WHITFIELD ASPEN SCHOOL		Learning Together with Aspiration, Imagination, Determination
Policy title: SEND	Policy Status: AGREED	Policy Number: POL_019
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Special Educational Needs and Disability policy

This policy adheres to the Department of Education's Code of Practice (2015). This policy is keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; in which the teaching, learning, achievements, attitudes and well-being of all children matter, including those identified with special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

Whitfield Aspen School offers 4 different Curriculum Pathways and a Specialist Resourced Provision which ensures the best possible progress for all of the pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all those students.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN and Disability Code of Practice (DfE/DoH 2015)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools- Special Educational Needs Co-ordinators
- Schedule 1 regulations 51- Information to be included in the SEN information report
- Schedule 2 regulation 53- Information to be published by the local authority in its offer Equality Act 2010
- School Admissions Code, DfE 1Feb 2012
- SI 2012 1124 The School information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: Has significantly greater difficulty in learning than the majority of others of the same age; or has which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' (DfE/DoH 2015: 15-16)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010- this is '…a physical or mental impairment which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term 'is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (DfE/DoH 2015: 16)

Special educational provision will be matched to the child's identified Special Educational Need and/or Disability.

Children who have SEND are generally described in the following four broad areas of need:

- Cognition and Learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

English as an Additional Language (EAL)

A child must not be regarded as having a learning difficulty solely because the language in the home is not English. Where children with English as an additional Language are considered to have special needs, further action takes place using the Graduated Approach (DfE/DoH 2015).

Principles and Objectives

The principal objectives of our SEND policy are as follows:

- to ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met.
- to ensure that high-quality first teaching and adaptive teaching strategies are implemented for individual students and embedded in every class, holding teachers accountable for the progress and attainment of all students, regardless of whether they have additional needs or disability.
- to ensure that all students have access to a broad and balanced curriculum.
- to ensure that all learners make the best possible progress with high aspirations.
- to encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account.
- to foster an effective partnership with caregivers and carers, ensuring they are well-informed about their child's SEND and that communication between both parties is clear, consistent, and supportive.
- to enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.
- to ensure that all students with SEND are able to participate in all appropriate activities of the school, in line with the Equalities Act 2010. We recognise that some activities may not be suitable for all students due to safety concerns or

the potential for distress, and we will make reasonable adjustments as needed to provide equitable access wherever possible.

- to promote effective partnership and to involve external agencies where appropriate.
- to encourage the whole school community to demonstrate a positive attitude toward SEND

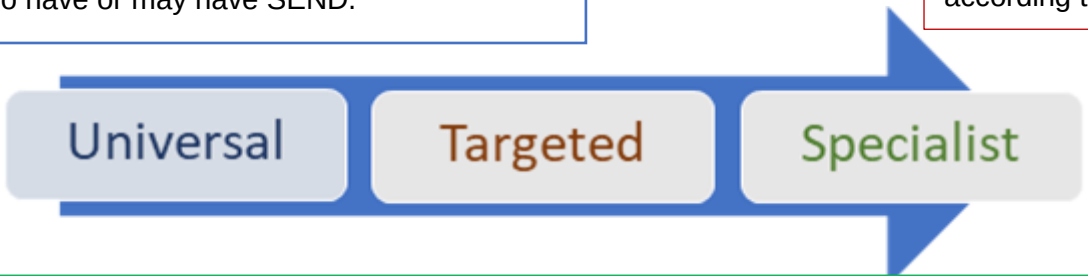
Funding and provision

Universal:

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Targeted:

Additional programmes of support, in groups or individually, will be provided to pupils according to their needs.



Specialist:

External advice and/or support from other professionals will be sought for pupils who need further intensive provision. The school will provide resources to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for additional funding in order to provide specific support for their needs.

The Headteacher and Head of School manage the allocation of funding and resources. All teachers are responsible for teaching children with SEND and receive annual training in PROACT-SCIPr-UK® and Neurodiversity. There is a comprehensive induction training program for all new teaching assistants, covering a range of SEND strategies. Additionally, several support staff have undergone specific and specialist training in SEND provision. The Special Educational Needs Co-ordinator (SENCo) and Senior and Leadership Team (SLT) members will deploy staff appropriately based on their training and expertise. As part of ongoing professional development, the SENCo will arrange further training to ensure staff are equipped to meet the needs of pupils with SEND.

