

Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

The Wells Free School,
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Inclusion Team

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Kent SEND Information Report

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 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:



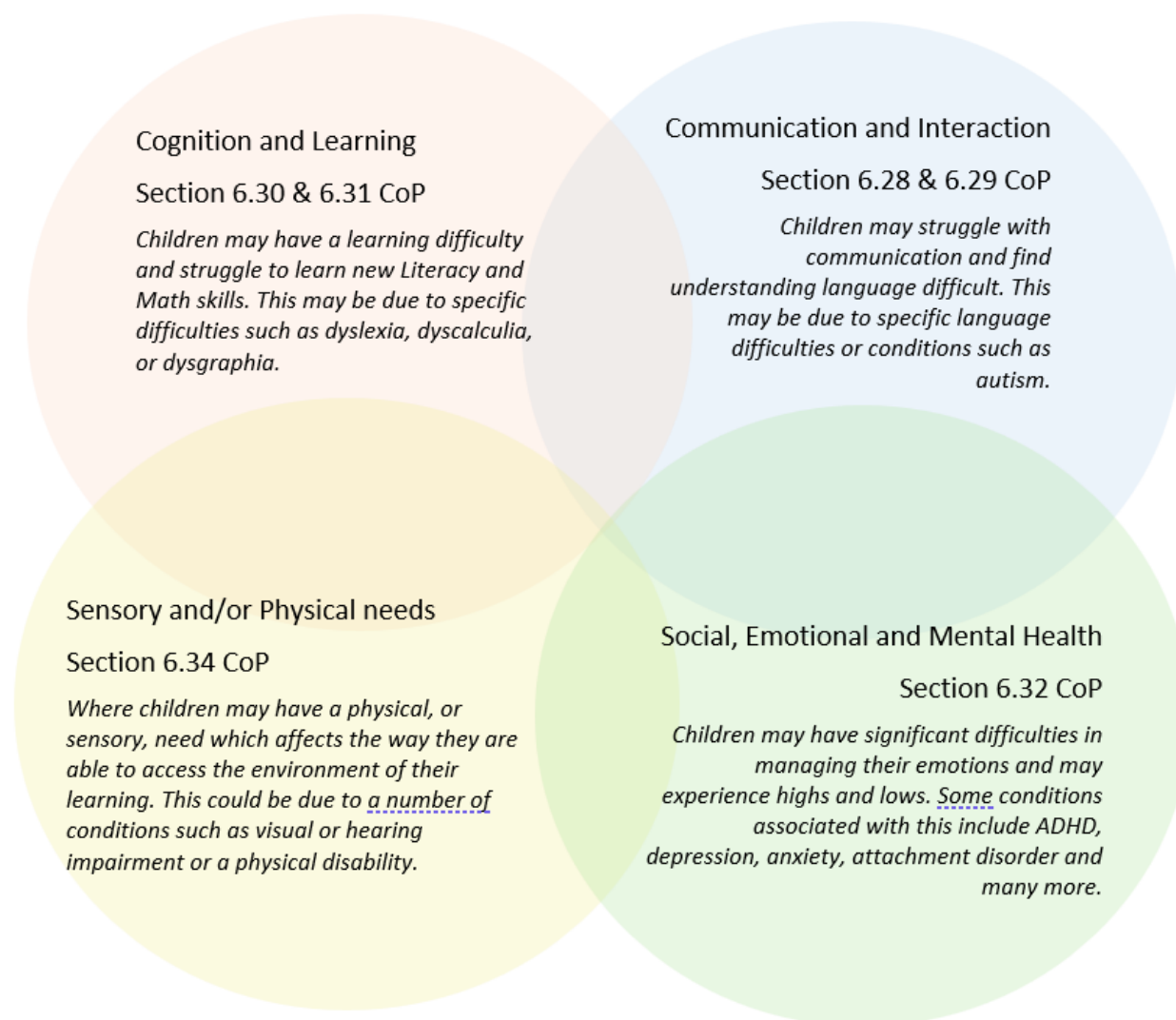
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://thewellsfreeschool.co.uk/Policies/>.

