



2025/26 SEND Report For Governors

Rodmersham School

Date of this Report	Sunday, November 09, 2025
----------------------------	---------------------------

SENDCo	Nicky McMullon
---------------	----------------

Report Introduction

Rodmersham is a school that prioritises happiness, safety, and fun, providing an outstanding education for all its students. The well-being of staff, children, and parents is a key factor in the school's success and achievements.

The school is committed to a child-centred curriculum that focuses on academic excellence and emphasises the importance of exploring, enhancing, and embedding transferable life skills in every aspect of learning.

This philosophy promotes a holistic approach to education, where emotional, social, and life skills development are valued alongside academic achievement. It reflects our commitment to nurturing well-rounded individuals who are prepared for the wider challenges of life.

Rodmersham has been heavily oversubscribed for the last five years. Over the last ten years, the structure of the school has evolved to take account of the increased demand for places, which has seen numbers rise to more than 130 pupils. These changes have included redesigning the layout of the school and moving to single year group classes, which has necessitated an increase in staff.

Rodmersham is a highly inclusive school, where we welcome all children regardless of need or challenge. We are passionate about championing every child's rights and equality. This strong commitment to inclusivity has led many families of children with additional needs to choose Rodmersham, knowing their children will be fully supported and embraced within our community.

Historically, our children with SEND have performed well academically.

2025/26 Key Information

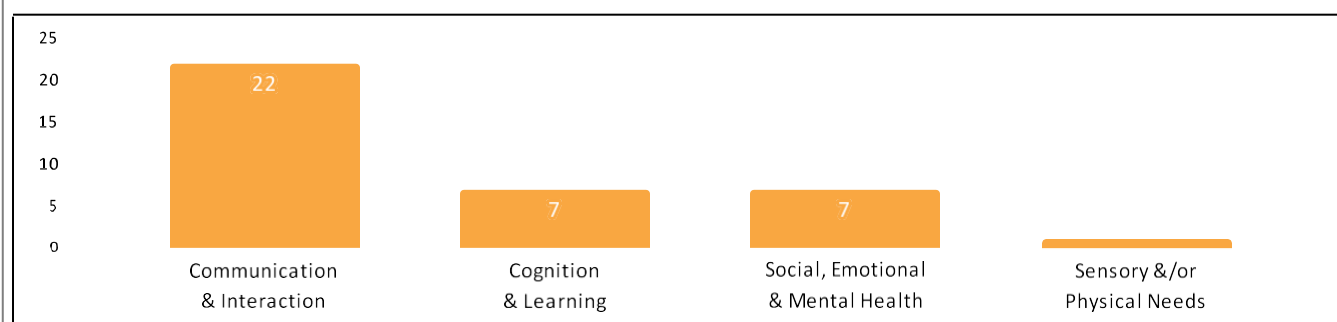
SEND Coordinator in school		Nicky McMullon
Contact Details	Email:	headteacher@rodmersham.kent.sch.uk
	Telephone:	01795 423776
SEND link governor		Ali Saunders
When was the SEND Report last reviewed?		9 November 2025
Is the SEND Report on the school website?		Yes

2025/26 SEND Pupil Benchmarking Data

Percentage of all pupils with an EHCP plan			Percentage of all pupils with SEN Support		
You		5%	You		19%
National		4%	National		15%
Percentage of pupils with an EHCP plan by gender			Percentage of pupils with SEN Support by gender		
Boys	You	 100.0%	Boys	You	 52.0%
	National	 72.8%		National	 63.5%
Girls	You	 0.0%	Girls	You	 48.0%
	National	 27.2%		National	 36.5%

2025/26 Areas of Need Breakdown

Please note that the below includes all areas of needs that are linked to a pupil and not just their primary area



	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Number of pupils identified to have this area of need	22	7	7	1
Percentage of all areas	59.5%	18.9%	18.9%	2.7%

