



UNDERSTANDING SEND AND EHCP SUPPORT IN SCHOOLS

"Let your light shine.."



Woodchurch CE Primary School

There is a lot of information about Special Educational Needs and Disabilities (SEND) and Education, Health and Care Plans (EHCPs). This guide explains how support works in schools and how children's needs are identified and met.

We are committed to provide equal educational opportunities to all children, regardless of their abilities, backgrounds, or experiences.

Our classrooms are inclusive and recognise and value the diversity of children and create a learning environment where all pupils feel supported, valued, and challenged.

Nurture, Grow, Shine

HOW WE IDENTIFY AND SUPPORT CHILDREN'S NEEDS

We focus on identifying and meeting children's needs based on how they learn and what support helps them most. A medical diagnosis can be helpful in understanding a child's strengths and differences, but we do not rely on diagnosis alone. We always look at the child's individual needs in the classroom.

Having a diagnosis does not automatically mean a child will be placed on the SEND register. Many children with diagnoses such as autism, ADHD, dyslexia, or speech and language differences have their needs successfully met through high quality teaching and inclusive classroom strategies, without the need for additional SEND provision.

We place children on the SEND register when they require provision that is additional to or different from what is normally available in the classroom, and when this support is needed to help them access learning and make progress.

Our approach is always needs-led. We are committed to creating an inclusive environment where all children can participate fully, develop confidence, and reach their potential.

OUR APPROACH TO SUPPORTING CHILDREN

We believe that high quality teaching is the most important support we can provide. Our teachers use a range of inclusive strategies, adaptations, and flexible approaches to ensure every child can access learning.

Our teaching assistants play an important role in supporting pupils. They work alongside teachers to provide targeted support, small group interventions, and encouragement.

For children with more complex needs, we carefully consider whether more individualised adult support is appropriate. At the same time, we aim to help all children develop independence, resilience, and confidence.

- Fidget resources
- Weighted resources
- Ear defenders
- Timers
- Now and Next Boards
- Wobble cushions
- Chair bands
- Writing slopes

**Some of the
universal support
and resources
available for all
children**



- Standing desks
- Personalised visual timetable
- Concentration board
- Chew tools
- Theraputty
- Pencil grips
- Coloured overlays

Some of the Interventions that we provide:

- Lego Therapy
- Drawing and Talking
- Sensory Circuits
- Fizzy
- Clever Hands
- Toe by Toe
- Speech Link
- Language Link
- Memory Magic



HOW WE PUT SUPPORT IN PLACE

We use a graduated approach to supporting children, following four stages:

Assess → **Plan** → **Do** → **Review**

This allows us to identify needs early, put appropriate support in place, review progress regularly, and adjust provision where needed. A formal diagnosis is not required for us to begin supporting a child. If we identify barriers to learning, we will take action to provide appropriate support.

Under the Equality Act 2010, we also have a duty to make reasonable adjustments so that all children can access education. These adjustments might include changes to teaching approaches, classroom environments, routines, or resources.

We believe that the best outcomes for children come from strong partnerships between families and school.

By working together, sharing information, and focusing on each child's strengths and needs, we can ensure every child feels supported, included, and able to thrive.

Our focus is always on understanding each child as an individual and helping them to achieve their full potential.

Targeted support – Personalised planning

When a child needs additional support, we may introduce personalised provision plans. These plans identify specific areas of need, outline the support and strategies we will use, and set clear outcomes. These are reviewed regularly to ensure they are effective and responsive to the child's progress.

We meet with parents and carers at least three times a year to review and amend the personalised plans.

Individual support – One page profiles

Some children benefit from more individualised support. One page profiles help us understand the child as a whole person. They include the child's strengths, what is important to them, and the strategies that help them learn best. This ensures that all staff working with the child understand how to support them effectively.

OUR GRADUATED APPROACH TO SUPPORT

We provide support at different levels to meet each child's needs.

SPECIALIST SUPPORT

Individualised support for children with complex needs.

- One Page Profiles & SEND Support Plans
- Education, Health and Care Plans (EHCPs)



TARGETED SUPPORT

Personalised support for specific needs.

- Personalised Provision Plans
- Small Group Interventions



UNIVERSAL SUPPORT

Support for all children in the classroom.

- Whole Class Provision Plans
- Inclusive Teaching Strategies



Assess • Plan • Do • Review

We regularly review and adapt support to help every child succeed.



SEND Register

A child in a Kent school should be placed on the SEND register when they require significant, additional, and personalised support that is different from or extra to what is normally provided to pupils of the same age. This decision is based on a need for ongoing support, rather than just a diagnosis.

