

**White Cliffs Primary School**  
**Special Educational Needs and Disabilities (SEND) Policy**  
**SEN Information Report**

**Aims**

White Cliffs Primary School, like all schools in the Dover Federation for the Arts Multi Academy Trust, is committed to providing an appropriate and high-quality education to all children. We believe that all children, including those identified as having special educational needs and/or a disability, have an entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN and/or D gets the support they need. This means doing everything we can to meet the pupil's special educational needs. We will strive to eliminate prejudice and discrimination, and develop an environment where children can flourish.

**About this Information Report**

This information report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through ongoing feedback from parents and carers, school staff and Trust Board Members at White Cliffs Primary School

We will review and update this report regularly to reflect changes and feedback. This report is reviewed annually.

If you need any more information please see our SEND Policy or contact Helen Castle, SENCO on 01304 206174

**This policy and information report is written in line with the requirements of: -**

[Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEND information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI

2013 758 The School Information (England) (Amendment) Regulations 2013

**This policy should be read in conjunction with the following school policies:**

The Behaviour policy

The Complaints policy

The Equality policy

The Bullying Policy

The Safeguarding policy

ALL Curriculum policies

The Homework policy

### **Definition of SEN – what is a Special Educational Need (SEN)?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

They have a learning difficulty or disability if they have:

- (a) A significantly greater difficulty in learning than the majority of others of the same age, or
- (b) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Definition of disability – what is meant by a disability?**

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2014, p5)*

### **Frequently Asked Questions**

1. What are the setting's policies for the identification and assessment of pupils with special educational needs (SEND)?
2. What are the setting's policies for the identification and assessment of pupils with special educational needs (SEND)?
3. What are the setting's policies for making provision for pupils with special educational needs (SEND), whether or not pupils have Education Health and Care Plans?
4. Who is the SEND Co-Ordinator/ SENCO and how do I contact them?
5. What expertise and training do the setting staff have in relation to SEND and how will specialist expertise be secured?
6. What equipment and facilities are available to support pupils with SEND?
7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?
8. What are the arrangements for consulting and involving pupils with SEND in their education?
9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the setting?
10. How does the setting involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?
11. What local support is there for the parents of pupils with SEND?
12. What are the setting's arrangements for supporting pupils with SEND when they join the setting, and supporting them to move to primary school/ secondary school/ further education, training or employment/ adulthood and independent living?
13. Where can I find more information about SEND services in Kent and the local area (the Local Offer)?

The answers to the above questions can be found below.

**1. What kinds of Special Educational Needs and Disability (SEND) does the school cater for?**

White Cliffs Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy  
(Note – the building is not fully accessible to pupils with mobility difficulties)
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way in accordance with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

**2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?**

All of our teachers at White Cliffs Primary School are responsible for identifying pupils with SEN, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

At White Cliffs Primary College, we assess each pupil's skills and levels of attainment when they first come to the school. This builds on any information from the child's previous early years setting or school, and provides us with information we need to

monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

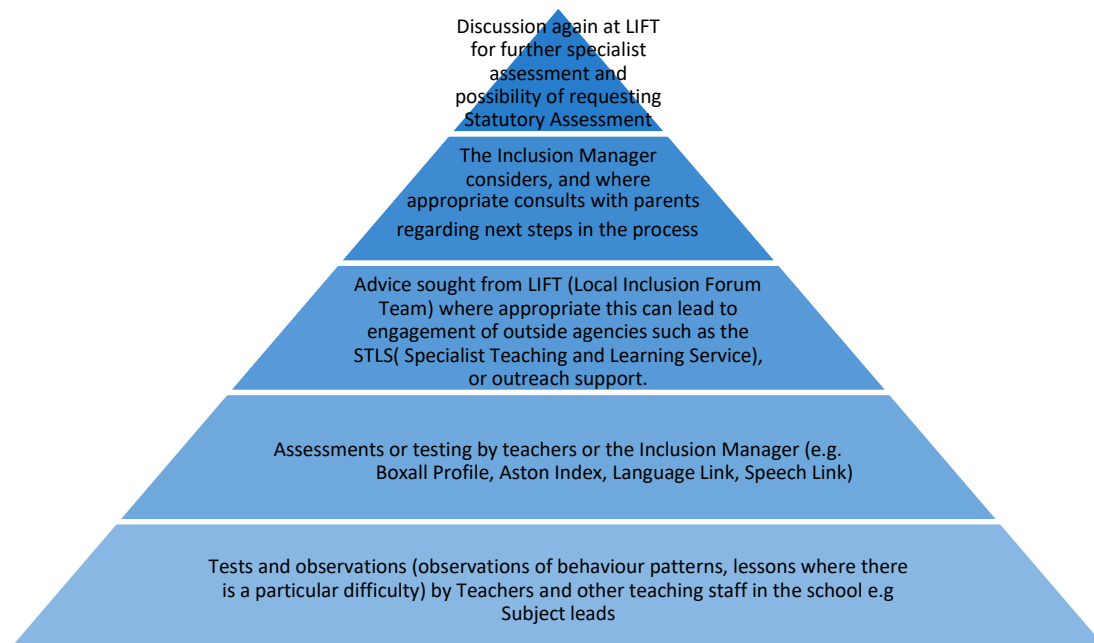
Across the school we monitor the progress of all pupils six times a year to review their academic progress. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher and Study Support Managers will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances, such as a new baby, a move of home, or the death of a relative. Or, perhaps, they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support the school takes into account:

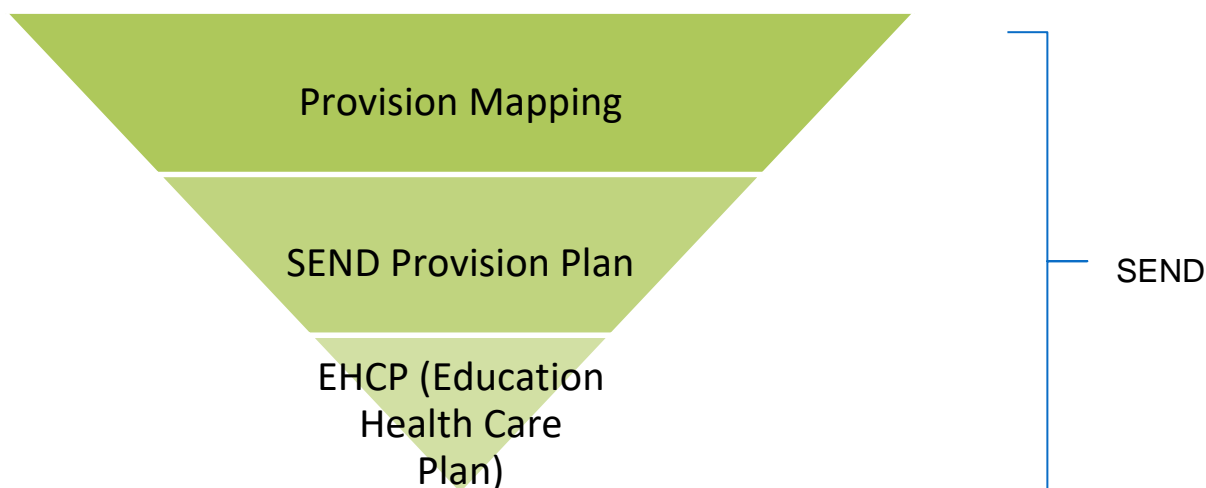
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to his/her peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

### **3. What are the school's policies for making provision for pupils with special educational needs (SEND), whether or not pupils have Education Health and Care Plans?**

All teachers are teachers of SEN and High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having SEND his/her teacher and the SENCO will consider everything we know about the pupil to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available. The tools we use are summarised below.



**Provision Mapping:** A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum. This could also be used to cater for the needs of a particular vulnerable group or children with English as an Additional Language (not solely SEND)

**SEND Provision Plan:** A document containing a 1-page profile and a detailed action plan listing the goals and provision to meet the SEND. This is the same action plan that can be used as part of the EHCP.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEND of the child and he/she is still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Kent can be found on the Council’s Local Offer website, <http://www.kent.gov.uk/educationand-children/special-educational-needs>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual provision plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

**a) How does the school evaluate the effectiveness of its provision for SEND?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for pupils are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCO and the Principal report regularly to The Trust Board members on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND.

The Senior Leadership Team considers the attainment data for pupils with SEND and compares it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

**b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

Every pupil in the school has their progress reviewed six times a year and this information will be shared with parents three times a year and pupils every term. We provide an annual report to parents on their child's progress, normally at the end of the school year.

At White Cliffs Primary College, we follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour



- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. We sometimes use home school books to give daily feedback on how a child has been at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations.

We have SEND Review Meetings, held in conjunction with Parent Partnership Meetings at least three times each year. Parents and carers receive a written record of the meeting and are provided with a copy of the Personalised Intervention Programme that lists the interventions their child is receiving. Some pupils with SEND may have more frequent reviews if they are required and these may involve a range of different professionals working with the child or family.

The SEND Reviews are held with the child's class teacher who has a good knowledge and understanding of the pupil's needs and attainment, and where possible with the SENCO.

Some reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

We use the Annual Review form recommended by Kent SEND department for children with an EHCP.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND.

**c) What is the school's approach to teaching pupils with SEND?**

At White Cliffs Primary School, the quality of teaching is judged to be good with much outstanding.

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of special educational needs or Education, Health and Care Plans.

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff, Teachers, Study Support Managers or Teaching Assistants may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid an over-reliance on individual support for pupils as evidence shows that in many cases this prevents them from becoming independent learners.

The SENCO, supported by the Senior Leadership Team, ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

**d) How does the school adapt the curriculum and learning environment for pupils with SEND?**

We are committed to meeting the needs of all pupils, including those with SEND. We have a duty not to directly or indirectly discriminate against disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people may need before they start with us, and what adjustments we may need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and to get additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example, we may need to:

- rearrange the layout of the classroom
- provide staff with resources to help children with a hearing impairment
- create a quiet area in the classroom
- buy specialist ICT software
- plan a specific lunch-time menu with the school cook

In considering what adaptations we need to make the SENCO will work with the Principal and school Board of Directors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

#### e) **What additional support for learning is available to pupils with SEND?**

The school organises the additional support for learning into 3 different levels (also called waves).

**Wave 1 (Universal):** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2 (Targeted):** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3 (Specialist):** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

## Waves of Intervention Model



The provision available at each level is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access exams when needed.

We are able to support the administration of medication if it is recommended by health professionals.

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 that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. This process only applies for pupils with a high level of Special Educational Needs in mainstream schools.

Pupils requiring High Needs Funding (HNF) will be experiencing a combination of substantial or severe difficulties in the areas of communication, cognitive development, social emotional & mental health, physical difficulty and/or sensory impairment.

It is likely that the vast majority of pupils requiring HNF will have an Education, Health and Care Plan (EHCP). However, HNF may be required for those without an EHCP who require a high level of individualised intervention in school.

The new process requires schools to submit an online application for each high needs pupil whose provision exceeds £6,000 per annum.

High Needs Funding is not a reimbursement of actual costs but an additional resource to support a school in meeting the pupil's high level of special educational needs.

Funding will only be approved for one year and a renewal will need to demonstrate how effectively the school has used previously agreed resources as well as the rationale for continued support.

**f) What extracurricular activities are available for pupils with SEND?**

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 7.45am – 8.45am
- After school clubs including sports, arts and music activities

We try to ensure that all pupils with SEND can engage in these activities of the school alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips. If necessary, we involve parents of pupils with SEND in the planning of school and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

**g) What support is available for improving the emotional and social development of pupils with SEND?**

The culture and structures within the school aim to encourage the emotional and social development of all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support for the pupil's teacher to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class

- small group sessions - to promote positive behaviour, social development and self-esteem
- targeted work planned with our Study Support Managers/Teaching Assistants for individuals or small groups
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (CAMHS/play therapists), which may take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

#### **4. Who is the SENCO and how do I contact them?**

Our SENCO is a qualified teacher working at the school who has responsibility for SEND. She works closely with the Principal and Trustees, as well as all teachers. If you have concerns about your child, you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising colleagues
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants & Study Support Managers
- overseeing the records of all children with SEND and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies, including the local authority's support and educational psychology services, health and social services, and voluntary bodies

Mrs Helen Castle - SENCO 01304 206174

Mrs Helen Castle has successfully completed the Postgraduate Certificate in SEN Coordination.

You can request a meeting with Mrs Helen Castle, SENCO, by phoning the school office.

**5. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?**

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring that staff have the appropriate training and expertise to meet the needs of pupils with SEND is shared between the Principal, the SENCO and the Trustees. We closely monitor the training and development needs of our staff through annual appraisal.