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. 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 \(publishing.service.gov.uk\)](#)

2. Which staff will support my child?

At The Wells Free 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 Miss Rae Akehurst. She has been a qualified teacher since 2010 and achieved the National Award in Special Educational Needs Co-ordination in 2017. She has been a SENCO since 2015 and is passionate about ensuring each child reaches their academic potential by removing identified barriers. Miss Akehurst has been at The Wells Free School since 2017 and completed her National Professional Qualification for Headship (NPQH) in 2020.

Miss Akehurst is available all day Tuesday, Wednesday and Thursday and Friday mornings until 11.30.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have 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. The type and frequency of training is reflective of the cohort of pupils at our school.

Below is a list of some of the training that was delivered during the previous academic year, please note that it is not exhaustive.

- Autism Education Trust
- Interoception Curriculum
- Intense Interactions
- Mainstream Core Standards
- Adverse Childhood Experiences
- Emotional Intelligence

Teaching assistants (TAs)

At The Wells Free School Teaching Assistants are known as Teaching Partners (TPs)

We have a highly experienced team of 16 Teaching Partners, including 3 higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

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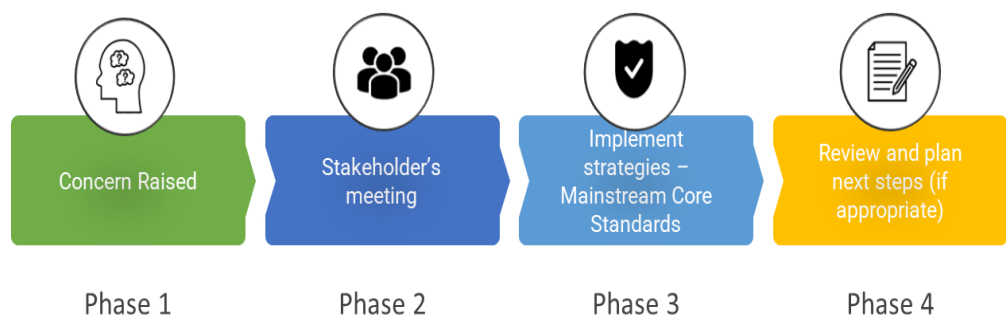
In the last academic year, TPs have been trained in and delivered the interventions listed on page 13.

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:

- Behaviour coaches
- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- Kent Pru and Attendance Service (KPAS)
- Kent and Medway Emotional Wellbeing Team
- NELFT practitioners
- Occupational Therapists
- School nurses
- Safeguarding services
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and Language Therapists
- Therapeutic practitioners.

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 school are aware. In the first instance contact your child's class teacher. Nightingale Class (Reception) Ms Jaffey: sadie.jaffey@thewellsfreeschool.co.uk
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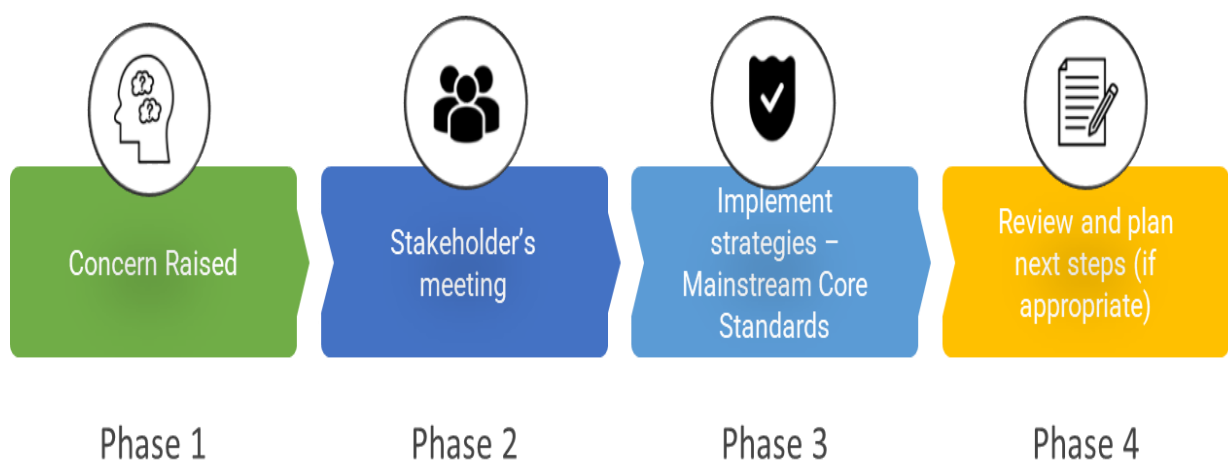
	Seacole Class (Year 1) Miss Cruttwell: madison.cruttwell@thewellsfreeschool.co.uk Jenner Class (Year 2) Miss Tierney: laura.tierney@thewellsfreeschool.co.uk Lister Class (Year 3) Mr Furey: adam.furey@thewellsfreeschool.co.uk Cavell Class (Year 4) Mr Carter: tony.carter@thewellsfreeschool.co.uk Garrett Class (Year 5) Ms Hennessy: sarah.hennessey@thewellsfreeschool.co.uk Bannister Class (Year 6) Ms Laurence: caitlin.laurence@thewellsfreeschool.co.uk Your child's class teacher may make an appointment to see you face to face and Miss Akehurst may also be present at the meeting. Miss Akehurst works part time so another member of the senior leadership team may sit in on the meeting in her absence.
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's been discussed and add this to your child's record.
Phase 3	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: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
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.

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	You will receive a termly Parent SEND provision Plan (Autumn, Spring and Summer) that outlines the outcomes and short term targets your child is working towards. This plan will share the interventions your child is in receipt of as well as listing the first quality teaching strategies that are available to all children at The Wells Free School. This document will also keep you informed of the external agencies that are involved with your child.
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4. What happens if the school identifies a need?

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



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 academically across the curriculum 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?

Teachers set high expectations for all pupils – we strive for our curriculum to be our intervention. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with particular talents and skills in certain areas
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject in our curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teacher assessment data is collected three times a year; in December, March and July and recorded on the school's Data Management system (Arbor). Children's progress and attainment is then monitored and discussed with class teachers at regular Pupil Progress Meetings (PPM).

At The Wells Free School, we believe early identification is key in ensuring our pupils receive the most appropriate provision and support as quickly as possible. We achieve early identification through a range of ways including home and pre-school visits, liaison with parents, health professionals and early years settings. A range of other professionals may also already be involved such as early years specialist teachers, speech and language therapists and community paediatricians. Once in school, pupils are assessed in several different ways, including class observations and pupil voice will also be collected. From these assessments, the class teacher will communicate with parents, areas of strengths and areas that may need further investigation or intervention.

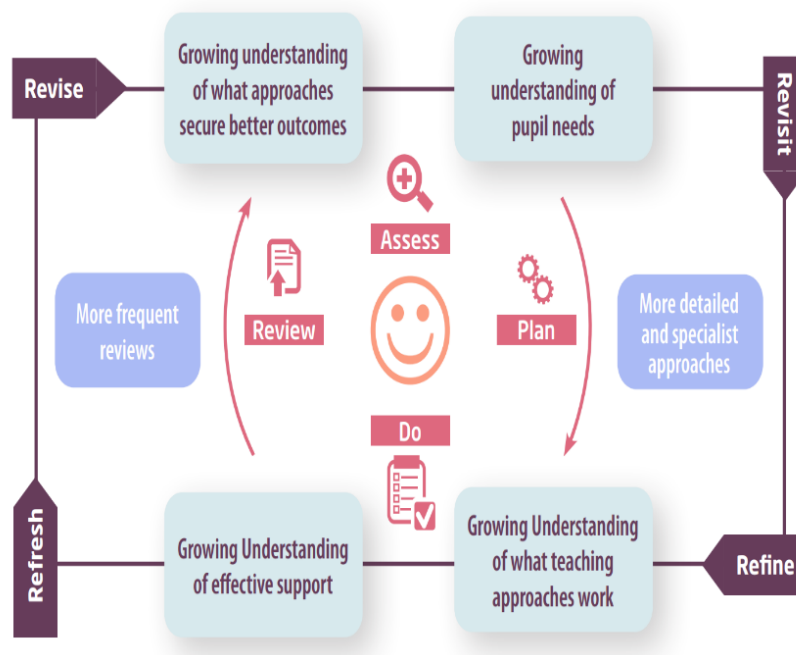
We use the following range of assessments with all pupils at various points throughout the year.

