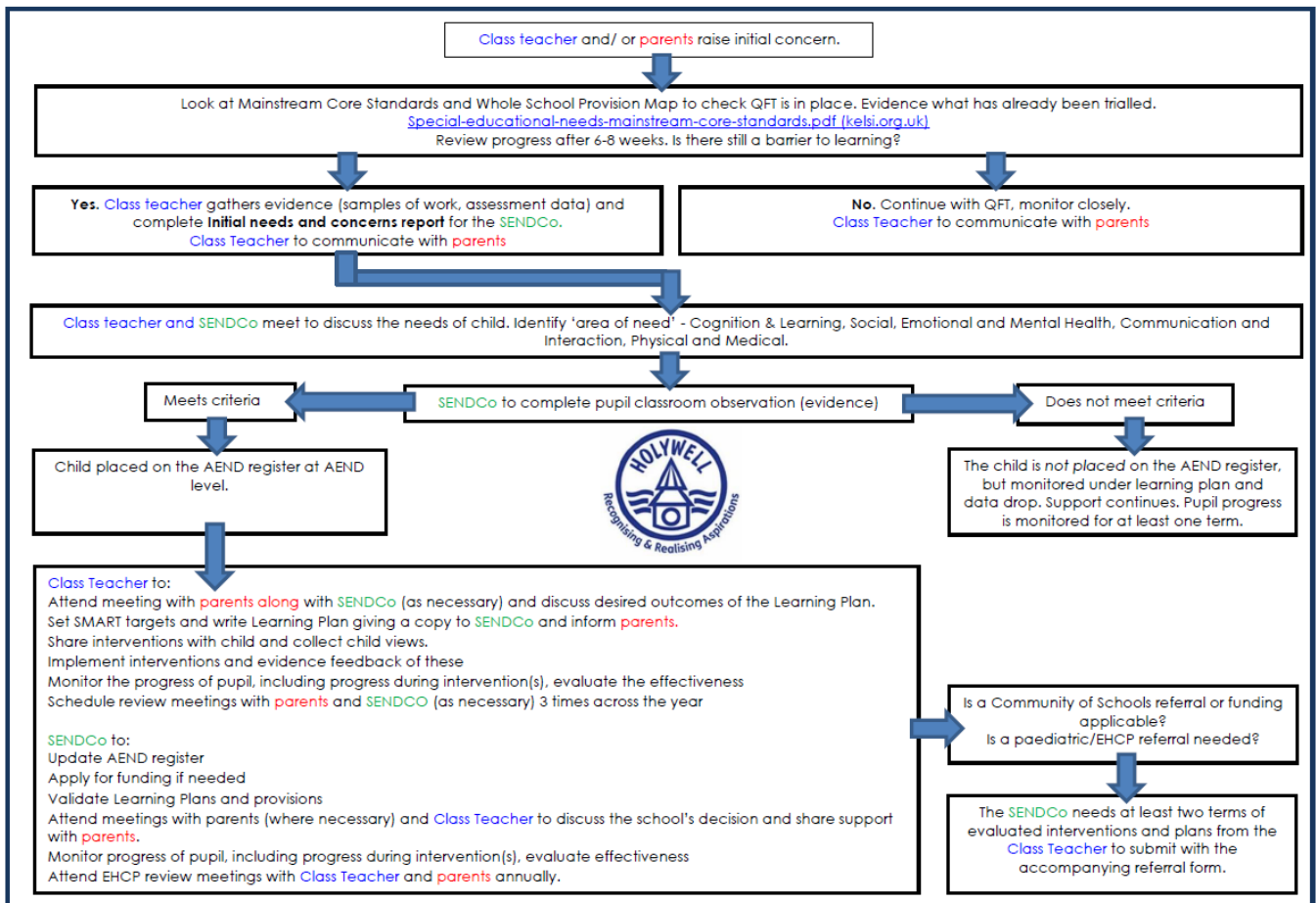
If your child is still not making the expected progress, after talking to you, the teacher will meet with the SENDCO. They will look at this AEND Identification Flow Chart and decide on the next steps.

