



## Pilgrims' Way Primary School SEND policy and information report

**Approved by:** Ann Taylor Williams (SEND Governor) **Date:** 17.9.21

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### 1. Intent

Our aim at Pilgrims' Way is to make learning irresistible for all children; we want all children to develop a thirst for learning and strive to be the best that they can be. At Pilgrims' Way, we believe that learning should be a rewarding and enjoyable experience for all supported by our school values: Success, Respect, Aspire, Positive, Resilience. Our Irresistible Curriculum promotes independence through purposeful learning experiences and it is our intent that our inclusive ethos and curriculum enables our children to become confident and well-rounded individuals with a thirst for learning. We welcome all children to our school, whatever their need, irrespective of disability or difficulties and celebrate our diversity.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### 2. Legislation and guidance

This policy and information report is based on the statutory [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

### 3. Definitions

#### The definition of SEN

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

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other in the same age in mainstream schools of mainstream post-16 institutions.

*(SEN Code of Practice 2014 p14)*

#### The definition of disability

Many children and young people who have SEN 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'.

*(SEN Code of Practice 2014 p5)*

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.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO is Mrs Zara Smith. She is a qualified teacher with many years of experience. In line with national requirements, she has completed the Post Graduate Certificate National Award for SEN Co-ordination; Mrs Smith works Monday, Wednesday and Thursday and can be contacted via the office on 01227 760084. Mrs Smith will be on Maternity Leave from November 2021 – November 2022 and Mrs Watts, Assistant Headteacher will be Acting SENCO during this time. She has many years of teaching experience and has completed the Post Graduate Certificate National Award for SEN Co-ordination.

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance and coaching to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching as well as holding all stakeholders to account to ensure the best outcomes for pupils.
- Advise on the graduated approach and pupil centered approaches to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Use data and SEND information to understand the needs of the school, and prioritise training, resources and support accordingly.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and share with relevant adults adhering to GDPR policies
- Apply for additional funding as needed

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to build relationships with pupils, plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Using their knowledge and training of child development, alongside the SENCo, to support early identification of needs
- Ensuring they follow this SEND policy and the graduated approach alongside the Mainstream Core Standards for Quality First Teaching
- Using data and SEND information, class teachers will identify their cohort's main needs and tailor teaching styles and strategies accordingly.

### **5. SEN information report**

#### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, global developmental delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety difficulties, attachment and trauma related difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, complex medical needs
- Moderate/severe and multiple learning difficulties

#### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social and emotional needs. We recognise that some children may experience a wide range of social emotional difficulties which manifest themselves in different ways. These include: becoming withdrawn, isolated or displaying distressed, challenging or disturbed behaviours. These behaviours may reflect underlying mental health difficulties. We recognise that behaviours may be linked to self-esteem or neglect. We have clear processes to support children and this is linked to our Safeguarding and Behaviour for Learning policies.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with a person-centered approach, considering the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a range of assessments with all the pupils at various points as part of our universal offer. These include:

- A comprehensive admissions procedure, where parent and pupil voice is gathered and any additional needs that have been identified or under investigation are highlighted. This starts the graduated approach upon entry and allows the team to ensure appropriate provision is in place
- Boxall screening of all pupils, an online assessment tool for social emotional and behavioural difficulties for all pupils
- Leuven wellbeing and involvement scale
- EAL/SEND screening, a tool for identifying pupils with English as an Additional Language who may have SEND
- Completing statutory baseline assessment for all Year R pupils and tracking of the progress of all Year R pupils through the Early Learning Goals along with regular phonics checks
- Language Link Screening for all pupils with a focus on Year R and 3 pupils to identify any potential language difficulties (and on a needs basis for other years)
- Phonics assessments each term from Year R to Year 2 (and on a needs basis for other years)
- Year One Phonics Screening
- Teacher Assessments (3 x per year) in Reading, Writing and Maths (Years one to six) using our whole school assessment system
- Spelling Punctuation & Grammar (SPAG) Teacher assessments (3 x per year) from years 2 to 6
- CATS (Cognitive Ability Tests) Reasoning Assessments in Year 3,4 5
- Reading Tests three times during the year from Year 1 to Year 6
- Maths Tests three times during the year from Year 1 to Year 6

Where children are not making adequate progress even if special educational needs have not been identified, we carefully consider the barriers to learning through a systematic process following the graduated approach.

It is important to remember that many pupils will require additional support at some point in their education and this does not necessarily mean that they have SEND, particularly in light of the COVID-19 pandemic and school closures. Pilgrims' Way provides additional emotional and pastoral support for all pupils including pupils with SEND, mirroring the whole school focus on mental health and wellbeing through inclusive approaches.

All targeted support put in place by the school is monitored and helps to build a full picture of a child's learning journey. This evidence will support the identification of SEND should this be necessary.

A discussion regarding a pupil's progress will be had with the Class Teacher, parent and SENCo and outcomes agreed, this could follow the steps detailed below:

1. Implement new strategies - To be used in class under Quality First Teaching – are there any further resources or support from the Mainstream Core Standards or outside agency or Specialist Teaching and Learning service advice that could be trialed and monitored to assess impact? Our school utilises evidence informed practice and new strategies are drawn from strong evidence bases. We use the revised Mainstream Core Standards from January 2021, alongside the Teacher Standards to underpin high quality teaching. More information about the Mainstream Core Standards 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](https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf)

2. **In school assessment** – Pilgrims' Way is able to administer a variety of specific assessments that support identification of need, depending on the identified area of slow progress. These are done on an individual basis following co-production meetings with parents.

From these assessments, planned support will be put in place for the child and agreed targets will be set. Progress will then be monitored by the Class Teacher, and a referral for additional support made if progress is not evident.

3. **Referral to an outside agency** – In consultation with parents it might be agreed that the nature of the difficulty that the pupil is experiencing might warrant a referral to ensure that specialist support or assessments are accessed.

Examples of possible referrals:

Speech and Language

School Nurse/ General Practitioner (GP) – initiates Occupational Therapy referral

LIFT – further access to Specialist Teaching Service support, and Out Reach from Specialist schools

Pediatrician

Hearing and Eye sight tests

Educational Psychologist

CYPMHS (Children and Young People's Mental Health Service)

### 5.3 Consulting and involving pupils and parents

All parents of pupils at Pilgrims' Way primary school are invited to discuss the progress of their children at regular intervals and receive written reports. These are opportunities to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. Pupil voice will be sought as appropriate to the age and needs of the child.

We will formally notify parents when it is decided that a pupil will receive SEND support. Recognising the diversity of parents, communication will be tailored to parent needs. This policy and information report can be translated on our website.

In order to support siblings of pupils with SEND, our school Family Liaison Officer, Mrs Helen Fennell, supports families to consider if their child is a Young Carer. If so relevant paperwork can be completed. In school, Young Carers can access weekly lunch clubs.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo, parent and pupil 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

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; staff will communicate this regularly with parents.

### 5.5 Supporting pupils moving between phases and preparing for secondary school

We work closely with the educational settings before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Arrangements include:

- Teacher (and SENCo where appropriate) visits to Nursery
- Transition Days within school e.g. Teddy Bears Picnic
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Preschool settings, Specialist Teachers/Health Professionals and parents to gather information and to

plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.

- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports e.g. Social stories, additional visits.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, primary SENCO and secondary SENCO at which further supports may be planned.

#### **5.6 Our approach to teaching pupils with SEND**

Teachers are 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 pupils who have SEND. This will be differentiated for individual pupils.

To promote engagement, provision and support for pupils at Pilgrims' Way is meaningful and relevant. To ensure that pupils needs are met on an individual basis support is clearly targeted. Pupils are set targets that whilst challenging, are also achievable and measurable. Person-centered aspirations for pupils with SEND are high at Pilgrims' Way as part of our Irresistible Curriculum. Work is designed and differentiated carefully to ensure that pupils can work towards achieving these outcomes using the best resources and incorporating the learning style that suits them best. Provision focuses on fostering independence and generalising skills as best practice.

Much of the support given, is done within class or a small group and fully includes all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils well-being and inclusion at all times. However, some provision requires 1:1 work to ensure full engagement and management of the provision – for example speech and language work. All provision is delivered with a Team Approach to foster independence and positive attachments with a variety of adults.

Examples of additional provision that might be seen at Pilgrims' Way:

- Language support in small groups (e.g. vocabulary development, concept work, pre-teaching, Word Wizard)
- Over learning of key skills (e.g. phonics, key maths skills)
- FIZZY (Gross Motor skill development)
- Reading support (e.g. comprehension, high frequency words)
- Dyslexia Support (visual perceptual skills)
- Lunch time social skill and emotional support groups

Examples of practical resources that might be seen at Pilgrims' Way:

- Visual support in class (e.g. visual timetables, writing frames)
- Alternative recording methods (laptops)
- Support for memory skills (voice recorders)
- Seating aids (cushions)
- Writing supports (desk slopes, pencil grips)

#### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing sensory breaks etc.
- Using Forest School space as an extension of the classroom as well as for provisions

#### **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as Drawing and Talking, Blanks level of questioning, phonics, language groups, Lego play, Word Wizard vocabulary work, Precision teaching and Language through Colour.