A referral to the Local Authority for an Educational Health and Care needs assessment may be requested by the child's caregiver or the SENCo, someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should be done with the knowledge and agreement of the Parent/Carer. The referral will be as laid down in the SEND Code of Practice 2015 and will be subject to an Annual Review.

To find out more information, please see KELSI.org.uk

SEND at Whitfield Aspen School

At this school a student has SEND when their learning difficulty/disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Providing higher quality teaching to the whole class reduces the number of students who require such support. This school will assess each student's skills and levels of attainment on entry, building on information from previous settings and caregivers/carers where appropriate. We will consider evidence that a student may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them. All teachers are responsible and accountable for the progress and development of students including where students access support from Teaching Assistants or specialist staff. High quality teaching, by using adaptive teaching strategies for individual students is the first step in responding to students who have or may have Special Educational Needs.

Who can I talk to if I am concerned about my child?

The Class Teacher

Responsible for:

- Serving as the main point of contact for caregivers, available at the end of the day and through appropriate home communication.
- Monitoring your child's progress, identifying any additional support they may need (such as targeted work or extra assistance), and informing the SENCo as necessary.
- Writing and reviewing Provision Maps sharing them with caregivers at least three times a year, and planning for the following term. This includes personalised teaching strategies and learning for your child, as outlined in the class provision map.
- Ensuring that the school's SEND Policy is followed in their classroom for all pupils with SEND.

SEND Team

SEND Admin: Jo Hammond
Email: jo.hammond@whitfield.kent.sch.uk

Healthcare Assistant: Sophie Hammond

Email:sophie.hammond@whitfield.kent.sch.uk

Specialist Nursery Intervention Co-ordinator- Kerry Grunsell

Email: KERRY.GRUNSELL@whitfield.kent.sch.uk

Early Years and Foundation Stage (EYFS) & Key Stage 1 SENCo: Debbie Chatfield

Email: debbie.chatfield@whitfield.kent.sch.uk

Family Liaison Officer: Paula Lucas

Email: paula.lucas@whitifield.kent.sch.uk

Leader of Learning; EYFS & Key stage 1 SRP classes: Kelly Anderson/Kirsty Hamilton

Email: Kelly.anderson@whitfield.kent.sch.uk/Kirsty.hamilton@whitfield.kent.sch.uk

Key Stage 2 SENCo: Jessica Iles

Email: Jess.Iles@whitfield.kent.sch.uk

Leader of Learning; Key stage 2 SRP classes: Jonathon Hitchener

Head Teacher and Head of School:

Headteacher: Mr J. Cook

EYFS & KS1 Head of School: Mrs A Erskine

KS2 Head of School: Mrs A Mason

All have overall responsibility for strategic development of the SEND policy and provision and management of staff and resources. They keep the Governing Body informed and work closely with the school's SENCOs.

The Governing Body:

The Governing Body is responsible for ensuring that the school fulfils its statutory duties and reviews all policies at Whitfield Aspen School. It will ensure that governors receive appropriate training to fulfil their roles. It will review this policy having regard to the SEND Code of Practice (2015). It will hold the Headteacher to account for the provision and outcomes of children with SEND.

SEND Governor:

They will liaise regularly with the SENCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SENCo within school are met and report to the Governing Body regularly.

Safeguarding and Children in Care (CIC):

The member of staff with responsibility for Safeguarding is **Jason Cook.** The alternate members of staff are **Ali Erskine, Sarah Taylor, Debbie Chatfield, Ann Mason, John Dillon** and **Jess Iles.**

Admissions

This school follows the Kent County Council Co-ordinated Scheme for Primary Admissions Policy. Decisions on the admission of pupils with Education, Health and Care Plan (EHC Plan) are made by the Local Authority. For a pupil with EHC Plans,

SRP places will be offered to those children with an EHC Plan that **name the school** as the appropriate school for the child, even if it is not the catchment school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate or disadvantage against disabled children or those with special educational needs.

In making the decision to name the school or SRP place, caregiver's views will be considered carefully by local authority staff. Caregivers who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website SEND | Whitfield Aspen School and book a tour.

Some children access our Nursery Outreach Service based on a decision by the Local Authority. Access to the Nursery Outreach Service does not guarantee automatic entry into an SRP class. SRP placements are offered only to children with EHC Plans that **name the school** as appropriate, even if it is not their catchment area school.

1. **The kinds of special educational need for which provision is made**

Whitfield Aspen School can make provision for every kind of frequency occurring special educational need, including, for example: speech and language, dyslexia, developmental delays, autism, as well as other learning difficulties. There are other kinds of special educational needs which do not occur as frequently and in which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met.

The school is an essential part of the County's special needs provision providing a service not only to the community and its learners but also filling a part of the County's continuum of service to children with SEND. By effectively meeting needs for a core number of learners, Whitfield Aspen School ensures that the county meets its responsibility to include all children.

Special education provision at Whitfield Aspen School:

For a child over three, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in mainstream provision, (other than special schools) in the area. At Whitfield Aspen School we strive to include all children regardless of their needs and/or disabilities.

Whitfield Aspen School provision ensures maximum access and attainment within and beyond the National Curriculum (NC), by deploying available resources such that learners receive the support and have the opportunities required to foster their personal, social, cultural, moral and educational development.

We are aware that our pupils have individual, varied and at times, complex needs. However, in order to structure a rich curriculum, offer, to provide all pupils with experiences that are relevant, interesting and challenging, we have adopted a curriculum structure which has four pathways; all of which can be accessed on our school website.

The pathways are not defined by age, but by learning needs and attainment. Pupils are able to move flexibly between pathways at any point during their time at school. Individual learning needs are further met through interventions.

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

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) pupils are identified as either having no SEN; having SEND with Support; or having SEND with an Education, Health and Care Plan. The school is committed to early identification of special educational needs and adopt a Graduated Approach (DfE/DoH, 2015).

We continuously monitor and review the progress of all pupils. Assessments are ongoing and teachers continuously assess against objectives for each year. At the end of a term, teachers use the assessments against objectives to capture and record overall teacher assessment. Also, the school may use other methods/tools to establish pupil progress via observations, reports, pupil and parent conferencing, records from feeder schools, well-being scales and behaviour logs.

Pupil progress is monitored by the Head of School and the Senior Leadership Team through pupil progress meetings three times a year. During the pupil progress meetings the impact of interventions are evaluated. Strategies are planned for all pupils that are not making the expected progress that will address the areas of difficulties, even if a special educational need has not been identified. In addition, we use a range of assessments tools with all pupils at various points throughout the year:

When progress is not sufficient, even if a special educational need has not been identified, staff are able to provide additional support to help the pupil to catch up. These would involve small group support and would include the following areas: numeracy, social skills, speech, language and communications, phonics, reading, handwriting, writing and support for sensory and physical needs. The interventions are recorded on a class provision map. The impact of these interventions are monitored and evaluated three times a year. Children will not be added to the SEN Register at this stage. Caregivers will be made aware of initial concerns by the class teacher.

Some pupils may make less than expected progress, despite high quality teaching targeted at their area of weakness. For these pupils the class teacher would consult with the SENCO for advice and support.

Some pupils may continue to make less than expected progress and for these pupils, the SENCo will hold a formal consultation with caregivers, where they will discuss a range of assessments to determine the cause of the learning concern.

At Whitfield Aspen School we are experienced in using the following assessment tools: GL Dyslexia Portfolio, Boxall Profile, Speech/Language Link, QABF, SDQ as well as various spelling and reading assessments.

All assessments would follow an analysis of need following the Mainstream Core Standards and caregivers will be contacted to discuss the findings and if the child will be moving over to the SEND register.

The school has access to external advisors such as the Community of Schools Hub, Speech and Language Therapists, Educational Psychologist, play therapist, counsellor and School Health Team that may contribute to the findings. Also, pupils may be involved in this stage, to capture their thoughts and feelings around learning.

