

SEN and Disability Policy 2019-20

This policy has been approved by Directors and the Operations Board

Date Policy Initiated: July 2015.....

Date Policy was renewed: September 2019.....

Date of next renewal: September 2020.....

1. Policy Overview and Purpose

The purpose of the Policy is to outline how the Academy identifies and addresses the needs of all pupils with Special Education Needs (SEN) and/or Disabilities (D).

It outlines the principle aims of all **mainstream** Academy Trust in addressing the needs Education Needs and Disabilities (SEND).

2. Key Definitions

Special Educational Needs (SEN) – Definition

A child or young person has special educational needs if he or she has a Learning Difficulty or Disability (LDD) 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 or disability if he or she;

- has a significantly greater difficulty in learning than the majority of children of a similar age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (i or ii) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The term SEN includes LDD.

Disability – Definition

Equality legislation defines a disability as:

“a physical or mental impairment which has a substantial and long term adverse effect on (a person’s) ability to carry out normal day to day activities”.

Activities are defined as: mobility; manual dexterity; physical coordination; continence; ability to lift; speech, hearing, eyesight; memory or ability to concentrate, learn or understand; understanding of risk of physical danger.

For the purpose of this Act, these words have the following meanings:

‘substantial’ means more than trivial or minor

‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve (12) months (there are special rules covering recurring or fluctuating conditions)

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Progressive conditions; people with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. The extension of the Disability definition to include issues of mental health and facial disfigurements highlights the importance of recognising that 'impairment' can only be viewed within the context of its impact.

3. Responsibilities

The Board of Directors of the Skills for Life Trust has the overall responsibility of ensuring the Trust has systems to effectively discharge its statutory responsibilities in relation to SEND, as outlined in the SEN and Disability Code of Practice 2015.

The SFLT Board is responsible for approving the SEND policy. This responsibility cannot be delegated to any other committee or officer.

Each Headteacher, Senior Leader and SENCO will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document.

Each Headteacher will monitor the Academy SEN and Disability Policy and practices, working closely with the relevant designated Senior Leader and/or SENCO.

The CEO has the responsibility for reporting back to the SFLT Board to demonstrate that the SEND policy and practice are being properly applied within the Academy.

The CEO has oversight of the policy and have the responsibility of recommending any necessary changes to the policy for the SFLT Board to approve.

The Headteacher or designated senior leader will line manage the SENCo and keep themselves fully up-to-date with working practise and ensure compliance.

The SENCO will be responsible for:

- the day to day operation of this policy
- co-ordinating the provision for pupils with SEN and/or Disabilities by working closely with other staff
- liaising with parents and other professionals in respect of SEN and/or Disability needs
- providing related professional guidance to other colleagues with the aim of
- reviewing targets for improvement

- collaborating with curriculum heads and co-ordinators to ensure that learning for all children is given equal priority
- ensuring that appropriate records are kept
- contributing to the in-service training of staff
- using available resources to maximum effect
- managing support staff who work with SEN and disabled pupils
- maintaining records of work done by external agencies in support of pupils with SEN and/or Disabilities
- ensuring that the published SEN Information Report is accessible and remains current.

4. Information Report- see Appendix 1, 2 and 3

Each Academy publishes their Academy SEND Information Report, on their website and regularly reviews and updates this. This is also available, on request, in paper form. The Information Report provides the important details of how SEND needs are assessed; provided for and reviewed in consultation with parents* and other appropriate agencies. The following information is published:

** Here, and throughout this policy, the term 'parents' is to be construed in accordance with The Education Act 1996 and therefore includes anyone who:*

- i) is the child's natural parent;*
- ii) has parental responsibility for the child;*
- iii) has care for the child.*

- 1) The kinds of special educational need for which provision is made at the school
- 2) Information about the policy for identification and assessment of pupils with SEN
- 3) Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:
 - 3a) How the school evaluates the effectiveness of its provision for such pupils
 - 3b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs
 - 3c) the school's approach to teaching pupils with special educational needs
 - 3d) how the school adapts the curriculum and learning environment for pupils with special educational needs
 - 3e) additional support for learning that is available to pupils with special educational needs

3f) how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

3g) support that is available for improving the emotional and social development of pupils with special educational needs

- 4) The name and contact details of the SEN Co-ordinator
- 5) Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured
- 6) Information about how equipment and facilities to support children and young people with special educational needs will be secured
- 7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education
- 8) The arrangements for consulting young people with special educational needs about, and involving them in, their education
- 9) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school
- 10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
- 11) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)
- 12) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living
- 13) Information on where the local authority's local offer is published.