Pupil Overview

Total number of pupils on the SEND register	32
Total SEND support pupils - code K	25
Total Education, Health and Care Plans (EHCP) - code E	7

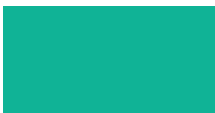
SEND Register by year group

By SEND Category	All pupils	All SEND pupils		SEND Support pupils		SEND EHCP pupils		pupils with no SEND	
	Total	Total	As a % of all pupils	Total	As a % of all pupils	Total	As a % of all pupils	Total	As a % of all pupils
Year R	18	2	11.1%	1	5.6%	1	5.6%	16	88.9%
Year 1	13	5	38.5%	5	38.5%	0	0.0%	8	61.5%
Year 2	22	6	27.3%	6	27.3%	0	0.0%	16	72.7%
Year 3	19	6	31.6%	4	21.1%	2	10.5%	13	68.4%
Year 4	19	5	26.3%	3	15.8%	2	10.5%	14	73.7%
Year 5	21	4	19.0%	4	19.0%	0	0.0%	17	81.0%
Year 6	17	4	23.5%	2	11.8%	2	11.8%	13	76.5%
TOTAL	129	32	24.8%	25	19.4%	7	5.4%	97	75.2%
Pupils with an area of need identified		Communication & Interaction		Cognition & Learning		Social, Emotional & Mental Health		Sensory &/or Physical Needs	
Year R		3		0		0		0	
Year 1		4		0		0		0	
Year 2		5		1		1		0	
Year 3		4		1		1		1	
Year 4		4		0		2		0	
Year 5		1		3		1		0	
Year 6		1		2		2		0	
TOTAL		22		7		7		1	

The above includes all area of needs and not just the primary area

Current SEND Register By Characteristics

SEND Pupils by gender

Total number of boys with any SEND needs		Total number of girls with any SEND needs	
20		12	
Boys with SEND support	Boys with an EHCP	Girls with SEND support	Girls with an EHCP
13	7	12	0
SEND Support	 13	SEND Support	 12
SEND EHCP	 7	SEND EHCP	0

Pupils with SEN, by type of SEN and FSM eligibility

	Total	% of Pupils	National average
Statement or EHCP	3	42.9%	39.7%
SEN Support	5	20.0%	36.4%

Pupils with SEN, by type of SEN and First language is known to be, or believed to be, other than English

	Total	% of Pupils	National average
Statement or EHCP	1	14.3%	15.3%
SEN Support	3	12.0%	15.4%

Pupils with an Education Health Care Plan (EHCP)

Number of pupils with an EHCP starting school this academic year	1
Number of pupils with an EHCP leaving school this academic year	1
Number new EHCP applications in progress	3

Leadership and Governance

Number of staff employed to support pupils with SEND	0
Number of vacancies for staff to support pupils with SEND	0

Further details on staffing requirements for SEND pupils

I am unable to employ the staff needed to support our SEND pupils because the current Communities of Schools (CoS) model has created too much uncertainty around funding. I no longer have clear or consistent information about how much funding is available, when it will be received, or whether it will continue in the long term. The removal of direct High Needs Funding means I now have to apply through the CoS system, which is slow, inconsistent, and offers no financial guarantees. Without the assurance of sustainable funding, I cannot responsibly commit to new staff contracts. In addition, the ongoing administrative issues and lack of clear guidance within the CoS structure have caused further delays, leaving me unable to recruit the support our pupils urgently need.

Staff Development Activities Taken Place

SEND Staff Activities and Developments at Rodmersham (2024–2025)

1. Targeted Staff CPD and Professional Development

Whole-school SEND CPD programme delivered through The National College, SENCo-led training, and external specialists.

Key areas of focus included:

Differentiation and adaptive teaching to meet a wide range of needs.

Understanding and supporting children with Autism, ADHD, Dyslexia, and Speech & Language difficulties. Zones of Regulation, Emotion Coaching, and De-escalation techniques to manage emotional dysregulation.