Universal Assessments used for all pupils			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical/Sensory
• Speech Link • Language Link • Language for Learning Observations	• Classroom assessments • Phonics Screening • Past Assessments • Accelerated Reader • CAT4 Tests (Yr5 only)	• Leuven Scales • Boxall Profile • Observations • Strengths and Difficulties Questionnaires	• BEAM • Sensory Integration Profile

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

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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 on a daily basis, 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 will provide termly reports on your child's progress.

A member of staff who knows your child well will meet you a minimum 3 times a year 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.

If you have concerns that arise between these meetings, please contact your class teacher or SENCO. You are able to find their email addresses on pages 6 and 7.

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.
- Discuss their views with a member of staff 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.

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.

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These adaptations may include:



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



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, communication boards and books



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

We may also provide the following interventions:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction 	Quality First Teaching Strategies available to all • Flexible teaching arrangements • Differentiated outputs • Use of symbols (Communicate in Print) • Sensitive pairings/groupings • Differentiated feedback. • Calm Learning Environment • Opportunities for Verbal Rehearsal • Personalized Timetable as appropriate • Structured school and class routines • Increased visual aids. • Makaton • Focus on key concept/objective. • Language for learning • Workstations • Vocabulary Mats • Lunch time Club • Adaptive curriculum delivery. • Visual timetables • Individual visual aids/timetables • Allow range of strategies for effective Communication • Clearly labelled resources • Modelled Sentences

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	Infant/Junior Language Link Standardised assessment to screen for problems understanding language. Provides support materials, plans and record keeping for group work, classroom support strategies and individual work.
	Language for Learning Provides practical guidance to identify and support pupils with speech language and/or communication difficulties.
	Speech and Language derived interventions For children that are open to the schools Speech and Language Team and have an active My Plan in place. This is delivered by a qualified speech and language therapist each term followed by a term of consolidation by school-based staff.
	Speech Link Screening tool to check if speech sound development is age appropriate. Provides speech sound programs with supporting resources.
	Talkabout for Children 1 – Developing Self Awareness & Self Esteem Self-awareness and self-esteem are essential prerequisites to developing social skills, so this book is an excellent first step to any social skills programme. It is ideal for primary school aged children or older children with special needs.
	Talkabout for Children 2 – Developing Social Skills Designed specifically for young children (aged 4 and above) or children with special needs, this practical resource is packed with activities and games for developing social skills. Social competence is an essential aspect of our quality of life and this resource will help you to develop these skills in young children.
	Talkabout for Children 3 – Developing Friendship Skills Designed specifically for young children (aged 4 and above) or children with special needs, this practical resource is packed with activities and games for developing friendship skills.
	“This is Me” Needs Summary profiles ‘This is Me’ looks at a child’s strengths and needs, focusing on neurodivergence. It will help everyone to understand a child’s differences and meet their needs at home and at school. This will not result in a diagnosis but will help the child to get the support they need.
	Time to Talk EYFS & KS1 This book teaches and develops oral language and social interaction skills. Contains 40 sessions, designed to take place two to three times a week, the book aims to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills.

Cognition and learning



Quality First Teaching Strategies available to all

- Adapted curriculum.
- Adapted delivery.
- Adapted outcome.
- Increased visual aids/Word Banks
- Visual timetables
- Concrete apparatus (e.g., Numicon)
- Effective Modelling and questioning
- Alternative recording methods
- Use of ICT resources
- Dyslexia friendly resources
- Dyslexia friendly fonts
- Use of appropriate writing frames
- Planning and Deployment of Adult Support
- Personalized Timetable as appropriate
- Working walls
- Vocabulary displays.
- Zoned classroom
- Outdoor learning
- Daily basics
- Appropriate VAK strategies
- Mixed and flexible groupings

EAL Star

An assessment completed 1:1 to ascertain the English abilities for children recorded as having English as an Additional Language. The banded results range from emerging skills to fluent. Teaching Partners, alongside class teachers then support children in acquiring the skills required to improve their English ability. This may be done 1:1 or in small groups depending upon the need of the individual.