The SENDCO will observe your child to see what their strengths and difficulties are. They will have discussions with your child's teacher to see if there have been any issues with, or changes in, their progress, attainment or learning behaviour. They will also compare your child's progress and development with their peers and available national data.

We will ask for your opinion and speak to your child to get their input as well. We may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist or a Paediatrician.

Based on all of this information, we will decide whether your child needs AEND support and inform you. If your child does need AEND support, their name will be added to the school's AEND register, and we will create a Learning Plan for them.

Holywell AEND Identification Flowchart



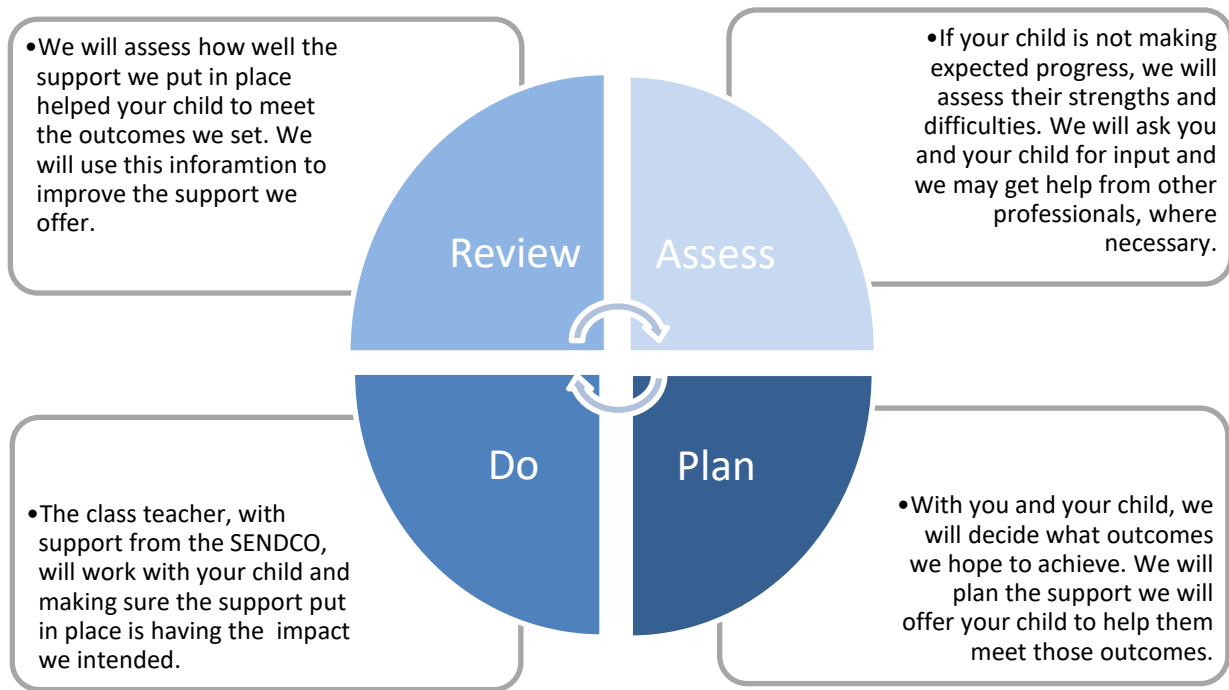
How will the school measure my child's progress?

We use a 'graduated approach' to meet your child's 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. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child, so we want to make sure you have a full understanding of how we're trying to meet your child's needs.

We do this through:

- review meetings when needed
- parent consultations twice a year
- phone calls and emails when appropriate
- termly newsletters about the curriculum and AEND information
- our website contains curriculum information and advice on supporting children at home.
- our SENDCO holds drop-in sessions each term,

We know sometimes parents have more personal queries, so they can contact the school office to arrange a meeting with the class teacher.

Your child's teacher will meet you to:

- 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 do, what you do, and what your child will do

The SENCO may also attend these meetings to provide extra support.