Sensory Circuits training – equipping staff to deliver structured sensory sessions that help pupils self-regulate and prepare for learning.

Positive Handling training – ensuring staff understand safe, legal, and minimal use of physical intervention, following DfE guidance and Rodmersham's Behaviour Policy.

Behaviour Policy training – ensuring all staff apply the school's positive behaviour principles consistently, promoting fairness, safety, and emotional understanding across all classes.

All Assistant Educators received upskilling to deliver interventions and promote independence, moving away from 1:1 dependency.

Refresher training provided on Dyslexia Gold, Colourful Semantics, and Speech and Language interventions led by Andrew Green (SALT).

2. Speech and Language Development

Continued partnership with Andrew Green, Rodmersham's private Speech and Language Therapist.

Bespoke speech and language targets embedded into classroom practice, with staff delivering daily follow-up sessions.

Introduction of language enrichment groups in EYF and KS1.

Wider use of visual supports such as Now/Next boards, Widgit symbols, and classroom visuals to support communication and comprehension

3. Emotional Regulation and Behaviour Support

Whole-school implementation of the Zones of Regulation framework.

Staff trained in Emotion Coaching to help pupils identify and express feelings constructively.

Training in Positive Handling and Behaviour Policy ensured consistency and confidence when responding to incidents of dysregulation.

Development of individual "How to Help Me" regulation plans for pupils who require structured emotional support. Increased collaboration between SENCo, DSL, and external agencies for children displaying complex SEMH needs.

4. Curriculum and Classroom Adaptations

Use of alternative recording methods (touch typing, laptops, speech-to-text tools).

Focus on oracy and vocabulary development as a key driver of inclusion and understanding.

Targeted literacy interventions such as Dyslexia Gold, Precision Teaching, and Colourful Semantics to improve progress for learners with literacy barriers.

Differentiation and personalised scaffolding are embedded into all classroom teaching.

5. Multi-Agency and Parental Collaboration

Regular SEND review meetings with parents and carers.

Ongoing collaboration with paediatricians, SALT, and the Kent Inclusion Team.

Development of Nurture and Social Skills groups following a review of previous interventions.

Strong focus on pupil voice within EHCP reviews and learning forums to ensure children are heard and valued.

6. Monitoring and Evaluation

Regular learning walks, book looks, and pupil voice activities focused on inclusion and adaptive teaching. Termly SEND governor visits evaluate intervention effectiveness.

CPOMS used to track and analyse behaviour, attendance, and well-being data.

Regular review of SEND and SEMH data as part of Headteacher reports and SLT meetings.

Parent Voice

Date of last parent survey	10 Jul 24
Number of outstanding complaints from parents of SEND pupils	0

Positive feedback from parents of SEND pupils and things we are doing well

Parents at Rodmersham consistently express that the school provides exceptional support for children with SEND. They value the strong communication between home and school, the care and understanding shown by staff, and the way every child is treated as an individual. Parents frequently comment on how inclusive and nurturing the environment is, how quickly staff respond to concerns, and how well their children's needs are met both academically and emotionally. Many have highlighted the positive impact of the school's personalised interventions, speech and language support, and the genuine commitment of all staff to ensuring every child thrives.

SEND Funding

Total funding SEND received:

Rodmersham School received £56,000 in SEND funding this academic year. This funding has been carefully allocated to ensure targeted, high-impact support for our children with additional needs and to strengthen inclusive practice across the school.

Key areas / activities of spend this academy year

A significant proportion of the funding is used to provide specialist Speech and Language Therapy through our private therapist, Andrew Green, ensuring children receive bespoke assessments and individualised programmes. We also fund a Teaching Assistant to deliver daily speech and language sessions, embedding therapy into classroom routines. Funding also supports 1:1 provision for one child, whose complex communication and emotional regulation needs require dedicated adult support.

To further enhance our inclusive environment, funding contributes to our Nurture Provision, which provides small-group and individualised emotional support for children who find school life overwhelming or who struggle with social communication.