We have a dedicated HLTA (Higher Level Teaching Assistant) to deliver speech and language provision three days a week alongside a TA for an additional two days a week. They are also supported by a qualified teacher two mornings a week. All are trained in Cued Articulation, speech sound production interventions, Blanks level of questioning and Language through Colour work. The Eiklan training and qualification has

also been undertaken by these staff, as well as the SENCo, to ensure high quality delivery of speech and language provision, supported by a formal qualification.

We have extensive grounds, including a Forest School, run by our Forest School Lead five days a week. This is used to provide additional opportunities to build resilience, develop social communication skills and cooperative learning.

We work with the following agencies to provide support for pupils with SEND:

- NHS SALT referrals
- O.T /Physio
- Educational Psychologist
- Specialist Teaching Service accessed following LIFT referrals
- Consultant Pediatrician
- Special School Outreach Teacher
- CYPMHS – Children and Young People’s Mental Health Service – Georges Turle House
- Other Agencies that might be involved Early Help, Social Services Education Welfare Officer

### 5.9 Expertise and training of staff

In the last academic year, staff have received internal training in: social skills, Drawing and Talking, sensory circuits, Lego play, Boxall, Language Link, Quality First Teaching strategies, Blanks level of questioning, Word Wizard pre-teaching vocabulary, Attachment theory, trauma, neuro-development and emotion coaching.

In the academic year 2020-21 the following training has been completed by teaching staff, support staff and wider school staff. In many cases this is then cascaded to other members of staff through CPD sessions. Training reflects the profile of the school and key objectives. In some cases, training is in response to an individual pupil’s needs. Training is also given at weekly staff meetings for both class teachers and teaching assistants:

**Commented [ZS1]:** Need to source this information for 2020-21

Training and development 2020-2021			
Training	Duration	Source	Number who accessed training
Coaching session - The role of a TA- Sharing best Practice	1 hr	In house - OW	16
'How best to support learning in maths- What role can a TA play in a high-quality maths lesson?'	1 hr	In house- Maths Lead	14
Understanding SEN- The graduated approach and areas of need	1 hr	In house -OW	16
Nutritia Nurse training	1 hr	NHS	16
Retrieval Practice	1 hr	In house AMM & OW	14
Effective questioning	1hr 30 mins	In house OW	11
Vocabulary Development	2hr	In house OW	15
De-escalation Training	1 hr	Academy GC	17
Coaching - Staff wellbeing	1 hr plus weekly check ins	In house AMM/OW	17

Developing home learning opportunities/cultural capital projects in lockdown- cooking around the world/ Great big art exhibition	1 hr	In house OW	17
<a href="#">Language through Colour</a>	1 hr	STLS	17
<a href="#">Using visual supports</a>	1 hr	STLS	17
<a href="#">Best Practice for working with pupils with EAL</a>	1hr	In house/ ISSK OW	17
<a href="#">Autism awareness</a>	1hr	STLS	17
<a href="#">Dyslexia</a>	1 hr	STLS	17
Learning through Play	2 hrs	STLS	4
Strategies to support ASC Students in the mainstream classroom	1 hr	East Kent Learning Alliance	
<a href="#">Strategies to support listening and attention</a>	30 mins	ELKLAN	12
SWAN	30 mins	Creative Education	19
Coaching- Effective 1:1 reading	1 hr	In house - OW	17
Paired Reading	2 hrs	Virtual Schools Kent (VSK) and the Kent Educational Psychology Service (KEPS)	6
Behaviour for Learning	30 mins	In house - AMM	17
Coaching - Supporting children through play at breaktimes	45 mins	In house - OW	17
Teaching spelling through multisensory approaches	90 mins	In house - VT/OW Y6 TAs	11
Sharing research best practice	90 mins	In house- TAs	11
ELKLAN ASD course	3 days	ELKLAN/STLS	2
Nuffield Early Language Intervention	2 days	University of Oxford in partnership with Elklan	2

Using a communication board	1 hour	NHS SLT	2
EFF SEND and Learning Behaviours	10 hours plus coaching	EEF Kent Project	2

### 5.10 Securing equipment and facilities

All schools are provided with a budget for SEND and this allows us to ensure that the resources and facilities are correct for individual pupils. Some resources are accessed via the SENCo who along with the Class Teacher has identified an area where an additional resource might be supportive (for example a voice recorder or desk screen). In other instances, outside agencies will provide us with the details of equipment that we need to access and the school will provide this. Often these can be quite specialist resources or occasionally a recommendation for a specific pupil that will actually support many. If a pupil requires a high level of support/equipment, in addition to the budget allocation, an application can be made for High Needs Funding to ensure that all the support required can be in place for that pupil (subject to criteria.) This support is detailed on a child's personalised plan.