We want to hear from you as much as possible so that we can build a better picture of how the AEND support we are providing is impacting your child outside of school. If your child's needs change at any time, please let us know 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 information will be shared with all staff working with your child. If you have concerns that arise between these meetings, please contact your child's class teacher.

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

How will the school adapt its teaching for my child?

Class teachers are 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.

We will adapt how we teach to suit the way our pupils work 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.

Adaptations include:

- Teaching input, using targeted classroom teaching (Quality First Teaching)
- Extra help from class staff, to start or complete a task.
- Adapting the task or materials.
- Observing your child in class as well as other times, such as breaks.
- Making sure your child has understood things and prompting them to ask questions or try something they may find challenging.
- Supporting your child with physical or personal care, such as eating and drinking, moving around school safely, toileting or dressing.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may include more practical learning or recording their ideas in another way.

We may use specific strategies, including:

- Precision Teaching
- Phonics catch-up support
- Colourful Semantics
- Better Reading Partnership
- Speech and Language support
- Social skills groups
- Memory Skills work
- Gross Motor and Fine Motor skills work

- Sensory Circuits
- One-to-one support where applicable
- Social Stories
- Equipment such as a writing slope, weighted blanket, laptops, coloured overlays and visual timetables

These interventions are part of our contribution to [Kent County Council's Local Offer](#).

How will the school know that support in place is helping my child?

We will evaluate the effectiveness of the provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using Learning Plans and evaluations to measure progress
- Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

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 via our Community of Schools cohort. An EHCP does not automatically secure funding.

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

All of our extra-curricular activities and school visits are available to all our pupils, and they are all encouraged to go on our school trips, including any residential trips.

All pupils are encouraged to take part in sports day, school plays, workshops in school or out of school, and to watch visiting theatre groups.

No pupil is ever excluded from taking part in these activities because of their AEND or disability, and we will make whatever reasonable adjustments are needed to make sure they can be included.

Parents will be consulted when planning trips so they know what will happen and how their children will be supported.

How does the school make sure the admissions process is fair for pupils with AEND?

The EKC Trust ensures there is an open and fair admissions procedure for all applicants and will not unfairly disadvantage, either directly or indirectly, a child with a disability or special educational needs.

Placement of pupils with an Education, Health and Care Plan (EHCP) will be determined by the Local Authority in consultation with parents or carers and the named setting, in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015).

Further information on our admissions process can be found in our [Trust's Admissions Policy](#).

How does the school support pupils with disabilities?

Our school is committed to ensuring that pupils with disabilities have full access to an engaging and inclusive curriculum. We identify and remove barriers to learning so that every pupil can achieve their full potential. We promote equality of opportunity and make reasonable adjustments to ensure that pupils with disabilities are fully included in all aspects of school life, in line with the Equality Act 2010 and the SEND Code of Practice (2015).

Our school building has flat wheelchair access, and we have six wider doors throughout the school to accommodate this. Our disabled toilet also has facilities to enable changing and showering.

The school has an [Accessibility Plan](#), and where necessary, we consult medical professionals to ensure our provision is suitable.

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

We understand that an important aspect of school is to enable all pupils to develop emotional resilience and social skills they need in life.

This can be delivered both through direct teaching, including PSHE and Talking Time and indirectly with every conversation adults have with pupils throughout the day. We want all our pupils to know also encourage all our pupils to have a Pupil Voice and express their views through our School Council and work on The Rights of The Child.

For some pupils with a high level of need we can also provide:

- Talking Time with our Family Liaison Officer
- ELSA support from our trained practitioner
- Mentor time with a member of Senior Leadership Team
- Access to calm areas in class or around the school
- Emotional Based School Avoidance Support

We can also make external referrals to Early Help, CAHMs, the School Nurse Services or other agencies such as SATEDA.

We devise individual Behaviour Support Plans for pupils with a high level of SEMH to help them recognise and manage their anxieties and emotions.