The purpose of more detailed assessments is to understand what additional resources and different approaches would be suitable to enable the pupil to engage fully with the curriculum and to make better progress. These will be shared with caregivers and put into EHCP Provision Plan. The SEN plans are reviewed regularly, and refined/revised, if necessary, as part of the Graduated Approach (DfE/DoH, 2015). At this point, we will have identified that a pupil has a special educational need because the school is making special education provision for the pupil which is additional to what is normally available. Pupils will then be identified on the SEN register and a primary need:

- Communication and Interaction need;
- Cognition and learning need;
- Social, Emotional and Mental Health need;
- Physical and Sensory needs

If the pupil is able to make expected progress using the additional and different resources (but would not be able to maintain these levels of expected progress without it), we 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, they will not be identified with special educational needs. When any change in identification of SEN occurs, caregivers are notified. The pupil will then move to the Monitor register.

Kent Local Authority have produced recent guidance to further clarify the criteria for identifying a child as SEN with support on the SEN Register, and have noted that:

‘Children and Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc) may have a recognised Special Educational Need but will not automatically be included on the SEN Register unless they are in receipt of significant, additional and personalised support without which they could not access learning.’

In line with this guidance, Whitfield Aspen School has established its own SEND criteria, providing staff with clear directions on the types of evidence and assessments to identify student needs. This framework includes a variety of intervention strategies and reasonable adjustments, which have been informed by the Local Authority’s Mainstream Core standards.

Children are at the core of this process.

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

3. **Provision for pupils with special educational needs whether or not they have EHC Plan including:**

3a. How we evaluate the effectiveness of our provision for pupils with special educational needs

Each review of the Provision plan will be informed by the views of the pupils, caregivers and teachers as well as assessment information from the teachers which will show whether adequate progress is being made. The SEN and Disability Code of Practice (DfE/DoH 2015: 95) 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 the child and their peers;
- Widens the attainment gap'.

For pupils without an Education, Health and Care Plan there will be a review (during a parent consultation meeting) of the provision made for the child which enables an evaluation of the effectiveness of the intervention that has been implemented.

For pupils with an Education, Health and Care Plan and annual review, the school will send out an invitation to caregivers and external agencies two weeks before the planned meetings. This will enable an evaluation of the interventions that have been implemented and opportunity to discuss the child's progress. The information collated in the meeting is passed over to the Kent Local Authority.

3b. Our 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 interventions and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, include those at risk of underachievement. This includes reviewing and, when necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered' SEN and Disability Code of practice (DfE/DoH, 2015: 99)

We follow the Mainstream Core Standards advice developed by the Kent County Council to ensure that our teaching conforms to best practice. In meeting the Core Standards, we endeavour to employ additional teaching approaches as advised by external and internal assessments e.g. one to one support, small group teaching, use of ICT software (Communication in Print, Clicker 7 etc).

The updated versions of the Kent Local Authority Mainstream Core Standards, include a Guide for Caregivers, can be accessed using the following links:

Mainstream Core Standards:

Special educational needs Mainstream Core Standards (kelsi.org.uk)

Parent Guide:

Mainstream Core Standards guide for caregivers (kelsi.org.uk)

3c. How we adapt the curriculum and learning environment for pupils with special educational needs

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internally and externally, and the strategies described in Education, Health and Care Plans. Our learning environments are constantly under review to ensure that both school premises and the curriculum are accessible for all pupils.

As part of our requirements to keep the appropriateness of the curriculum and learning environment under review, the school have made the following improvements as part of the school's accessibility planning. This can be accessed using the following links from the school website. accessibility_plan_2023-4-pol_078.pdf (primarysite-prod-sorted.s3.amazonaws.com)

3d. 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 at least 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 interventions we offer are on our whole school intervention map. In very few cases a very high level of resources are required.

3e. How we enable 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 are available to pupils with special educational needs either with or without an Educational, Health and Care Plan. We do recognise that some clubs, trips and activities may not be suitable for all students due to safety concerns or potentional distress, and we make reasonable adjustments as needed to provide equitable access wherever possible. This is to ensure that that all students with SEND are able to participate in appropriate activity across the provision, in line with the Equality Act,2010.