Executive Functioning

Executive functions are crucial cognitive skills that help us plan, organise, remember instructions, and juggle multiple tasks successfully. For children with neurodiversity, challenges with these skills are common, but understanding and supporting these functions can lead to significant improvements in daily life and learning.

Memory Magic

A resource to assess working memory and develop memory skills with children at Key Stages 1 & 2.

Pre-Teaching/Post-Teaching

Pre teaching is used to help children, who might otherwise find it difficult, to access an area of the curriculum.

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	Speech Bubbles A 20-week intervention run by Trinity Theatre to develop communication skills and confidence through drama-based activities (children in Year 1 and 2 only).
	VIP Phonics Additional phonic sessions with a focus on the phonic screening check or a particular sound based upon our phonics teaching using our Supersonic Phonics Friends Phonics Scheme.
	VIP Reading Focused time reading to an adult with a clear purpose and target.
	VIP Maths Additional Maths sessions with a focus on a skill that needs to be developed to keep up with class learning.
	Words First A literacy intervention that looks at reading whole words. It is used in conjunction with phonics teaching.
Social, emotional and mental health 	Quality First Teaching Strategies available to all • Whole school and class reward system • Whole school/class rules • Whole school policy for positive behaviour • PHSE curriculum • Celebration Assemblies • Personalised Timetables as appropriate • Feelings register. • Zoned classroom • The Zones of Regulation/Interoception Curriculum • Nurture Nook • High Consistent expectations • Forest School as an intervention • Lunch Time Club (Invite Only) • Transition preparation • Leuven's scale • Differentiated use of verbal and non- verbal communication • Emotion Coaching.
	A Volcano in my Tummy A clear and effective approach to helping children and adults alike understand and deal constructively with children's anger. By carefully distinguishing between anger the feeling, and violence the behaviour, it uses activities, stories, articles, and games designed to allow a multi- subject, developmental approach to the topic at home and in school.

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	Boxall Profile online A two-part checklist, which is completed by staff who know the child and young person best, identifies the levels of skills the child possesses to access learning.
	Drawing and Talking - Mrs Bedford Drawing and Talking is a safe, child-centred therapeutic intervention which uses drawing alongside non-intrusive conversation to help children process hidden emotions and trauma.
	Emotional Resilience Coach - Mrs Susie Good The Happy You Coach teaches children and teens about emotional intelligence and how to apply it to both their experiences and their behaviour choices. Rooted strongly in compassion and respect, this transformational coaching opens the lid on the physical, emotional and intellectual challenges young people face.
	Emotional Wellbeing Practitioner- Gemma Gemma is commissioned by Kent and Medway Mental Health Support Teams. She can deliver workshops on a range of topics to KS2, work with parents and children 1:1. Gemma works closely with the SENCO to identify need termly.
	ELSA - Mrs Comfort An ELSA (Emotional Literacy Support Assistant) helps children understand and manage their feelings, build self-esteem, and develop social skills. ELSA sessions are short, fun, and supportive sessions—using games, crafts, and talk—to give children the tools they need to cope with life's challenges and feel happy at school.
	Interoception Curriculum An interoception curriculum helps children understand their body's internal signals, such as a racing heart, muscle tension, or a hungry stomach. By learning to connect these physical sensations to their emotions, children gain vital tools to manage their reactions and self-regulate effectively.
	Key Worker Check-in Identified adult e.g., class teacher, teaching partner or member of SLT has daily check-ins with identified child. Check-ins could include the zone of regulation, sharing work, talk time, reminders of the school code, setting and reviewing targets.
	Lego as an Intervention The purpose of Lego therapy is to help students to develop their social and interaction skills through a highly structured small group.
	Social Stories Short descriptions of a particular situation, event, or activity, which include specific information about what to expect in that situation and why.

	Tea and Toast/ Time to Be Me Group interventions where children can socialize and interact with peers.
	The Zones of Regulation – Individual and Target group The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.
	5 Point Scale Provides a visual representation of social behaviours, emotions, and abstract ideas. It is a simple scale used to teach social understanding. Kari stresses, that "the scale is about breaking social and emotional concepts into 5 parts. It is a teaching tool".
Sensory and/or physical 	Quality First Teaching Strategies available to all • Flexible teaching arrangements • Teacher awareness of S&P Impairment • Availability of resources e.g., writing slopes • IWB coloured background • Standing/kneeling Desks/Busy Legz • Use of Technology • Individual Health Care Needs met as required • Neutral, tidy, and well organised environment to reduce sensory load. • Sensory areas and resources • Brain breaks • Safe spaces/Dark Dens • Privacy screens • Personalized Timetable as appropriate • Fiddle toys – e.g., bendy men, stretchy string, smooth tangle • Sensory seat cushions • Weighted blankets • Pencil grips • Ear defenders • Chew Toys
	BEAM BEAM is a movement screening and development tool. The six-week balance, education and movement programme is split into three blocks of graded activities.
	Clever Fingers/Funky Fingers Clever Fingers is a fun and highly motivating activity-based strategy devised by a paediatric Occupational Therapist, to help pupils with poor fine motor skills.

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	Occupational Health/Physiotherapist derived interventions For children that are open to the schools Therapy Team and have an active My Plan in place. This is delivered by a qualified occupational therapist and supported by school staff.
	Sensory Circuits Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process. This helps settle children into the school day.
	Typing Club An opportunity for those children that have regular access to a laptop to record their work and practice their touch-typing skills.
	VIP Handwriting Extra handwriting sessions may be given to children using the school handwriting policy. This will usually be in a group.

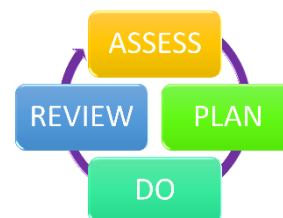
These interventions are part of our contribution to Kent County Council's local offer.

Our accessibility plan can be found here: <https://www.thewellsfreeschool.co.uk/Policies/>

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 towards their goals each term
- Reviewing the impact of interventions after at the end of each seasonal term. This is usually approximately 12 weeks in duration.
- 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)
- At The Wells Free School the SENCO meets formally with the class teachers 3 times a year to ensure that appropriate provision is in place.



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

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and there are sufficient resources to deploy additional and different teaching for pupils requiring SEN Support.

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.

The amount of support required for each pupil to make good progress will be different in each case.

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 provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. An overview of the clubs that have been offered to each year group in the past year can be found <https://www.thewellsfreeschool.co.uk/Parents/After-School-Clubs/>

All pupils are encouraged to go on our school trips, including our year 6 residential trip. In the case of residential trips, the needs of the child are discussed with their families and decisions will be made on an individual basis about the overnight aspect of the stay.

All pupils are encouraged to take part in the wide ranging extra-curricular activities that take place as part of our wider curriculum. In the 2025-2026 academic year these included but not limited to trips to The Amelia Scott, visiting workshops, Nativity (R&1), Carol Concerts (Y2-6), Class Assemblies and Sports Events.

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?



At The Wells Free School, we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible.

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From Early Years Settings (Nursery/pre-school) into reception prior to application

- Come and visit us. We hold a range of open mornings in October, November and January. These can be booked <https://www.thewellsfreeschool.co.uk/Our-School/Admissions/>. We can also accommodate tours outside these times, just give the office a call and we will be pleased to meet with you. Our staff are on hand to answer any questions that you may have and we welcome follow up conversations after you have visited.
- If we receive an Educational Health Care Plan consultation for a reception place, we will contact you to come into school to discuss your child's needs in depth before we commit to writing our response.

From Early Years Settings (Nursery/pre-school) into reception after a place has been accepted

- Visits are made to all settings children attend in the summer term.
- Children who have been flagged up as a concern or those that have SEND are visited in their setting by the class teacher and SENCO. Meetings with parents following this visit.
- SEN transition meetings take place with professionals who are already supporting any child due to start school.
- A comprehensive list of transition events is planned for children to familiarise themselves with the school setting.
- A transition booklet is produced and circulated.
- Home visits are made to each child in September.