Staff development is another key investment area. SEND funding has enabled training in adaptive teaching, positive handling, and emotion coaching, ensuring all staff can confidently meet the diverse needs of our learners.

Additional funding supports structured playtime provision for children who find unstructured times challenging, helping to reduce anxiety and prevent behavioural incidents.

Finally, funding is used to deliver a range of academic interventions, including targeted reading support, phonics catch-up, and precision teaching to close learning gaps and build confidence.

Collectively, this strategic use of funding ensures Rodmersham continues to provide high-quality, inclusive education where every child — regardless of need — is supported to succeed.

Pupil Attendance And Behaviour

	This reporting range 1 Sep 24 31 Aug 25		The current academic year to date	
	Attendance	Persistent Absence	Attendance	Persistent Absence
SENDEHCP	92.1%	33.3%	88.9%	33.3%
SEND General	92.8%	21.7%	90.8%	16.7%
All Pupils (School)	94.2%	13.8%	94.5%	14.4%
All Pupils (Nat)			87.0%	41.0%

Attendance Data - Current Academic Year To Date

SENDEHCP		88.9%
SEND General		90.8%
All Pupils (School)		94.5%
All Pupils (Nat)		87.0%

Year Group	Attendance %		Persistent Absence %		SEND and Pupil Premium %	
	SENDEHCP	SEND General	SENDEHCP	SEND General	SENDEHCP	SEND General
Year R						
Year 1	-	91.1%	25.0%	-	0.0%	-
Year 2	-	92.9%		-	100.0%	-
Year 3	83.8%	95.8%	0.0%	100.0%	0.0%	100.0%
Year 4	97.8%	97.3%	0.0%	0.0%	-	0.0%
Year 5	-	87.9%		-		-
Year 6	94.6%	92.8%	50.0%	0.0%	-	-
Number of suspensions of SEND pupils					1	
Number of permanent exclusions of SEND pupils					0	

Behaviour and Attitude Narrative

Attendance across the school remains broadly positive and continues to sit above national figures. Current whole-school attendance is **94.5%**, compared with the national figure of **87.0%**. This demonstrates strong engagement from the majority of families and reflects the proactive work staff undertake to promote routines, communication, and early intervention.

Attendance for pupils with SEND varies by level of need. **SEND General** pupils are attending at **90.8%**, while **SEND EHCP** pupils are attending at **88.9%**. Although these figures remain above national, they indicate a small but important gap when compared with whole-school attendance, and we will continue to monitor these children closely. Persistent absence is understandably more pronounced within these groups, with **33.3%** of SEND EHCP pupils and **16.7%** of SEND General pupils currently classed as persistently absent. These cases all relate to a very small number of children with high and complex needs, and individual plans are in place to address each situation.

At a year-group level, attendance patterns mirror the needs of specific cohorts.

- **Year 3** shows the widest spread, with SEND EHCP attendance at **83.8%** and general SEND at **95.8%**. Persistent absence for pupils with SEN in this year group is polarised, with one group at **0%** and the other at **100%**, again reflecting the needs of one individual child.
- **Year 4** has strong attendance across the board, with both SEND groups above **97%** and no persistent absence recorded.
- **Year 6** shows SEND EHCP attendance at **94.6%**, with **50%** persistent absence, while general SEND pupils are attending at **92.8%** with **0%** persistent absence.
- **Years R, 1, 2, and 5** show no SEND EHCP data this term due to cohort composition.
- In terms of wider vulnerabilities, the proportion of pupils who are both **SEND and Pupil Premium** is very small across the school. In Year 3, this group is currently at **0% attendance and 100% persistent absence**, again representing one individual whom we continue to support intensively. Other year groups either have no pupils in this combined category or show attendance in line with their peers.
- Behaviour remains generally positive throughout the school. There has been **1 suspension involving a SEND pupil** this academic year and **no permanent exclusions**. This reflects the school's strong commitment to early intervention, nurture-based support, and restorative approaches. Staff continue to work closely with families and external agencies to ensure that behaviour concerns are addressed promptly and supportively.
- Overall, the data highlights the effectiveness of our inclusive approach and the importance of sustained work with a small number of high-need families. Our next steps focus on continuing to reduce persistent absence through personalised support, strengthening home routines, and maintaining close communication with parents.

Personal Development And Well-being

Percentage of SEND pupils taking part in extra-curriculum activities

67%

Percentage of ALL pupils taking part in extra-curriculum activities

86%

Examples of extra-curriculum activities available to SEND pupils

Film Club
Football
Pokemon
Chess
Colouring
Rounders
Silent Disco
Just Dance
Disney Club
Story Club
Just Dance

Pupil voice : How have pupils with SEND had their view shared?

In addition to supporting children who are reluctant to come to school and working closely with them to understand the underlying reasons for their anxiety or avoidance, Rodmersham has placed great emphasis on student voice this year. Through the Learning Forum, pupils have been given the opportunity to share their views on how safe, happy, and included they feel in school. These discussions have helped identify barriers to learning and informed changes to classroom routines, playground provision, and emotional support.

Children have also contributed to EHCP reviews and school council meetings, ensuring their voices directly shape decisions about their education and wellbeing. Through these opportunities, pupils have influenced improvements such as quieter zones at playtime, greater access to sensory breaks, and adjustments to the school environment to reduce overwhelm. This continued focus on listening to children ensures that Rodmersham remains a school where every pupil feels heard, valued, and supported.

Have external agencies been involved in delivering the SEND and what impact has this had?

The introduction of SEND Clinics at Rodmersham has had a significant positive impact across the school. These regular, solution-focused meetings—led by the SENCo and supported by class teachers and teaching assistants—provide an opportunity to discuss individual pupils, review support strategies, and identify emerging needs early. Through these clinics, staff have been able to adapt provision swiftly, implement targeted interventions, and access specialist advice where needed. As a result, a number of children have received more timely and personalised support, leading to improved engagement, progress, and emotional wellbeing. The clinics have also strengthened staff confidence and consistency in meeting the diverse needs of pupils across the school.

Have any interventions been used for pupils with SEND and how effective have these been?

Cognition and Learning

(Supports pupils with literacy, numeracy, memory, and processing difficulties)

Precision Teaching – targeted support for specific reading, spelling, or maths facts.

Dyslexia Gold – daily online intervention for reading, spelling, and visual tracking.

Colourful Semantics – develops sentence structure and comprehension through visual supports. Toe by

Toe – structured reading intervention for struggling readers.

Rapid Reading / Rapid Phonics – short, intensive reading programmes.

Daily Supported Reading / Reading Recovery – structured early reading intervention.

Cognition and Learning

(Supports pupils with literacy, numeracy, memory, and processing difficulties)

Precision Teaching – targeted support for specific reading, spelling, or maths facts. Dyslexia

Gold – daily online intervention for reading, spelling, and visual tracking.

Colourful Semantics – develops sentence structure and comprehension through visual supports. Toe by Toe – structured reading intervention for struggling readers.

Rapid Reading / Rapid Phonics – short, intensive reading programmes.

Daily Supported Reading / Reading Recovery – structured early reading intervention.

Communication and Interaction

(Supports pupils with speech, language, and social communication difficulties)

Speech and Language Therapy sessions led by Andrew Green (SALT).

Language for Thinking – supports reasoning and inference through structured questioning. Speech Sound

Production Programmes – tailored to individual therapy targets.

Time to Talk – social communication and conversational skills.

Socially Speaking – develops social confidence and pragmatic language.

Now and Next Boards / Visual Timetables – structure and predictability for communication and routine understanding.

Social, Emotional and Mental Health (SEMH)

(Supports pupils with regulation, self-esteem, and emotional literacy)

Zones of Regulation – whole-school approach to emotional regulation. Emotion Coaching

– supports staff in responding empathetically to behaviour.

Nurture Provision / Nurture Groups – targeted small-group support for social and emotional needs. Talk and Draw /

Therapeutic Play – creative emotional expression.

Lego Therapy – social communication and teamwork intervention. Circle of

Friends – peer inclusion and social skills building.

Sensory Circuits – physical regulation activity at the start of the day.

Social Skills Groups – structured sessions focusing on turn-taking, empathy, and communication. Mindfulness and Calm Spaces – promoting relaxation and focus.

Sensory and Physical Needs

(Supports pupils with fine/gross motor skills and sensory processing challenges)

Sensory Circuits – morning routine for alerting, organising, and calming the body. Fine Motor Skills

Groups – e.g. threading, cutting, pegboards, handwriting exercises. Gross Motor Skills Sessions – climbing, balance, and coordination work.

Dough Disco / Squiggle While You Wiggle – early fine motor and pre-writing programmes.

Sensory Breaks / Movement Breaks – planned strategies throughout the day to regulate arousal levels.

Academic Catch-Up and Enrichment

(For children needing targeted support to close learning gaps or extend challenge)

Targeted Reading Interventions – 1:1 or small group guided reading.

Phonics Catch-Up Groups – following Little Wandle or Read Write Inc. sequences. Small Group

Writing Support – scaffolding vocabulary, structure, and spelling.

Maths Mastery Support Groups – concrete-pictorial-abstract reinforcement. Pre-

Teaching and Overlearning – building confidence before new topics.

Inclusion and Wellbeing Support

(Ensures children can access learning and thrive within the school community)

Nurture provision and access to the nurture room

Zones of Regulation support

Individual Emotion Regulation Plans for identified children

Calm-start sessions and soft landings

Sensory breaks and personalised sensory baskets

Lego-based therapy/social communication groups

1:1 coaching for anxious or school-avoidant pupils

Achievement: IMPACT (EYFS)

End of EYFS Results & Current Progress

Data: % of learners with a Good Level of Development (GLD)

SEND General	You	#N/A	
	National Average		22.9%

SEND EHCP	You	#N/A	
	National Average		3.6%

Data: % of learners achieving all Early Learning Goals (ELG)

SEND General	You	#N/A	
	National Average		28.2%

SEND EHCP	You	#N/A	
	National Average		4.4%

Achievement: IMPACT (KS1)**End of KS1 Results & Current Progress****MEETING PHONICS STANDARD IN YEAR 1**

SEND General	You		67.0%
	National Average		48.0%

SEND EHCP	You	#N/A	
	National Average		19.0%

READING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		75.0%
	National Average		32.0%

SEND EHCP	You		100.0%
	National Average		12.0%

WRITING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		75.0%
	National Average		32.0%

SEND EHCP	You		100.0%
	National Average		12.0%

MATHS: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		75.0%
	National Average		37.0%

SEND EHCP	You		100.0%
	National Average		15.0%

SCIENCE: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		47.0%

SEND EHCP	You		100.0%
	National Average		17.0%

Achievement: IMPACT (KS2)

End of KS2 Results & Current Progress

READING, WRITING AND MATHS: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		24.0%

SEND EHCP	You	#N/A	
	National Average		8.0%

READING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		45.0%

SEND EHCP	You	#N/A	
	National Average		18.0%

WRITING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		34.0%

SEND EHCP	You	#N/A	
	National Average		12.0%

MATHS: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		42.0%

SEND EHCP	You		100.0%
	National Average		16.0%

GRAMMAR, PUNCTUATION & SPELLING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You		100.0%
	National Average		38.0%

SEND EHCP	You		100.0%
	National Average		16.0%

Community of Schools Information for Parents

FAQs

1. What is High Needs Funding (HNF)?

In Kent, all schools receive core funding to help them meet the needs of children with SEND. In most cases, schools do **not** need to apply for HNF. HNF is extra money used to support children who need more help than the school's usual resources can provide.