Holywell School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. We also know that children with AEND and SEMH needs could be disproportionately impacted by bullying, so we provide additional pastoral support to safeguard and protect these pupils.

For further information on how we address these concerns, please see our [Anti-Bullying Policy](#).

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise transitions such as starting school or changing classes can be more challenging for children with AEND, so we take steps to ensure that all changes are as smooth as possible.

Starting School	Moving to our school	Changing Classes	Leaving our School
<ul style="list-style-type: none"> • SENDCO will visit pre-schools with EYFS staff where appropriate. • EYFS staff offer a home visit to meet you and your child. • If external pre-school support has been put in place, we follow the advice given by specialists involved. • ‘Stay and Play’ taster sessions in the summer term before starting in September. 	<ul style="list-style-type: none"> • We offer a tour with a senior member of staff to answer any questions and discuss the transition. • We create ‘social stories’ with/for key children if the transition will be challenging. • For children moving from another school in the year, we follow our Induction/Mobile policy, ensuring that we settle these children very quickly. 	<ul style="list-style-type: none"> • Sending information about their new class staff home to share during the holidays. • We create ‘social stories’ with/for key children if the transition will be challenging. • A transition meeting between class teachers to share Learning Plans, EHCPs and AEND information. • AEND children will have more frequent opportunities to meet their new teachers before September. 	<ul style="list-style-type: none"> • All records about your child are passed on. • The next school is aware of any particular needs of your child. • The SENDCO, FLO and Year 6 staff meet with staff from the Secondary schools. • Many Secondary schools run programmes, such as extra transition sessions for more vulnerable pupils. • Pupils with an EHCP will have a transition review when SENDCOs from their new school are invited to support transition.

What support is in place for looked-after and previously looked-after children with AEND?

We understand that looked-after and previously looked-after children may face extra challenges that can affect their learning. All staff are aware of how a child’s care experience and their additional needs (AEND) may interact and adapt teaching and support accordingly.

Our Designated Teacher is Mrs Jackie Warner, and she holds annual reviews with parents of adopted and previously looked-after children throughout their time in school. Our Designated
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Teacher also works closely with families, agencies, and the Local Authority through Personal Education Plan (PEP) meetings to monitor progress and well-being.

Children who are looked-after or previously looked-after are supported in the same way as any other child with AEND. We ensure that PEPs, reviews, and any AEND support plans are consistent, coordinated, and complement one another, so that each child's needs are fully met.

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

If you have a concern or complaint regarding your child's SEN support, we encourage you to raise it in the first instance with your child's class teacher or the SENCO. Our school follows the procedures set out in our Trust's Complaints Policy, which can be accessed using this link.

[EKC Schools' Trust – Key Information](#)

We strongly believe all complaints should be handled promptly, fairly, and confidentially.

The process typically involves:

- Discussing the concern informally with staff to seek resolution.
- If unresolved, submitting a formal complaint in writing to the Headteacher.
- If still unresolved, escalating the complaint to the governing body or Local Authority, as outlined in the complaints policy.

We aim to ensure that all concerns are taken seriously and that parents and carers feel supported throughout the process.

If you feel that our school has discriminated against your child because of their AEND, 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 [Government's webpage for 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.

What support is available for me and my family?

If you have questions about AEND, 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:

- Our website has further information on AEND in our school

[AEND at Holywell](#)

- Our EKC Trust website has further information on how we support pupils and families with AEND

[EKC Information For Families](#)

- Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

[IASK](#)

- You can find out more about the Local Offer for children and young people with additional needs living in Kent. This website gives information and support services to families in the local area.

[KCC Local Offer](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **AEND** – additional educational needs and disabilities
- **AEND information report** – a report that schools must publish on their website, which explains how the school supports pupils with AEND
- **AEND support** – additional educational provision that meets the needs of pupils with AEND
- **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
- **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
- **EYFS** – Early Years Foundation Stage, this is the children's first year in school. It can also be called Reception Year
- **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
- **SENDCO** – the special educational needs and disabilities co-ordinator, we use the term additional instead of special
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages