

## Special Educational Needs and Disabilities (SEND) Information Report

FULSTON MANOR SCHOOL



**SEND Governor:**  
Mrs Fred Lane

**SENCO:**  
Mr Graeme Bowden  
Contact No. 01795 475228  
[sen@fulstonmanor.kent.sch.uk](mailto:sen@fulstonmanor.kent.sch.uk)

**Last reviewed on:** September 2025

**Next review due by:** September 2026

**Member of Staff Responsible:** Mr G Bowden, Deputy Headteacher & SENCO

## Contents

1. What types of SEND does the school provide for? .....	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND? .....	7
4. What happens if the school identifies a need? .....	8
5. How will the school measure my child’s progress? .....	9
6. How will I be involved in decisions made about my child’s education?.....	10
7. How will my child be involved in decisions made about their education? .....	11
8. How will the school adapt its teaching for my child? .....	132
9. How will the school evaluate whether the support in place is helping my child? .....	143
10. How will the school ensure my child has appropriate resources? .....	143
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND? .....	154
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	165
13. How does the school support pupils with disabilities? .....	165
14. How will the school support my child’s mental health and emotional and social development? .....	166
15. What support is in place for looked-after and previously looked-after children with SEN? .....	176
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	17
17. What support is available for me and my family? (Local Offer) .....	188
18. What should I do if I have a complaint about my child’s SEND support? .....	19
19. Supporting Documents.....	19
20. Glossary.....	20

---

# SEND Information Report

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



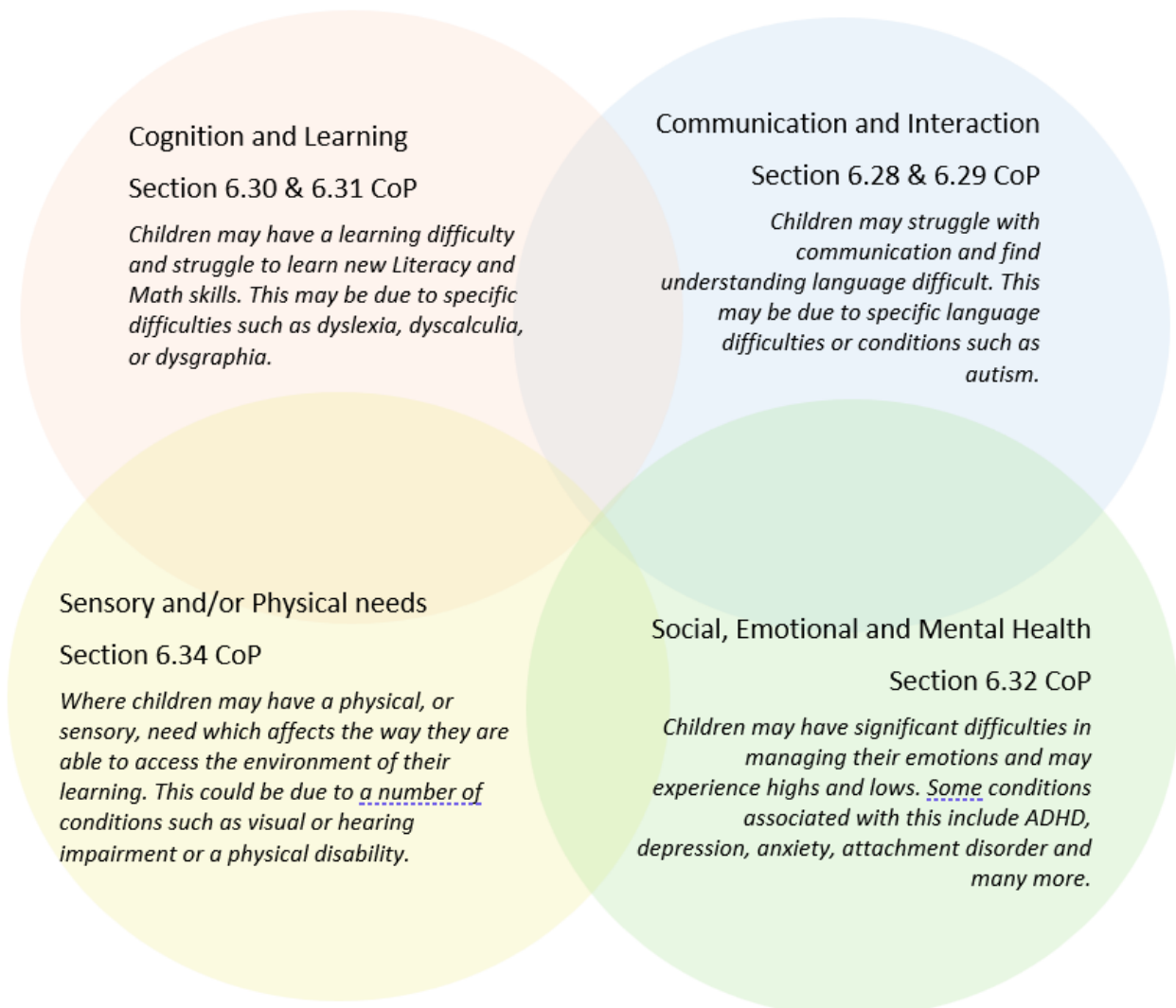
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our [website](#).

**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.

## 2. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

## 2. Which staff will support my child, and what are their key responsibilities?



At Fulston Manor School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mr Graeme Bowden, Deputy Headteacher.

He has 9 years' experience in this role and is a qualified teacher.

He achieved the National Award in Special Educational Needs Co-ordination in November 2018.

In November 2021, Mr Bowden was designated as an Inclusion Lead of Education (ILE) for Kent.

### Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as; Cope, Drawing & Talking, Emotional Literacy (ELSA), Handwriting and Social Communication.

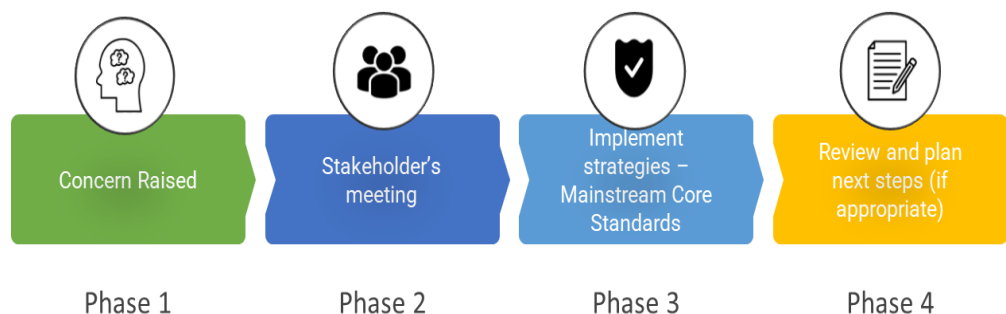
### External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



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



<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>T. 01795 475228</p> <p>E. <a href="mailto:sen@fulstonmanor.kent.sch.uk">sen@fulstonmanor.kent.sch.uk</a></p>
<p><b>Phase 2</b></p>	<p>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 next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p><b>Phase 3</b></p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a>. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