2. What are the Mainstream Core Standards?

The Kent [Mainstream Core Standards](#) document explains what all schools must do to support children and young people with SEND. A [Parents' Guide](#) is also available.

3. How can I find out what support my child's school provides?

All schools will have an SEND Information Report available on their website. This explains what support is available. You can also speak to the school's SENDCo for more information.

4. Will my child lose support?

No. Your child will still get the help they need, but it might look a little different. If your child has a special plan called an EHCP, they will still receive the support set out in Section F. The school will talk to you if anything changes.

5. Does my child need an EHCP to access resources or support?

Absolutely not. There is no need for a child to have an EHCP to access additional resources or support.

6. Does my child need 1:1 support?

Each school decides how to use their support staff to help all the children. One-to-one support is only used in the most exceptional cases. Most children learn best from being supported in class by teachers and teaching assistants. This helps them learn alongside their peers and grow in confidence and independence. Further information can be found here: [Education Endowment Foundation](#).

7. When might a child need an EHCP?

An Education, Health and Care Plan (EHCP) is for a small number of children who need a very high level of support over a long time. Most children with SEND are well supported through their school. If a child is still struggling despite extra help, an EHCP may be needed to bring in additional services.

8. How will schools access support and funding? Will I notice any difference?

Schools will now work together in Communities of Schools to understand what help children need and to request resources or support. This support may benefit more than one child with similar needs. You may not notice major changes in your child's daily experience, but the new system is designed to help schools respond more quickly and fairly.

9. What role do parents and carers play in this new system?

A vital one. Schools will always speak with you if any changes are planned. They are committed to working in partnership with families to support each child's progress and wellbeing.

10. When do the changes start?

The new funding system is being introduced in phases from September 2025, with full implementation expected by September 2027.

11. Who can I speak to if I still have questions?

If you have questions about the changes, speak to [Contact the SEND Enquiries Hub - Kent County Council](#), or contact the [Information, Advice and Support Kent](#) for independent guidance. If you have questions about how support is being provided in your child's school setting, talk to your child's school SENDCo.

Improvements to Support for Children and Young People with SEND in Kent

Kent County Council is making changes to improve support for children with Special Educational Needs and Disabilities (SEND). By working closely with families and schools, KCC aims to make sure every child gets the right help at the right time, so they can learn, feel included, and thrive.

Why are the changes happening?

- **Fairer access to support:** Children will get the right support based on their individual needs, helping schools respond more effectively.
- **Simpler system:** It will be quicker and simpler for schools to get help for children.
- **Better outcomes for children:** All children will have a chance to learn, feel included, and do well, no matter where they live.
- **Following national plans:** These changes are part of bigger plans across the country to help children sooner using local resources.

Why now?

More children need extra help in school than before. The old system needs to change to meet this demand. Kent schools have received training and investment from KCC so they are ready to use the new system as part of wider improvements.

What changes are being made and how will they help my child?

Schools will now 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.

How will the Communities of Schools approach aim to benefit my child?

- **Schools learning from and supporting each other:** Schools will work together by sharing ideas, tools, and ways to help children learn and grow.
- **Less red tape, so schools can focus on pupils:** With less paperwork, teachers will have more time to support and teach the children in their class.
- **Quicker, more direct access to support services:** Children will get the help they need more quickly, from the right people, at the right time.
- **Protected SEND Funding for 2025/26:** Some funding in schools has been protected to support SEND provision based on the needs of the school.
- **Stronger partnerships with parents and carers:** KCC and schools will work closely with families to make sure children feel happy, do well in school, and have support when moving to secondary school.

All schools in Kent have access to helpful tools and resources to support your child. They also receive expert advice from Educational Psychologists, SEND Inclusion Advisers, and Specialist Teaching and Learning Services (STLS), so they can offer the right support at the right time for your child.

For further information, please read the Frequently Asked Questions document.