Children can be added or removed from the register at any point based on their progress and needs. Your child does not need to be on the SEND Register to access support in the classroom. Class teachers liaise with our SENCO frequently to ensure that the children are making progress in their learning.

Additional External Support

Kent schools work in groups called Communities of Schools (CoS). These groups will share ideas and support each other so children can get better help and access to local resources. All schools in Kent have access to helpful tools and resources to support your child. They also receive expert advice from a Professional Resource Group (PRG) which includes: Educational Psychologists, SEND Inclusion Advisers, and Specialist Teaching and Learning Services (STLS), so they can seek the right support at the right time for your child.

UNDERSTANDING EDUCATION, HEALTH AND CARE PLANS (EHCPs)

For children with the most complex needs, an Education, Health and Care Plan (EHCP) may be appropriate to ensure long-term, coordinated support. An EHCP is designed to ensure that children with more complex needs receive the right support to help them access education and make progress.

Many children with SEND have their needs successfully met in mainstream schools without an EHCP. When necessary, an EHCP provides a clear, coordinated plan outlining a child's needs and the provision required.

An EHCP can support collaboration between families, schools, and professionals to ensure consistent and appropriate support.

In some cases, a specialist school may be identified if it is considered the best environment to meet a child's needs and this is agreed by families and professionals.

The focus of an EHCP is always to ensure the child receives the right support, in the right place, at the right time.

You can find out more about EHCPs here: [Kent EHCPs](#)

Other sources of information and Support

Local Offer Directory – Search Results | Local Kent Directory

<https://www.autism.org.uk/>

<https://speechandlanguage.org.uk/help-for-families/>

<https://www.autism-alliance.org.uk/>

<https://nasen.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<https://www.kentautistictrust.org/>

<https://www.autismeducationtrust.org.uk/>

<https://www.autismspeaks.org/>

<https://www.iask.org.uk/>

You can find out more
about SEND in Kent
Schools here:

[https://www.kent.gov.uk/
education-and-children/s
pecial-educational-need
s-and-disabilities](https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities)

What's available to support children?



Nurture Assistant- Miss Hawkins

Our Nurture Assistant is in school full time, supporting children through a wide range of interventions and provision. This includes sensory circuits, well-being check-ins, the Resilience Toolkit, bereavement support, and general guidance to help children understand and manage their feelings and behaviours positively.

Communication and Language Assistant-Mrs Le Marechal

Our Communication and Language Teaching Assistant delivers targeted interventions to support speech and language development, working on memory skills, phonological awareness, and morphological understanding to help children build strong foundations for communication and learning.

Family Liaison Officer-Miss Tombs

Our FLO provides children with a safe, supportive space to talk and feel heard. They deliver emotional literacy support, help children manage behaviours positively, and carry out regular well-being check-ins to ensure every child feels supported. Each morning she works with a group of children who attend our Sunflowers provision, our calm soft start to the day, helping children settle, regulate, and feel ready to learn.

Emotional Wellbeing Team-Emily and Amy

Emily and Amy work with individuals and small groups of children who need additional support with anxiety and emotional wellbeing. They help children to understand their mental health, build coping strategies, and develop the skills to manage and regulate their behaviour positively. They are in school every Wednesday afternoon.



Flourish Together Federation's Inclusion Charter

Inclusion is Everyone's Responsibility



This charter sets out what all children and their families should expect from our schools, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand every child as an individual.
- Build warm, positive relationships.
- Take time to know what matters to each family.
- Respond with compassion and flexibility.
- Support smooth and successful transitions.
- Ensure pupil voice is central to all we do.

Value and Include

We will:

- Make inclusion everyone's responsibility.
- Act early and provide appropriate adjustments.
- Enable each child to have a trusted adult.
- Build on strengths and maintain a "can-do" culture.
- Provide staff with high-quality training.

Joined through the values of love and hope, we journey together so that our school communities can live life in all its fullness and flourish as God intended.

Nurture, Grow, Shine

Communicate

We will:

- Listen calmly, respectfully and with patience.
- Communicate in clear, accessible ways.
- Recognise behaviour as communication.
- Explain what can be done and any limitations.
- Ensure families can take part in decisions.
- Use positive, inclusive language.

Work in Partnership

We will:

- Offer meaningful opportunities to share views.
- Listen to and value family knowledge.
- Co-create plans that support each child.
- Recognise that every family is unique.
- Work with community groups and external agencies.
- Share expertise across the federation.
- Support families throughout their journey.