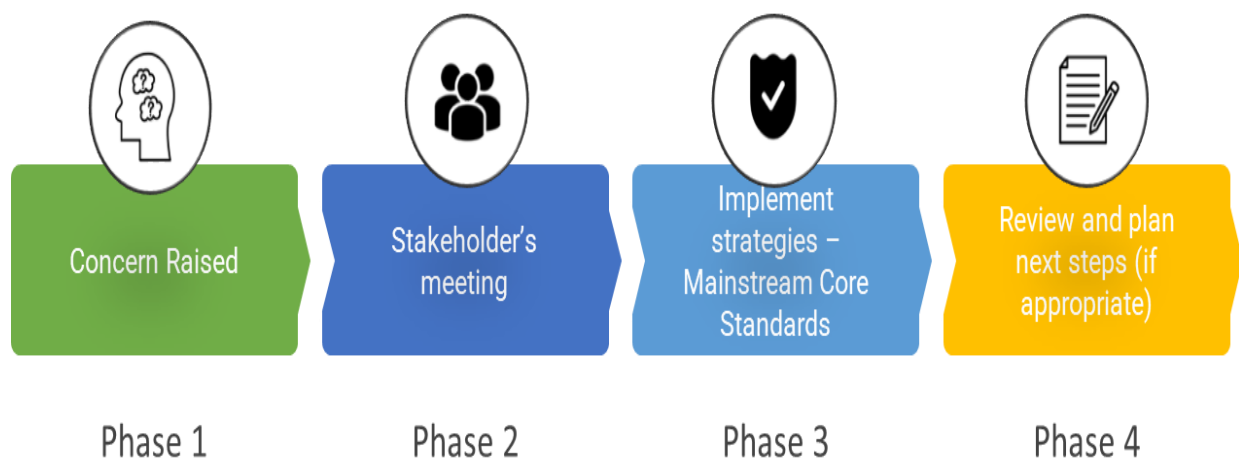
## 4. What happens if the school identifies a need?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The same process is followed if a concern is raised by the school.



# SEND Information Report

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

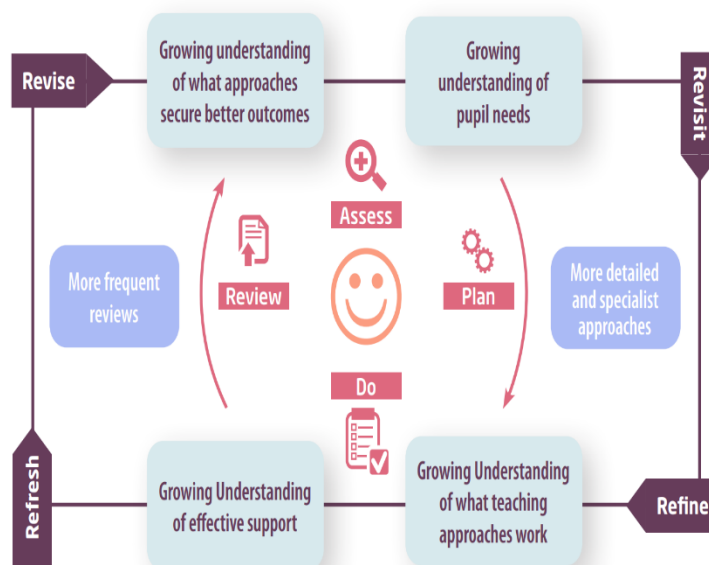
## 5. How will the school measure my child's progress?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. 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

The assessment will be reviewed regularly. 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.



# SEND Information Report

<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

We will provide reports on your child's progress during the course of the academic year and there will be an opportunity to meet with subject teachers, at an annual progress review evening.

Where deemed appropriate a member of staff who knows your child well 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 will do, what we will ask you to do, and what we will ask your child to do

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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

# SEND Information Report

If you have concerns that arise, please contact:

<b>SENCO</b>	Mr G Bowden	01795 475228	<a href="mailto:sen@fulstonmanor.kent.sch.uk">sen@fulstonmanor.kent.sch.uk</a>	
<b>Assistant SENCO</b>	Mr M Bishop			
<b>Inclusion Manager</b>	Miss R Wills		<a href="mailto:cromer@fulstonmanor.kent.sch.uk">cromer@fulstonmanor.kent.sch.uk</a>	
<b>Head of Cromer</b>	Ms Z Hadok-Quadrio			
<b>Head of Hales</b>	Mr H Deeks			<a href="mailto:hales@fulstonmanor.kent.sch.uk">hales@fulstonmanor.kent.sch.uk</a>
<b>Head of Morrison</b>	Mr H Box			<a href="mailto:morrison@fulstonmanor.kent.sch.uk">morrison@fulstonmanor.kent.sch.uk</a>
<b>Head of Stanhope</b>	Mr C Patey			<a href="mailto:stanhope@fulstonmanor.kent.sch.uk">stanhope@fulstonmanor.kent.sch.uk</a>
<b>Head of Sixth Form</b>	Mrs G Davies			<a href="mailto:sixthform@fulstonmanor.kent.sch.uk">sixthform@fulstonmanor.kent.sch.uk</a>

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils 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
- Discuss their views with a member of staff who can act as a representative during the meeting



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

Your child's 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 in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

### We may also provide the following interventions:

Regular Reading

Dyscalculia Support

1:1 Mentoring

1:1 English / Mathematics Support

COPE

Counselling

Drawing & Talking Therapy

Emotional Literacy

Handwriting Support

Keyboard/Touch Typing Skills

Precision Teaching

Social Communication

Friendship Skills

Emotional Regulation

Lego Therapy

Sensory Circuits

*These interventions are part of our contribution to Kent County Council's local offer.*

## 9. How will the school evaluate whether the support in place is helping my child?

There is a schedule of observations for both teachers and teaching assistants that runs throughout the academic year. These inform the appraisal process and are linked to staff CPD. 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 a mid and end point in the process
- 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)
- 



## 10. How will the school ensure my child has appropriate resources?

SEND equipment and facilities are updated and added to yearly, depending on the specific needs of students. Recommendations will be sought from organisations with specialist expertise where necessary.

In the autumn of 2018, we were able to establish a sensory room within the school. While some children have recognised special needs, others may – at times – be experiencing specific difficulties, such as bereavement or high levels of anxiety. Whatever the reason, the aim of the sensory room is

to provide both a relaxing and calming environment and an interactive stimulating space, with resources that will support student's emotional well-being when the learning environment becomes overwhelming.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All students are encouraged to go on our residential trip(s) including Year 9 Camp. All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

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

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



The arrangements for the admission of students with disabilities are the same as those applied to students without disabilities. The admission arrangements can be found in the school's admissions policy. The parents/carers of any student refused admission can appeal to the Admission's appeal panel.

## 13. How does the school support pupils with disabilities?



Please see our SEND policy for details of steps we have taken to prevent students with SEND from being treated less favorably than that of other students. Please see our Disability Discrimination Policy for details of the facilities we provide to help disabled students access our school which includes our school's accessibility plan.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

A strong pastoral structure is at the heart of the schools with a House system and vertical tutor groups. A high value is placed on student voice and an effective anti-bullying policy is in place. The emotional and social development of all students is supported through the Personal Development Curriculum (PDC) programme.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
  - Pupils with SEND are also encouraged to be part of our peer mentoring scheme to promote teamwork/building friendships
  - We provide extra pastoral support for listening to the views of pupils with SEND through our Student Support Hub
  - We run a NEST provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

## 15. What support is in place for looked-after and previously looked-after children with SEND?



Miss L Caulfeild-Browne will work with Mr G Bowden, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

### Between schools

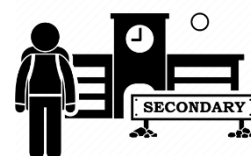
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

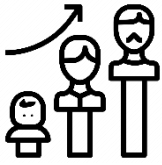
The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy to help them get settled in and make friends.



## Onto 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.

## 17. What support is available for me and my family?

If you have questions about SEND, 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 Kent County council's local offer. Kent County Council publishes information about the local offer on their website: [About the SEND local offer - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASK) organisations are:

[Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

National charities that offer information and support to families of pupils with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to Mr G Bowden, Deputy Headteacher & SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, 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: <https://www.gov.uk/complain-about-school/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.

## 19. Supporting documents

- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *SEN & Disabilities Code of Practice 2015*
- *Mainstream Core Standards*



## 20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND

# SEND Information Report

- **Graduated approach** – an approach to providing SEND 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 which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages