

Special Educational Needs and Disabilities (SEND) Information Report

Archbishop Courtenay Church of England Primary School



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Kent SEND Information Report

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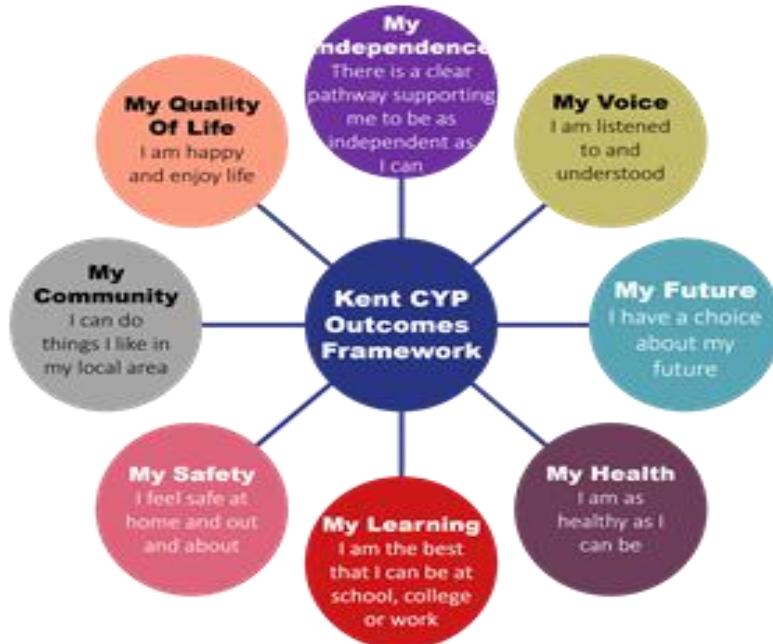
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Dear parents and carers,

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 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 at the link below:

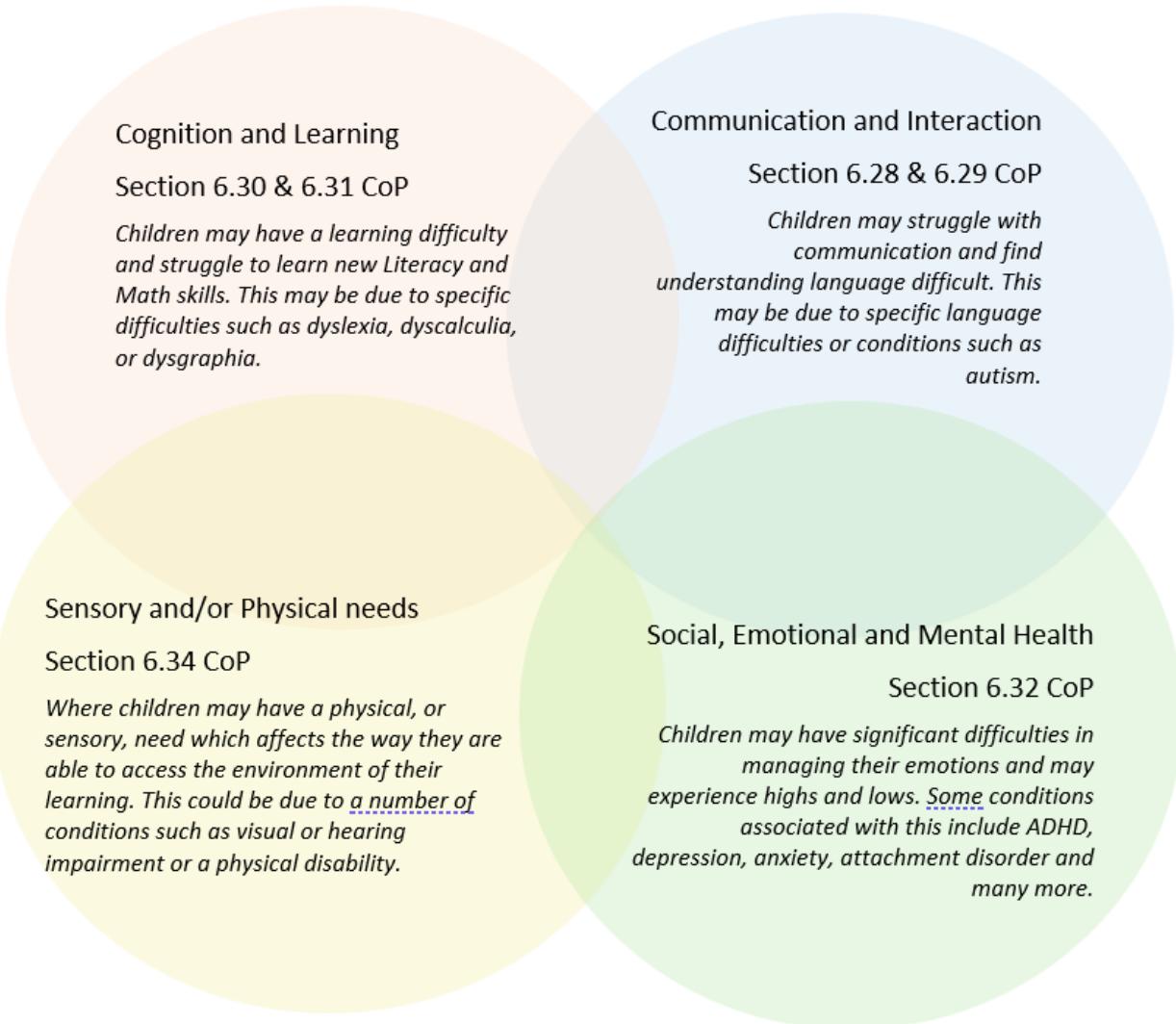
<https://www.archbishopcourtenay.org.uk/policies/>

Note: If there are any terms, we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

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1. 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 holistic 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 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

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

At Archbishop Courtenay Church of England Primary 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

Our Special Educational Needs Coordinator (SENCO) is Mrs. Deborah Jewell, who brings over 25 years of both personal and professional experience to the role.

She has worked across all year groups within the primary curriculum and is currently undertaking the National Award in Special Educational Needs Co-ordination. Mrs. Jewell is supported by the Aquila Trust SENCO Forum and local area SENDCO networks, which provide valuable opportunities for collaboration and shared best practices.

Her passion lies in supporting children and families across a wide range of needs. Since 1990, she has worked with diverse groups of children, both in the UK and in Southern Africa, gaining a deep understanding of different cultural and educational contexts.

Mrs. Jewell is committed to ensuring that every child receives the right support to reach their full potential, and she works closely with staff, families, and external agencies to achieve this.

Class/subject teachers

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

This training includes:

- Mainstream Core Standards
- Attachment/trauma/ACEs
- Provision mapping and personalised plans
- Dyslexia/Dyscalculia
- Adapting the Curriculum
- Supporting children who are neurodivergent
- De-escalation and self-regulation
- Nurture UK and Boxall Profile
- Intensive Interaction
- Autism Attention
- Moving and Handling
- Peg-feeding
- AET training
- Speech and Language training

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Teaching assistants (TAs)

We currently have a team of twenty TAs, including two higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision in a classroom setting.

All our teaching assistants are trained to deliver class-based interventions such as SNiP (support for dyslexia), Precision Teaching, The Alphabet Arc, supporting children with ASD/ADHD and Clever Fingers, to name a few. Training is continued throughout the year during TA meetings.

We have two ELSAs (Emotional Literacy Support Assistants) who are trained to deliver social, emotional, and mental health interventions and have been through the emotional literacy and support programme. Mrs Gooding is also a trained ELSA.

In the last academic year, TAs have been trained in:

- Precision Teaching
- The Alphabet Arc
- Supporting children who are neurodivergent
- De-escalation and self-regulation
- Nurture UK and Boxall Profile
- Makaton
- Intensive Interaction
- Autism Attention
- Moving and Handling
- Peg-feeding

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)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



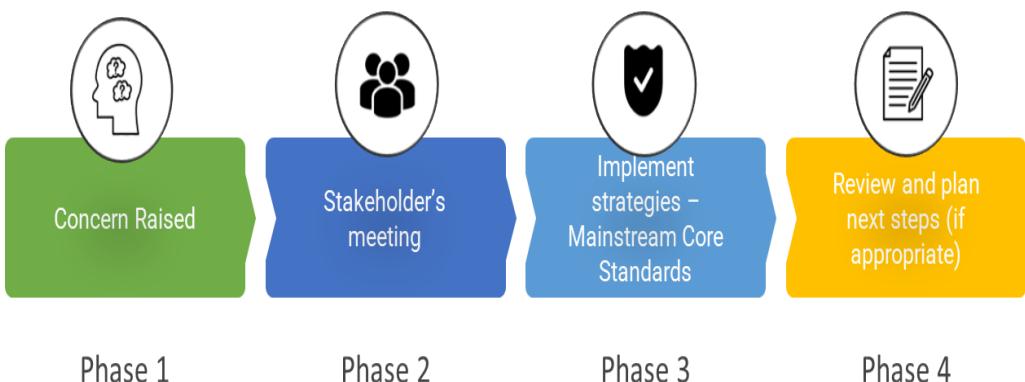
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3. What should I do if I think my child has SEND?

Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Initially speak with your class teacher, who will be able to explain any strategies and interventions that may already be in place to support your child. Alternatively, you can speak directly with the SENCO.
Phase 2	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 has been discussed and add this to your child's record.
Phase 3	We will implement agreed strategies and monitor over an agreed period. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf .
Phase 4	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. This will initiate the 'Graduated Approach' using the assess, plan, do and review model. See next page for more details.

4. What happens if the school identifies a need?

All children are discussed on a termly basis through 'Pupil Progress Meetings.' If class teachers raise concerns around a child's progress, strategies and guidance will be given at this stage. The class teacher will notify the parents, and the same process is followed.



Phase 1

Phase 2

Phase 3

Phase 4

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

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schoolwork or socially. This might include taking longer to read, not being able to retain information from one lesson to the next or having difficulty making friends.

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 do not have SEND usually make progress quickly once the gap in their learning has been identified and 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).

The school are also able to offer a range of assessments/screeners to help identify a difficulty and so tailor interventions accordingly:

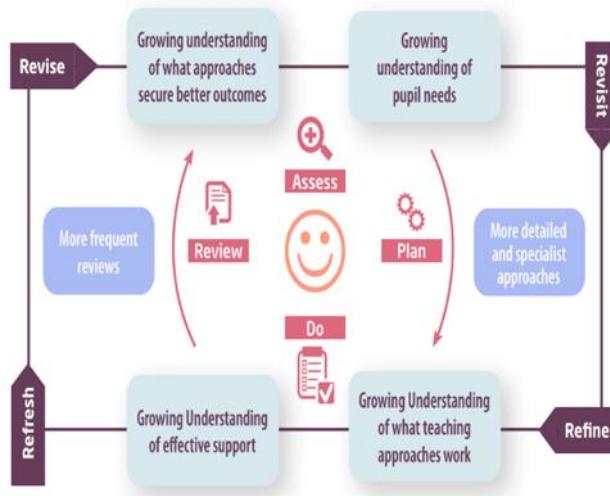
Assessment	Area assessed	Delivery of assessment	When
Language Link	Understanding of Language	Trained members of staff within the school	During the first term of EYFS and then 6 months intervals if required
	Pronunciation of Speech	Trained members of staff within the school	During the first term of EYFS and then 6 months intervals if required
British Picture Vocabulary Scale	Receptive vocabulary	One to One with SENCO	If limited or slow progress is being made
Ravens	Cognitive ability	One to One with SENCO	To get a better understanding of a child's cognitive ability, to adapt teaching strategies
Dyscalculia Screener	Understanding areas of weakness around Mathematical concepts	One to One with SENCO	Concerns raised around Maths
Dyslexic Screener	Difficulties around literacy concepts	Completed on a computer with a trained member of staff supporting	Concerns raised around literacy
The Boxall Profile	Social, emotional and well-being development	Observational assessment by the class teacher	All children at the beginning of the year and as necessary thereafter
Strengths and difficulties questionnaire	Social, emotional, and mental health	Observational assessment by the class teacher	When a child is accessing therapeutic interventions or is a LAC
Behaviour and Personality Questionnaire	Social communication difficulties	Completed by parents/carers	If being referred to the community paediatric team
SNAP	Hyperactivity difficulties	Complete by parents/carers	If being referred to the community paediatric team

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	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.
Plan	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.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.
Review	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 work closely with our parents and recognise and understand the importance of working together to support your child. We have an open-door policy and so always endeavour to be available whenever you would like to meet with a staff member. We meet with every child's parents twice a year and give an annual report at the end of the academic year.

For those children on the SEN register, we will provide termly reports on the strategies and interventions that your child is receiving; end of Autumn, Spring and Summer terms.

A member of staff who knows your child well will meet with you to:

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- 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.

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.

If you have concerns that arise between these meetings, please contact Deborah Jewell at senco@abc.aquilatrust.co.uk

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
- Prepare a presentation, written statement, video, drawing, etc.
- Share their views with a member of staff they feel comfortable with, who can act as a representative during the meeting
- Complete a survey



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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class, including those children with a recognised special educational need.

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.

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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:

Pre-teaching vocabulary, SNiP, Phonics support, access to PiXL therapies, 1:1 reading support, speech and language, maths and literacy support, social, emotional, and mental health support as well as bespoke interventions linked to agency recommendations/reports.

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?

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

- Reviewing their progress during pupil progress meetings
- Reviewing the impact of interventions after 12 weeks of delivery
- Using pupil voice
- Monitoring and reviewing of Records of Outcomes and Personalised Plans
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health, and care (EHC) plan)
- In deciding whether progress is inadequate, we use the description from the SEND Code of Practice (2015) paragraph 6.17. This describes inadequate progress as progress that:
 - 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 rate of progress
 - Widens the attainment gap



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

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

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- 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 do not have SEND?



Here at ABC, we pride ourselves in being inclusive and supporting our unique and diverse pupils to reach their full potential. We respect each child's individuality and ability and offer a safe and secure environment for them to flourish so they inspire a curiosity and love for learning. No pupil is ever excluded from taking part in activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

The school are proud to be able to welcome children in wheelchairs and for them to access all areas of the school and grounds, including the pond area which was purposely built with wheelchair users in mind.

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

All pupils are encouraged to go on our school trips, including our residential trip to PGL at Windmill Hill, Sussex; where all abilities are catered for.

All pupils at ABC are encouraged to take part in our broad and balanced curriculum, alongside sports day, school plays, special workshops, and events throughout the year.

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



If you are a parent or carer of a child with SEN or a disability, you would follow the same process as every other parent. We do ask that if your child does have a special educational need or a disability, that you contact the school and SENCO beforehand so that we are able to discuss their needs to ensure we have the correct provision in place to support your child before they start. Normal admissions criteria apply.

Oversubscription Criteria

Where the school is oversubscribed, priority for places will be ranked according to the following criteria, using the remaining places:

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- Looked after children in Local Authority care
- Children of Staff
- Siblings
- Church Affiliation
- Social and Medical need
- Distance from School

13. How does the school support pupils with disabilities?



ABC supports children with a disability the same way as children without a disability.

You are considered 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.

The admissions process is the same for children with physical disabilities as it is for those without. The school is fully accessible for wheelchair users, including a lift and care suite with shower and changing facilities. Even the pond area has been built so that wheelchair users can benefit from the learning opportunities it brings.

We have several staff members trained to support those children with physical disabilities and a number trained in moving, handling and peg feeding.

All staff receive continuous professional development to support the children with SEND.

With the support from the STLS team, we set up individual transition programs for children that have already been identified as having SEND before arriving at ABC to ensure effective provision is in place for them and that the curriculum is adapted where necessary to take account of their needs.

See Accessibility Plan for more information (add link to your school's)

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

As a haven of hope and aspiration, at ABC we nurture our children with kindness and compassion. We are a community who are committed to providing an education that nurtures the whole child so they can thrive.

All pupils are taught the information they need to make decisions to live and enjoy a healthy lifestyle. They are encouraged to play an active role in contributing to school life and are given opportunities to develop and understanding, tolerance and acceptance for others and their differences.

Our PSHE curriculum is taught in collaboration with the school's Christian values of respect, compassion, friendship, resilience, and aspiration.

All children are assessed using the Boxal Profile tool and this allows early identification of any emotional and/or well-being need. These children are then able to spend quality time with one of

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our Nurture teaching assistants, either completing a weekly intervention or just having check in times.

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

- Staff trained in emotional literacy support to offer a wide range of interventions
- We run a 12-week Nurture UK programme
- We provide Drawing and Talking therapy
- We offer quiet spaces during break and lunch time
- We use restorative justice strategies so when children have behaved inappropriately, they talk it through with one of the nurture team, considering how they can make amends and then face the person that has been wronged
- We use social stories and scenarios to support children with understanding different points of views and responses to situations
- Through our PSHE curriculum
- Support and advice from the STLS team
- Referrals to external agencies for further support, such as CAMHS, School Nursing, Early Help

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



Mrs Deborah Jewell (SENCO) is also the designated teacher for looked after and previously looked after children. She will 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?

At ABC, we understand that many children may find transitions particularly challenging and need extra help and support to manage them successfully. As part of our supportive practice, we complete home visits for every child that joins our school, to get to know them and their family in a familiar environment before starting at our school.

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Between years

To help pupils with SEND to be fully prepared for a new school year we:



- Ask the current teacher and the next year's teacher to sit down together for a transition meeting to share information; strategies that best support the child
- Send home transition booklets with photos of the new adults, classroom, toilets, and cloakroom area

Between schools

When your child is moving on from our school, we will pass on all the information that we have for your child to their new school. There is an opportunity for the SENCOs to meet and share relevant information. All information will be posted or sent electronically to the new school.

Between phases (Pre-School to Reception)

The SENCO and EYFS Lead will attend the SEND transition event organised by STLS to meet with current settings and to discuss children that may need additional support.

The SENCO is available at the parents' evenings and at transition meetings held at the school.

Some children may be offered additional visits or a staggered start prior to starting.

Between phases (Year 6 to Year 7)

The SENCO and a Year 6 teacher will attend the SEND transition event organised by STLS to meet with Secondary School to pass on relevant information so that they can prepare accordingly.

All relevant paperwork regarding the pupil's special educational needs or disability will be transferred to the new educational setting.

Pupils are prepared for transitions in a timely manner and as a school we follow the 13-week programme from the STLS team.

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

Not only are we here to support the children at ABC but we are also here for the families. 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. We are incredibly fortunate to have a Pastoral and Wellbeing Manager, Mrs Tracy Gooding, who has worked at the school for more years than she cares to remember and has a wealth of knowledge and support available.

To see what support is available to you locally, have a look at Kent's Local Offer. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities>

There is also a Kent Directory of providers that can give support at:

<https://local.kent.gov.uk/kb5/kent/directory/results.page?localofferchannel=2>

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

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

Information and Advice Support for Kent:

Helpline: 03000 41 3000 Email: iask@kent.gov.uk Website: www.iask.org.uk/

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

Kent PACT (Parents and Carers Together):

Email: info@kentpact.org.uk Website: <https://kentpactnew2022.co.uk/>

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 the class teacher in the first instance. If your concern has not been addressed to your satisfaction, then please contact the SENCO, Mrs Deborah Jewell, where a meeting will be arranged to discuss your concerns further.

If the situation is still unresolved then we would invite you to send an email to the Headteacher, Mrs. Heather, where you can discuss your matter further.

For our full complaints procedure please visit: <https://www.archbishopcourtenay.org.uk/policies/>

If you are still not happy with the school's response, you can escalate your complaint.

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

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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. This can be accessed via the link below:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

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



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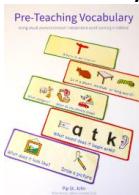
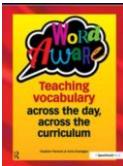
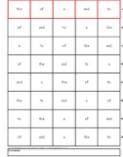
20. Glossary

- **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 several 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
- **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 do not 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

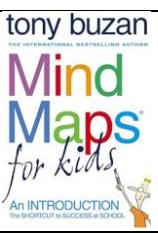
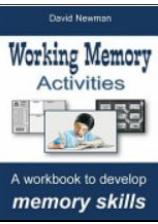
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Appendix 2

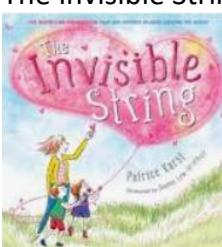
Breakdown of Interventions that Archbishop Courtney offer – This list is not exhaustive, as there are several individual interventions we use for specific needs and/or at specific times.

Area of Support	Name of Intervention	Overview of the Intervention	Link to Further Information
Speech and Language	Language Link Speech Link 	Speech Therapy resources created by therapists to be used in school and at home.	https://speechandlanguage.link/
	Pre-Teaching Vocabulary 	Either as a small group or 1:1, children are taught vocabulary ahead of it being used in class. Symbols are used to support the new vocabulary	https://www.naplic.org.uk/resource/pre-teaching-vocabulary/
	Word Aware 	Whole class structured approach to support vocabulary	https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/word-aware/
Phonics	Little Wandle 	Complete Phonics programme and SEN catch up programme	https://www.littlewandlelettersandsounds.org.uk/
Learning Support	Precision Teaching 	1:1 intervention that takes place daily for no longer than 10 minutes. It is highly focused, quick paced and highly effective	https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq#:~:text=Precision%20Teaching%20is%20a%20child,data%20to%20inform%20teaching%20strategies.
	The Early Handwriting Toolkit 	Step by step programme to improve muscle strength, visual perception, and hand skills	https://www.senbooks.co.uk/early-handwriting-toolkit
	Mind Maps	Strategy to support children in the	https://www.youtube.com/watch?v=u5Y4plIsXTV0

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		classroom to aid memory and concentration	https://www.scribd.com/doc/261218402/Mind-Mapping-for-Kids-pdf (Free copy of the book here)
		Supports children in retaining information	https://www.theotoolbox.com/how-to-improve-working-memory/
		Teaches new concepts to children who have numeracy difficulties	https://www.bdadyslexia.org.uk/dyscalculia
		Sometimes known as 'Bucket Activities,' it supports children with early listening and attention skills	https://attentionautism.co.uk/ https://www.fiveacrewood.co.uk/useful-information-outreach/
		A practical approach to support children with early levels of development	https://www.intensiveinteraction.org/ https://www.fiveacrewood.co.uk/wp-content/uploads/2020/03/Intensive-Interaction.pdf
Social, Emotional and Mental Health		A 12-week programme for children to develop social and emotional skills	https://www.nurtureuk.org/
		1:1 therapy to support building healthy attachments and helps to process trauma, through non-intrusive questions	https://drawingandtalking.com/

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	ELSA (Emotional Support Literacy Assistants) 	1:1 intervention or small groups to support children's well-being and emotional development	https://www.elsa-support.co.uk/ https://kentresiliencehub.org.uk/supporting-your-child/
	Colour Monsters 	1:1 intervention or small group work to support children in recognising and understanding their feelings and emotions	https://eytonprimary.co.uk/wp-content/uploads/2021/02/The-Colour-Monster-Book.pdf
	The Invisible String 	1:1 intervention to support children with separation, loss, and connections	https://patricekarst.com/

Archbishop Courtney's SEND Summary 2025-2026

- 326 pupils on roll
- 60 pupils on the SEND register = 18.4% school population
 - 14 pupils with an Education, Health, and Care Plan
 - 46 pupils with SEN support
 - 6 pupils with a Social, Emotional and Mental Health (SEMH) need
 - 36 pupils with a Communication and Interaction need
 - 12 pupils with a Cognition and Learning need
 - 6 pupils with a Physical/Sensory need