### 5.11 Evaluating the effectiveness of SEND provision

At regular intervals, SEN support plans will be reviewed, informed by the views of the pupil, parents and class teacher and any additional adults working in the team. The assessment information from teachers combined with this information will show whether adequate progress in the provision is being made. We evaluate the effectiveness of provision for pupils with SEND also by:

- Reviewing pupils' individual progress towards their outcome each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires and pupil voice to celebrate, reflect and measure progress and success
- Monitoring and observations
- Using provision maps to measure progress and analysing data
- Holding annual reviews for pupils with EHC plans

Personalised plans will be reviewed and evaluated three times a year through 'in year reviews' with the class teacher, parent and pupil.

### 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If appropriate a risk assessment may need to be undertaken and the child's best interests and safety will be paramount.

All pupils are encouraged to go on our residential trip(s). Meetings will be organised to ensure provision supports a child to access this alongside peers.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

We will seek to make reasonable adjustments and liaise with parents to consider any barriers and how to overcome them.

### 5.13 Support for improving emotional and social development

All pupils learn to develop emotional resilience and social skills, both through direct teaching for instance:

- Relationships education, relationships and sex education (RSE) and health education
- Colour Monster displays in each classroom and communal areas
- Promotion of Metacognition and Growth Mindset throughout the school
- Speaking and Listening groups
- Social skills groups and indirectly with every conversation adults have with pupils throughout the day.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. We also provide support for pupils to improve 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 clubs to promote teamwork/building friendships etc.
- Boxall screening as a universal offer and Learning plans for targeted work

If required a referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria) can be made with parents.

Provision to address social, emotional, mental health needs includes a whole school inclusive ethos where staff all share responsibility. A Team Approach includes provision such as: pastoral support plans, small groups or 1:1 support, emotion coaching, restorative theory, pupil profiles including strategies to support

the team of adults, individual reward systems or timetables, check-ins and meet and greets, promoting community cohesion and pupil's self-esteem with projects between wider school staff, pupils and the community.

ABC charts and functional behavioural analysis are carried out to understand behaviours that are communicated. We focus on addressing underlying causes and promoting self-esteem and self-discipline rather than sanctions to address social, emotional and mental health needs.

#### **5.14 Working with other agencies**

The school can access support from a range of additional bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. These may include:

- LIFT (Local Inclusion Forum Team) for access to Specialist teaching and learning service and Special School Outreach teachers.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

Working collaboratively we will endeavour to enhance provision for pupils with SEND.

Annually, the school invites the Local Authority Provision Evaluation Officer to review and evaluate provision.

#### **5.15 Complaints about SEND provision**

Initially please talk to a member of staff should you wish to discuss any complaints. We would hope that through speaking with a member of school staff we can resolve your concerns.

For additional information please read the school complaints policy.

[http://www.veritasmat.co.uk/\\_site/data/files/documents/41F5B3725E293400968F854C2B9F6E50.pdf](http://www.veritasmat.co.uk/_site/data/files/documents/41F5B3725E293400968F854C2B9F6E50.pdf)

We encourage parents to discuss their concerns initially with the class teacher. This can be organised via a meeting through the office to follow a structured conversation. The FLO, SENCo, Deputy Head and Headteacher can also be contacted via the school office to resolve the issue before making the complaint formal to the Chair of the governing body.

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. Complaints which fall within this category cannot be investigated by the school.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

#### **5.16 Contact details of support services for parents of pupils with SEND**

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents.

They empower parents to play an active and informed role in their child's education. The FLO and SENCo can also signpost families to local charities and support groups. More information is available via the link:

<https://www.iask.org.uk/> or on their Facebook page: <https://www.facebook.com/IASK.0to25>

#### **5.17 Contact details for raising concerns**

The initial contact for concerns should be via your child's class teacher. This is best achieved in a pre-arranged meeting. In other instances, you can contact the school office to arrange a meeting with the SENCo, FLO, Head teacher, Deputy head teacher or Assistant head teacher via the office. If queries cannot be answered immediately a meeting will be arranged in order to discuss concerns and decide on further action if required.

#### **5.18 The local authority local offer**

The Local Authority are responsible for ensuring that they provide details of how information, advice and supported related to SEN and disabilities can be accessed and resourced. This is identified in the SEND Information Hub (formally known as the Local Offer). The Local Authority are required to provide information to parents regarding

*'the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)'*

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

#### **6. Monitoring arrangements**

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning
- Equality information and objectives
- Supporting pupils with medical conditions
- Teaching and Learning and subject specific policies
- Safeguarding
- GDPR
- Anti - Bullying