5. Equality Duty

The **SEN and Disability Code of Practice: 0 to 25 years (January 2015)** emphasises the requirements of **The Equality Act 2010** which places a duty to promote equality on all public bodies, including Academies.

This Academy has due regard to the need to:

- Eliminate direct or indirect discrimination
- Eliminate harassment or victimisation related to a disability
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

- Promote equality of opportunity between disabled people and non-disabled people
- Promote good relationships between disabled and non-disabled children and young people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even when that involves
- Treating disabled people more favourably than non-disabled people.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of Academy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEN framework provides auxiliary aids and services.

Provision and planning for improved access, including reasonable adjustments for children and young people with SEND is published in the Academy's Accessibility Plan (see the Academy website for the SEND Information Report).

6. Policy Aims

In making provision for pupils with SEN and/or Disabilities this policy and the **Information Report** aim to:

- ensure that all stakeholders, including Academy staff, pupils, parents and commissioners, have a clear understanding of the Academy approach to SEND support; what is expected of them and what they can expect in terms of provision.
- ensure the duties set out in the SEN Code of Practice (2015) and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of the Academy
- develop a culture of high aspiration supported by high quality provision to meet individual needs
- promote early identification of need and appropriate intervention
- focus on outcomes that ensure successful preparation for adulthood
- involve children, young people and their parents in decision-making, communicating with them so that they can participate as fully as possible
- ensure that training provided to staff aligns with the specific expertise and knowledge needed within the Academy to support its pupils with SEN
- facilitate collaboration between education, health and social services.

The Skills for Life Trust (SFLT) Mission Statement

"To make the Academies within the Skills for Life Trust the first choice for parents wishing their children to learn vocational and personal skills for a productive and successful life. To make the secondary Academies the first choice for employers when looking for apprentices and trainees."

7. Supporting Learning and the Curriculum

The SENCO for each Academy site is responsible for co-ordinating the provision for children with SEND.

The Headteacher, Senior Leadership Team and SENCO support all colleagues to ensure that the Academy:

- Provides good quality teaching in all classes, setting suitable learning challenges and giving every pupil the opportunity to experience success in learning and achieve as high a standard as possible
- Promotes an ethos of high aspirations for all pupils regardless of ability where every teacher is accountable for the progress of all pupils in their classes
- Allows differentiation according to individual needs, i.e. teaching strategies used will wherever possible reflect the needs of pupils with disabilities, for example pupils with visual problems, information normally provided in writing will be made available in alternative formats that are clear and user friendly e.g. large print, audio. The SENCO will convene appropriate training for staff
- Responds to pupils' diverse learning needs – taking into account the different backgrounds, experiences, interests and strengths which influence the way in which they learn, when planning teaching and learning
- Offers children and young people equality of opportunity and access, ie the curriculum and assemblies.
- Encourages staff and pupils to respond positively to the diversity and richness that persons with disabilities bring and positive images will be shown
- Staff maintain current good practice in relation to the education of pupils with disabilities
- Communicates well with parents and carers, particularly where pupils have additional SEND
- Staff are updated on a regular basis with regards to the changing needs of pupils' SEN and disabilities and the training provided.

8. Inclusion

The Academy is fully committed to the principle of inclusion. We aim to offer an inclusive learning environment in actively removing the barriers to learning and participation that can hinder or exclude individual pupils. Wherever possible we try to ensure that pupils with SEN and disabilities have the same opportunities as non-disabled pupils and that these pupils are not treated differently to others because of the nature of their additional needs.

In some cases, it may be appropriate to withdraw a pupil from mainstream activities, for example when:

- the child will benefit from some intensive individual work;

- medical advice indicates that it is unsafe for the child to participate and some alternative is provided

However, where this is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and the Academy will act in accordance with its duties under the Equality Act.