In-year admissions

- Where possible, come and visit us to ensure we are the most appropriate setting for your child prior to completing the In Year Admission Form.
- Once you have confirmed your place with us, contact will be made with your child's current setting so that we can continue to support your child with required interventions.
- For children with an existing Educational Health Care Plan we recommend that you contact us to arrange a school visit and to allow us to meet you and understand your child's needs before naming us as your parental preference in Section I of the plan. During this meeting we will discuss their current provision and what we are able to meet under our best endeavours.

Our admissions policy which outlines oversubscription criteria can be found here:

https://thewellsfreeschool.co.uk/docs/policies/Admissions_Policy_2026-2027.pdf
https://www.thewellsfreeschool.co.uk/docs/Policies/Admissions_Policy_2025-2026.pdf

13. How does the school support pupils with disabilities?



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.

The Wells Free School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

We aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Our accessibility plan can be found here:

https://thewellsfreeschool.co.uk/docs/policies/Accessibility_Plan_TWFS_2025_-_2028.pdf

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

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 any extra-curricular club that they are interested in to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by regularly reviewing staff deployment and utilising a key adult approach as required
- We run a child-led referral nurture provision at lunch time for pupils who need extra support during unstructured times
- We have a 'zero tolerance' approach to bullying. Please see our Relational Policy for more details. [Relational Policy 2026.pdf](#)

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



The designated teacher for looked-after children and previously looked-after children is Miss Akehurst.

Miss Akehurst 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?



Between years

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

- Children participate in two transition days where they meet their new teachers in the summer term.
- For children with SEND and medical needs, a transition meeting is held where the current staff involved, parents, SENCO and future staff involved are present. Current support is described, and future support is discussed.
- A transition booklet is produced.
- The current class teacher meets with the next year's teacher to discuss each child and the class teachers meet with the SENCO to discuss SEND provision.
- Our Nightingale Children (reception) have their own transition events. These dates can be found on our school calendar.

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.

From Year 6 into secondary school

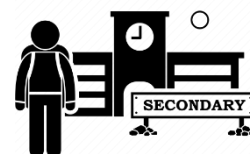
- When requested, the SENCO supports SEND children and parents with school tours prior to application

- Pupils attend open days at the secondary school they have been allocated in the summer term.
- For pupils identified as vulnerable, who may or may not have special educational needs, additional support is provided such as additional visits, photo books, and preparation sessions.
- For children with SEND, in addition to a meeting with the secondary head of year to discuss all children, where there is a need, another meeting is held, with the SENCO or other relevant staff member, to discuss suitable transition strategies and required support.
- Many secondary schools send a member of staff to discuss transition with the Year 6 pupils.

The SENCO of the secondary school may come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge.



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's local offer.

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are **Information Advice and Support Kent (IASK)**.

Information Advice and Support Kent 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 the age of 25 who have a special educational need or disability.

Trained staff can provide impartial, legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children, and young people to fully participate in discussions and make informed choices and decisions and to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

Helpline: 03000 413 000

Office: 03000 412 412

E-Mail: iask@kent.gov.uk

Web: www.kent.gov.uk/iask

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

- [Kent PACT](#)

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?

The normal arrangements for the treatment of complaints at The Wells Free School would also apply for complaints about provision made for SEN. We encourage parents to discuss their concern initially with the class teacher or SENCO. If this does not satisfactorily resolve the complaint, then parents are encouraged to meet with the Head Teacher (or Deputy Head in her absence) to resolve the issue before making any formal complaint to the Chair of the Governing Body.

Our Complaints Policy can be found here:

https://thewellsfreeschool.co.uk/docs/policies/Complaints_Policy_and_Procedure_June_2026.pdf

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation can be contacted. If it remains unsolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability).

There are some circumstances, usually for children who have an Education Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. The school cannot investigate complaints that fall within this category.

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

- SEND policy
- Code of Practice 2014
- Mainstream Core Standards
- Public Sector Equality Duty Statement
- Child protection and safeguarding policy
- Relational policy
- Accessibility plan
- Attendance policy



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 four areas of need describe different types of needs a pupil with SEND can have. The four 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 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