*The following tables show the training and expertise of the school staff.*

**SEND Training & Expertise**

<b>Details of training/ expertise</b>	<b>School staff trained</b>
Emergency First Aid Training	1 SSMs, 3TAs, 2 teachers, 2 members of office staff
First Aid at Work	1 teacher, 1 SSM 1 member of office staff
Paediatric First Aid Training	1SSM 1 Teacher
Attachment Training (5 Twilights)	All staff
Restorative Justice Awareness Training	3 Class Teachers 4 SSM's
Speech and Language IEP training	5 SSM's
'Sounds-Write' Training	3 SSM's
'Language through Colour' Training	All staff
Online 'Language Link' training	1 SSM 1TA
SLT 'Language Link' Training	1SSM
Maths Interventions	2 SSM's
Play Therapist	1hr per week
Service level agreement with the Educational Psychologist Service	9 days
Membership of LIFT (Local Inclusion Forum Team) for access to the specialist teaching and learning service.	SENCO
Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services /	SENCO

Physiotherapy Services for pupils with requirement for direct therapy or advice	
Engagement in the Early Help and Intervention process	Director of Pupil and Parent Relations and SENCO
Membership of local and national professional networks	SENCO and Director of Pupil and Parent Relations
New SEND Code of Practice	SENCO

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Kent's special schools. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school.

## **6. What equipment and facilities are available to support pupils with SEND?**

White Cliffs Primary School is now split over two buildings, half way up a hill, we have a slope access available to all pupils. There are 3 playgrounds that are all at the same level and step free and a further playing field and multi-use games area that require access via steps or from a bridge that is accessed from the first floor Key Stage 1. The main school building consists of a single storey block. There is one disabled toilet within this school building. Reception and Key Stage 1 are located in a two storey building across from the main school. Reception is located on the ground floor and has a single disabled toilet. Key Stage 1 is on first floor of the building and can be accessed via stairs or a lift. On this floor there is a disabled toilet and a medical room.

Equipment available in our school to all children at any time needed:

- Communication books (for home and school)
- Sensory equipment including radio aids
- Devices for additional recording e.g. cameras, iPads
- SEND software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programs.

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Move and sit cushion
- Specialist handwriting equipment
- OT specified equipment i.e wheelchair ramp and specialised cutlery.



**7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?**

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- Parent Partnership Meetings
- during discussions with the SENCO Mrs Helen Castle, and other professionals
- Commenting on and contributing to assessment, planning and reviews.

If your child has an SEND statement or an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers, team leaders or SEND staff to discuss progress and support including ideas for home
- Family Learning Programmes

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and Parent Trust Board Members who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCO.

**8. What are the arrangements for consulting and involving pupils with SEND in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Where pupils have SEND we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey
- Mentoring meetings

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

**9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, please contact the class teacher or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO – using the main school number
- The Principal – using the main school number
- The Trust Board Member for SEND – Mrs C Boxall (a letter can be submitted through school office)

The Trust Board Member for SEND will then refer to the school's complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint you may want to contact Information, Advice and Support Kent an independent organisation that supports families of disabled children and children with Special Educational Needs. You can contact them on 03000 412 412, or by email [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

Further information on local support for families of pupils with SEND can be found in the Local Offer. See question 13 below.

#### **10. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Young Person Mental Health Service (CYPMHS)
- Specialist teachers
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists)
- Social workers
- Early Help workers

We always involve parents in any decision to involve specialists. Children are generally discussed at LIFT (Local Inclusion Forum Team) prior to outside agency.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff, e.g. diabetes, epi-pen, brittle asthma
- get more specialised advice, e.g. advice on hearing impairment
- carry out assessments, e.g. a social care assessment

- ask for a service to be delivered, e.g. speech therapy
- set programmes for implementation at home and in school
- review progress and plan provision, e.g. at annual reviews

## 11. What local support is there for the parents of pupils with SEND?

Information about local support is located here:

<http://www.kent.gov.uk/educationand-children/special-educational-needs>

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 412 412

**Minicom:** 03000 413 030

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

All children and young people with SEND and their families may be particularly anxious about changing classes or 'moving on' from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

### Transition guide table:

	<b>Additional arrangements for children with SEND (examples)</b>
<b>In to nursery / reception</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Home visit</li> <li>• Work with the local Specialist Teaching and Learning Service</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')</li> </ul>

<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the school SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting</li> <li>• Transition plan (as above)</li> </ul>
<b>When moving groups/ forms/ classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> <li>• Work with the child to prepare for the next class through: transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books can be taken home over the holidays.</li> </ul>
<b>Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the SENCO will attend the Secondary Transfer meetings to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex</li> </ul>

**12. Where can I find more information about SEND services in Kent and the local area (the Local Offer)?**

All local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review

The school cooperates with the local authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keep the Local Offer information up to date and identify gaps in provision

To find out more about the range of services on offer locally go to:

Kent Local Offer:

<http://www.kent.gov.uk/education-and-children/specialeducational-needs>