Where disability but no SEN is identified, the SENCO will keep an accurate record of the nature of the disability and the additional support needed and provided for the pupil.

Prior to a pupil joining the Academy, the SENCO will liaise with the previous school (where applicable) and outside agencies to assess the needs of the child. Once the pupil has joined the Academy, a teacher who is aware of the pupil's needs and attainment and has a good understanding of their SEN (usually the pupil's class teacher or form tutor), supported by the SENCO, will liaise with parents regarding concerns and reporting progress in accordance with the SEN Code of Practice.

9. Processes for Identification, Provision and Review of SEN

The Academy implements the 4-stage approach, Assess, Plan, Do, Review as outlined in the SEN CoP (2015). This ensures that parents, pupils and teaching staff are clear about how they will help the pupil reach the expected outcomes. The over-riding purpose of early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the Academy records and the pupil's parents are formally informed that special educational provision is being made.

Arrangements for appropriate support is made through the Academy's graduated approach to SEN support.

Where a pupil continues not to make expected progress despite appropriate support and interventions having been put in place by the Academy, the Academy will consider requesting specialist support from external agencies and/or making a referral to the local authority for an Education, Health and Care needs assessment.

It is the responsibility of the local authority to take decisions relating to the assessment, issuing and content of an Education Health and Care Plan (EHC Plan) but the Academy will contribute to this process in accordance with the SEN Code of Practice and statutory framework. Details of the process and maintenance of an EHC plan can be found on the SEN section of the Local Authority website.

10. Identification of Disability

The Academy liaises with parents and health professionals to collect and act upon disability information for every pupil, including reporting to the DfE on all Disability data. This information is accessible to Academy staff on a 'need to know' basis.

The existence of an impairment which meets the legal definition of 'disability', whether formally diagnosed or not, is considered to be a disability.

To be classed as a disability, the pupil's impairment must satisfy the full legal definition of "disability" (as set out in the Equality Act 2010), whether or not it has a particular label.

The Academy should consider whether the pupil has difficulty with any of the following 'normal day-to-day activities':

- **mobility;** getting to/from the Academy, moving about the Academy and/or going on Academy visits
- **manual dexterity;** holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball
- **physical co-ordination;** washing or dressing, taking part in games and PE
- **ability to lift, carry or otherwise move everyday objects;** carrying a full school bag or other heavy objects
- **continence;** going to the toilet or controlling the need to go to the toilet
- **speech;** communicating with others or understanding what others are saying; how they express themselves orally or in writing
- **hearing**
- **eyesight**
- **perception of the risk of physical danger;** inability to recognise danger.

For the purpose of the definition, all treatments, except the use of spectacles, are ignored. The effect of the impairment has to be considered as it would be without any medication or other treatment. So a young person whose epilepsy is well controlled by drugs has to be considered as s/he would be if s/he were not having regular treatment.

Children and young people are not regarded as having a learning difficulty solely because the home language or form of language is different from the language in which they are taught. The needs of such pupils are addressed by language immersion and class teachers/support staff trained in EAL strategies in those academies where there is a high proportion of non-English speaking pupils.

11. Medical Needs

We recognise that some pupils at the Academy with medical conditions need support for full access to the curriculum, including off site visits and physical education. Pupils with medical conditions may have special educational needs and or a disability. For children and young people with medical needs this policy is applied in conjunction with the Supporting Pupils with Medical Needs Policy and the Equality for Pupils Policy.

12. Accessibility

The Academy website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to improve accessibility for disabled pupils in the following areas:

- Improving the physical environment e.g. lifts and ramps to help physically impaired children

- Making improvements in the provision of written information e.g. providing items that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children
- Increasing access to the curriculum e.g. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

In addition, the LA will make suitable arrangements for transport to and from the Academy for eligible disabled children.

13. Pupil/Parent Voice

In addition to the ongoing dialogue with pupils and parents about individual provision for SEN and/or Disability (SEND), annual meetings will be convened with a sample of SEND pupils and their parents for the purpose of recording their views on SEND provision as part of the Quality Assurance measures. Where appropriate parents are advised that they can apply to the local authority for an Education Health and Care Plan

14. Admissions

The Academy aims to meet the needs of any pupil whose parent(s) wish to register him/her at the Academy as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he or she has SEN or a Disability. However, where he or she is the subject of a "Statement of Special Educational Need" or an "Education, Health and Care Plan" and it is proposed that the Academy is named in that Statement or EHC Plan, the Academy may make representations to the local authority that placement at the Academy is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

15. Transitions

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential.

Individual Review meetings with the SENCO will take particular account of any such transitions and provisions planned to meet needs.

Once pupils reach year 9, we will work with disabled pupils and other agencies to provide them with a Transition Plan so that they plan for what they want to achieve in their teenage years, to enable them to live as independently as possible as they move into adult life.

For young people reaching the statutory school leaving age and leaving the Academy the SENCO will liaise with the college or work place to ensure continuity of support and understanding of the needs of any student with SEND

16. School Transfers

The SENCO will arrange planning meetings with parents and other agencies when a pupil is moving on.

In the case of pupils joining the Academy, the SENCO will attend meetings with the current education setting to SFLThe information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEN and/or Disability should have,

on transfer,

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information which includes; detailed background information, copies of written plans and information about external agency involvement. The SENCO may wish to assess the child to supplement transfer information.

Planning for SEND children starting school for the first time will take place with parents and other agencies already working with the family. The SENCO will ensure that all necessary information is recorded and shared with parents and Academy staff.

When a pupil transfers to another Academy or school, the SENCO will forward all relevant information regarding the child's needs within fifteen (15) days of the pupil ceasing to be registered with the Academy.

17. Other Agencies

The Academy will engage with outside agencies to work with individual pupils when it is deemed appropriate, following discussion with parents. In order to ensure good quality provision for pupils' needs SENCOs will liaise regularly with specialist agencies who offer support and guidance.

The following are examples of such specialist agencies:

School Nurses

North East London Foundation Trust (NELFT) Child and Young Persons Service (CHYPS)

<https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health>

Educational Psychology Services (EPs)

Attendance Advisory Service

Early Help Co-ordinators for families

Local Inclusion Services for Communication and Interaction; Cognition and Learning; Behaviour, Emotional and Social Development; Sensory and/or Physical needs

Paediatricians

Speech and Language or Occupational Therapists

Police Liaison Officers

Substance Misuse Agencies Youth Services (i.e. MYT)

Appropriate local voluntary agencies (often for an identified individual pupil)

18. Complaints

If a parent has a concern regarding their child's SEN, they may wish to discuss this with the SENCO in the first instance. If the matter is not resolved and the parent wishes to make a formal complaint then the parent should follow the process set out in the Academy's Complaint Policy available on the Skills for Life Trust Website.

19. Related Policies

This policy is applied in conjunction with the following SFLT policies:

Accessibility Policies

Behaviour Policies
Supporting Pupils with Medical Needs
Safeguarding

This policy has been written to ensure compliance with and reflection of the spirit of the new **SEND Code of Practice (January 2015) and The Equality Act 2010**. It is the result of consultation with all SFLT Academy Headteachers and SENCOs and approved by the Trust Board.

The policy is subject to annual review ensuring regular updating as new SEND reforms are developed and implemented. The annual review will reflect feedback from all stakeholders that will improve policy and practice of our Academies.

Appendix One – Chantry Community Academy – SEN Information Report

1 The kinds of special educational need for which provision is made at the school

At Chantry Community Academy, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Speech and Language difficulties and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Chantry Community Academy we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of additional assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Chantry Community Academy we are experienced in using the following assessment tools Language Link, BPVS, Dyslexia screening, Salford Reading tests, Speech Link, RAP Bus Story, B squared and Boxall Profile. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress

without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Chantry Community Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Chantry Community Academy, the quality of teaching is judged to be good in our last Ofsted inspection.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Chantry Community Academy we follow the advice in the Mainstream Core Standards

http://www.kelsi.org.uk/data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf

on how to adapt the curriculum and 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 / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

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. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils Chantry Community Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Chantry Community Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the PSHE curriculum and the Skills for Life focus i.e. RECIPE.

For some pupils with the most need for help in this area, we also can provide the following: access to Health and Welfare Officer, counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc

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.

4 The name and contact details of the SEN Co-ordinator

The SENCO is Louisa Selfe, who is a qualified teacher and has completed the National Award for SEN Co-ordination accreditation course.

Contact Louisa Selfe by email lselfe1@sflt.org.uk or telephoning the office on 01474350011

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have ongoing awareness training on the main SEN areas

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Chantry Community Academy are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about

and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Chantry Community Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

There are some circumstances, usually for children who have a Statement of SEN 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The senior leadership team will consider buying in extra services when deemed necessary through discussions at SLT meetings or Pupil Support Team meetings

The governing body have engaged with the following bodies:-

- The core service level agreement with Educational Psychology service
- Link to Parent Consortium for support to families for some pupils with high needs
- Access to local authorities service level agreement with Speech and Language Therapy Services /Occupational Therapy Services/Physiotherapy Services for pupils with requirement for direct therapy or advice
- Membership of professional networks for SEN i.e. NASEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services

Parent Partnership Service 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 01622 755515.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Chantry Community Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 2 – Greenacre Academy – SEN Information Report

1 The kinds of special educational need for which provision is made at the school

At Greenacre Academy, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, , learning difficulties and behaviour difficulties including ADHD. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with a special educational need. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in conjunction with the school.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Greenacre Academy we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Greenacre Academy we are experienced in using the following assessment tools, Access reading test, Tomal - Memory, Dyslexia screening, Access arrangement assessment tools (i.e. Lucid) and Dyscalculia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress

without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Greenacre Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN, all class teachers receive individual strategy sheets for SEN pupils that are updated when necessary and Pupil Teach meets are held for identified SEN students. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better. In Greenacre Academy the quality of teaching was judged to be good in our last Ofsted inspection.

At Greenacre Academy we have an inclusive approach to teaching with a range of Quality First Teaching strategies being used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc.
- Matching ability with different levels of guidance and additional prompts.
- Supporting verbal information and instructions with visual aids.
- Using study guides/help sheets/visual prompts around the room.
- Taking the student's interests into consideration.
- Providing a variety of differentiated tasks.
- Using range of technology (audio, video and computers).
- Using 'dyslexic friendly' font and background/paper colour/spacing
- Ensuring that resources are well designed and presented in a variety of ways.
- Providing resources with appropriate reading levels.
- Encouraging the students to join homework clubs.
- Break tasks down into small chunks to allow small steps approach.
- Use prompts including repetition of objectives and what's expected

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Greenacre Academy we follow the advice in the Mainstream Core Standards [http://www.kelsi.org.uk/ data/assets/pdf file/0020/56522/MCS-Communication-and-Interaction.pdf](http://www.kelsi.org.uk/data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf) on how to adapt the curriculum and 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 / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

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. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils Greenacre Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Greenacre Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the PSHE Skills for Life curriculum in Key stage 3 and the Skills for Life focus.

For some pupils with the most need for help in this area we also can provide the following: social skills & life skills small group workshops, access to the pastoral system including Pastoral Support Assistants, counsellor, mentor time during in preparation for external exams, external referral to CAHMs, time-out space for pupil to use when upset or agitated, Social Skills clubs at break and lunch, as well as alternative provision for some identified pupils at lunchtime.

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.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Greenacre Academy is Miss D Winspear, who is a qualified teacher and has been in position since before 2009.

Contact Miss D Winspear by email winsd001@sflt.org.uk or telephoning the office on 01634 861593

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have ongoing awareness training on the main SEN Areas The school has regular "Teachmeets" covering a variety of SEN student needs. SEN staff provide individual strategy sheets for identified students outlining strategies to be used and training, where necessary, is provided.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Greenacre Academy are invited to discuss the progress of their son on at least one evening a year and receive a full written report annually. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the early childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Greenacre Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

There are some circumstances, usually for children who have a Statement of SEN or 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:

- The core Service Level Agreement with Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language

- Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services

Medway Parent Partnership Service 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 01634 577657 also:

Family Action Medway SENDIAS Service provides a similar service which is a free and impartial advice and support service for parents who have children with special educational needs or disabilities. (0-19) Contact details are: 01634 566303 or email medwaysendias@family-action.org.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Greenacre Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.medway.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 3 – Hilltop Primary Academy – SEN Information Report

1 The kinds of special educational need for which provision is made at the school

At Hilltop Primary Academy, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan. For instance; dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care Plan with the following kinds of special educational need: Speech and Language difficulties and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Hilltop Primary Academy we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Hilltop Primary Academy we are experienced in using the following assessment tools; Speech and Language Link, Boxall Profile, Reading Test, Dyslexia screening and Dyscalculia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN provision map and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need

because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Hilltop Primary Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN provision map will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated work for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37).

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better. In Hilltop Primary Academy the quality of teaching was judged to be good in our last Ofsted inspection.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Hilltop Primary Academy we follow the advice in the Mainstream Core Standards http://www.kelsi.org.uk/_data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf on how to adapt the curriculum and 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 / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

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. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils Hilltop Primary Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Hilltop Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the PSHE curriculum and the Skills for Life focus i.e. RECIPE.

For some pupils with the most need for help in this area we also can provide the following: access to HSWO, counsellor, mentor time with a trained member of staff, external referral to NELFT, time-out space for pupil to use when upset or agitated and individual support plans. 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.

4 The name and contact details of the SEN Co-ordinator

The SENCOs at Hilltop Primary Academy are Karin Tillet who is the Head Teacher and holds the National Award for SEN Co-ordination and Sarah Shikanga-Tindi, who is a qualified teacher and is currently on the National Award for SEN Co-ordination accreditation course. Contact Karin Tillet or Sarah Shikanga-Tindi by telephoning the office on 01634 710312

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have ongoing awareness training on the main SEN areas. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Hilltop Primary Academy are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents during their child's parents evening appointment.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. If a referral to an external agency is made the pupil will be identified as having special educational needs because external special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Hilltop Primary Academy is followed. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

There are some circumstances, usually for children who have a Statement of SEN 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The senior leadership team will consider buying in extra services when deemed necessary through discussions at SLT meetings or Pupil Progress Meetings. The governing body have engaged with the following bodies:

- The core Service Level Agreement with Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Skills for Life Trust - SEN and Disability Policy
- 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
- Membership of professional networks for SEN i.e. NASEN, The School Bus

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Clause 32 (Parent Partnership Service)

Medway SEND Information and Family Action - SENDIAS provide 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. SENDIAS can be contacted on 01634 566303.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Hilltop Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition into school as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.medway.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 4 – Warren Wood Primary Academy – SEN Information Report

1 The kinds of special educational need for which provision is made at the school

At Warren Wood Primary Academy, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Speech and Language difficulties and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Warren Wood Primary Academy we monitor the progress of all pupils five times a year to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Warren Wood Primary Academy we are experienced in using the following assessment tools Language Link, Speech Line, Dyslexia screening and Dyscalculia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil

as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Warren Wood Primary Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better.

A range of Quality First Teaching strategies being used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc.
- Matching ability with different levels of guidance and additional prompts.
- Supporting verbal information and instructions with visual aids.
- Using study guides/help sheets/visual prompts around the room.
- Taking the student's interests into consideration.
- Providing a variety of differentiated tasks.
- Using 'dyslexic friendly' font and background/paper colour/spacing
- Ensuring that resources are well designed and presented in a variety of ways.
- Providing resources with appropriate reading levels.
- Break tasks down into small chunks to allow small steps approach.
- Use prompts including repetition of objectives and what's expected

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Warren Wood Primary Academy we follow the advice in the Mainstream Core Standards http://www.kelsi.org.uk/_data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf on how to adapt the curriculum and 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 / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

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. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school.

The Evergreen Centre at Warren Wood Primary Academy is designated by the Local Authority as a co-located specialist provision for speech and language needs. The Evergreen Centre is included within the main Warren Wood School building and has the same Headteacher and Governing Body as the main school.

The school offers 32 places across the primary age range with opportunities for pupils in the centre to enjoy social interaction within a mainstream setting, as well as inclusion in elements of the national curriculum as appropriate. All pupils within the Evergreen Centre are fully involved in the life of the school.

For more information about the Evergreen Centre please see the link below to our website <http://www.sflt.org.uk/warrenwood/about/evergreen-centre/>

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils Warren Wood Primary Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Warren Wood Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the PSHE curriculum and the Skills for Life focus i.e. RECIPE.

For some pupils with the most need for help in this area we also can provide the following: access to Health and Welfare Officer, counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated.

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.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Warren Wood Primary Academy is Abby Donoghoe, who is a qualified teacher and is currently on the National Award for SEN Co-ordination accreditation course.

Contact Abby Donoghoe by email donoa065@sflt.org.uk or telephoning the office on 01634 401401

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have ongoing awareness training on the main SEN areas

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Warren Wood Primary Academy are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Warren Wood Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

There are some circumstances, usually for children who have a Statement of SEN 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 investiSFLTed by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- The core Service Level Agreement with Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- 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
- Membership of professional networks for SEN i.e. NASEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services

Medway Parent Partnership Service 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 01634 5776

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Warren Wood Primary we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition into school as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.medway.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 5 – Walderslade Girls' School – SEN Information Report

1 The kinds of special educational need for which provision is made at the school

At Walderslade Girls' School, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD/ADD, speech and language needs, autism, Asperger's syndrome, learning difficulties and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Global Developmental Delay, ADHD, Foetal Alcohol Spectrum Disorder, Moderate Learning Difficulties, and Autism Spectrum Disorders. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Walderslade Girls' School we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups, handwriting, wellbeing groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Walderslade Girls' School we are experienced in using the following assessment tools Dyslexia screening, New Grout Reading Tests, Access arrangement assessment tools (i.e. Lucid BPVS, WRAT 4, WRIT and PhAB) and in addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Walderslade Girls' School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

3c the school's approach to teaching pupils with special educational needs

At Walderslade Girls' School we have an inclusive approach to teaching with a range of Quality First Teaching strategies being used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc.
- Matching ability with different levels of guidance and additional prompts.
- Supporting verbal information and instructions with visual aids.
- Using study guides/help sheets/visual prompts around the room.
- Taking the student's interests into consideration.
- Providing a variety of tasks.
- Using range of technology (audio, video, computers).
- Using 'dyslexic friendly' font and background/paper colour/spacing
- Ensuring that resources are well designed and presented in a variety of ways.
- Providing resources with appropriate reading levels.
- Encouraging the students to join homework clubs.

- Break tasks down into small chunks to allow small steps approach.
- Use prompts including repetition of objectives and what's expected
- Set homework at the beginning or during lesson.

Students identified as working below their expected levels in a range of subjects will be assessed and put forward for intervention groups where appropriate. These intervention groups range from groups of 2-4 or 1:1 sessions lasting between 25 – 50 minutes each. Many aspects of the curriculum and life skills are worked on; from reading and writing to thinking skills.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Walderslade Girls' school we follow the advice in the Mainstream Core Standards

http://www.kelsi.org.uk/_data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf

on how to adapt the curriculum and 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 / Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

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. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils Walderslade Girls' School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Walderslade Girls' School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the Growth Mindset focus, Social, Moral and Cultural curriculum in Key stage 3 and the Skills for Life focus.

For some pupils with the most need for help in this area we also can provide the following: access to the pastoral system including Pastoral Support Assistants, counsellor, mentor time during in preparation for external exams, external referral to CAHMs, time-out space for pupil to use when upset or agitated, Social Skills clubs at break and lunch, as well as alternative provision for some identified pupils at lunchtime.

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.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Walderslade Girls' School is Danielle Dunlop, who is a qualified teacher and assessor for Access Arrangements and has been in position since 2014.

Contact Danielle Dunlop by email ddunlop@sflt.org.uk or telephoning the office on 01634 861596

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have ongoing awareness training on the main SEN areas. Where necessary and appropriate, we will hold small training sessions for teaching staff outlining the needs and strategies for a specific student.

SEN staff provides individual student passports for identified students outlining strategies to be used and training, where necessary, is provided.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: special schools, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Walderslade Girls' School are invited to discuss the progress of their son on at least one evening a year and receive a full written report annually. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Walderslade Girls' School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

There are some circumstances, usually for children who have a Statement of SEN or 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:

- The core Service Level Agreement with Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language

- Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SEN i.e. NASEN

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services

Medway Parent Partnership Service 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 01634 577657

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Walderslade Girls' School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.medway.gov.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.