3f. Support that is available for improving the emotional and social development of pupils with special educational needs

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 of PHSE (Personal, Social and Emotional Health Education), Zones of regulations and through more specific support such as the Boxall Profile to support children who are having SEMH difficulties. Pastoral support is also provided by the teaching assistants, class teachers and SLT members. We promote emotional and social development with every interaction, adults have with pupils throughout the day focused on the positive and self-care language. The school also work closely with the NELFT (North East London NHS Foundation Trust) Emotional Well Being Team to support with a range of issues including anxiety and transition.

For some pupils with the most need for help in this area, we can provide access to a play therapist and counsellor, external referral to CAMHS (Child and Adolescent Mental Health Service) and through an Early Help referral, Young Carers, Young Healthy Minds and bereavement counselling.

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.

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

All teachers attend a full programme of CPD including awareness training of different special educational needs focused upon supporting learners in the classroom and understanding of the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/DoH, 2015).

Some members of staff have received additional enhanced and specialist training such as dyslexia, Attention Autism, Gestalt Language for ASC, use of social stories, sensory circuits and Clever Hands, Fizzy and Language through Colour.

During all Teaching Assistants probation period they attend a full programme of CPD including MOVE, Communication, Learning through Play, ASC, PROACT-SCIPr-UK®, Intimate care and medical procedures, HI/VI and Sensory awareness.

4. **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 of facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC communication and Assistive Technology team.

5. **The arrangements for consulting caregivers of children with special educational needs about, and involving them in, their education**

Whitfield Aspen school has an open-door policy. All caregivers are invited to discuss the progress of their children on two Parent Consultations a year and receive a written report in the Summer term. In addition, the school is happy for you to arrange meeting outside of these scheduled times. Also, the SENCo will be available on Parent Consultations and is happy to arrange a meeting outside of these times.

As a part of our normal teaching arrangements, all pupils will access some additional teaching to help them to 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 the normal provision, improvements in progress are not seen, caregivers will be informed that extra support will be provided. From this point onwards, the pupil will be identified as having a special educational need because special educational provision is being made and the caregiver will be invited to all planning and reviews of their provision -these are discussed and their input given during parent consultations.

Caregivers will be actively supported to contribute to assessment, planning and review. During these meetings, caregivers of pupils with SEN will be invite to contribute to the SEN Plan process. This is where teachers work with the pupil and caregivers to identify individualised and appropriate targets for development, and the support and provision needed to achieve that. In addition to this, caregivers of pupils with an 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 caregivers.

	Stage 1-Quality First Strategies	**Stage 2- Class interventions**	**Stage 3- Review**	**Stage 4- Outside agencies involvement**	**Stage 5- EHCP route**
Communication with Caregivers	Make caregivers aware of initial concerns by speaking to them informally-Class teacher	Make caregivers aware that concerns are still there and limited progress has been seen through the Provision maps informally- Class teacher	Make caregivers aware of limited progress through class interventions and present finding to them formally-SENCo and place on SEND register Make caregivers aware that concerns are increasing and that you are going to seek advice from The Community of Schools	Agency engagement-feedback to caregivers about progress and the next steps, e.g. SALT, GP etc.	Discuss with caregivers about the best route for their child (EHCP). Caregivers to be actively involved in this stage and included in any decisions.

6. The arrangements made by the Board of Governors' relating to the treatment of complaints from caregivers of pupils with special educational needs concerning the provision made at the school.

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage caregivers to discuss their concerns with the child's class teacher, the SENCO or Head of School to resolve the issues before making the complaint formal to the Board of Governors.

If the complaint is not resolved after it has been considered by the Board of Governors, then a disagreement resolution service or mediation service can be contracted. The Governing Body will ensure that anyone who wishes to make a complaint in relation to SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school complaints procedure. 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 an Education, Health and Care Plan, where there is a statutory right for caregivers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

7. **How the school involves other bodies, including health and social services bodies, local authority support and voluntary organisation, in the meeting the needs of pupils with special educational needs and in supporting families of such pupils**

The School has engaged with the following bodies:

- Disabled Children's Service for support to families for some students with high needs
- Therapy Services / Occupational Therapy Services / Physiotherapy Services for students requiring direct therapy or advice
- Community of Schools
- Early Help
- Communication and Assistive Technology Team
- Membership of professional networks for SENCOs e.g. NAS, SENCO forum, NASEN etc.

8. **The contact details of support services for caregivers of pupils with special educational needs, including those arrangements made in accordance with clause 32 (Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for caregivers who have children with special educational needs or disabilities (0- 19). They empower caregivers to play an active and informed role in their child's education.

They can be contacted on:

HELPLINE: 03000 41 3000,

Monday to Friday 9am-5pm Office: 03000 412 412

E-mail: iask@kent.gov.uk

Web: Information, Advice and Support Kent (IASK) - Kent County Council

9. **Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparation for adulthood and independent living**

We collaborate closely with the educational settings that pupils attend before transferring to us, ensuring a seamless transition. Our SENCo and Early Years staff liaise with Pre-School Providers and relevant professionals, such as STLS, to create Transition Plans for pupils with EHC plans and those with SEND who may benefit from personalised support. This process includes gathering essential information and providing additional resources to help prepare the child for school, which may consist of documents, photos of key areas, and access to restrooms where appropriate.

Pupils are invited to visit our provision with their caregivers. Additionally, the SENCo meets individually with caregivers of children identified as having additional needs. For those entering the EYFS, all children visit their new classroom and meet their new

teacher. We recognise that some children with special educational needs may find transitioning to a new class more challenging, and we provide individualised transition plans to help alleviate anxiety. These plans are always shared with caregivers. Also, NELFT EWT hosts a Start School workshop in the term preceding their September start. This workshop allows caregivers to meet EYFS teachers and the SENCo, while children participate in activities to foster relationships with their future class teacher.

Transition meetings also occur between Year 3 and Year 4 as pupils move from the Mayfield site to the Richmond Way site. Teachers complete transition passports for students placed in SRP classes to ensure continuity.

We maintain regular communication to share information and familiarise students with their new environment, which includes visits and meetings between staff and caregivers as needed. When pupils move to another school, their records will be transferred within 15 days, in compliance with the Education [Pupil Information] Regulations 2000.

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

The local authority's local offer is published on:

Special educational needs and disabilities (SEND) - Kent County Council

Caregivers without internet access should make an appointment with the SENCO for support to gain the information they require.

Glossary of Terms

Annual Review	A statutory annual review of progress against agreed outcomes for students with a Statement of SEN/ Education Health and Care Plan.
Caregiver	someone who takes care of a person who is young, old, ill, or disabled (having an illness, injury, or condition that makes it difficult for them to do some things that other people do), either as a family member or friend, or as a job.
CPD	Continuing Professional Development.
EHCP	Education, Health and Care Plan
Graduated Approach	Introduced in the new SEN and Disability Code of Practice (DfE/ DoH, 2014) this refers to the new way that schools should support students by identifying students as SEN with Support or SEN with an Education, Health and Care Plan. All students on the SEN Register should have their needs identified, met and reviewed by key staff, using the Assess, Plan, Do, Review cycle.
Mainstream Core Standards	A Kent document which contains the expectations on schools for the Universal, Targeted and Personalised offer they make to all children. It describes what can be delivered from the school's own resources.
PROACT-SCIPr-UK	PROACT-SCIPr-UK® (Positive Range of Options to Avoid Crisis and use Therapy-Strategies for Crisis Interventions and Preventions) philosophy is based on evidence and values and

	takes the 'whole-person approach' to supporting people whose behaviour can be of concern and in turn, can restrict their own lives and independence.
Provision map	Document created by CT in association with the school Senior Leadership team. This details interventions in place for pupils as identified through assessments and identified needs.
Pupil Progress Meetings	Meetings are held three times per year with the Senior Leadership team and the Class Teacher. Detailed discussions review the progress and attainment of every child and measure the impact of teaching and learning.
Board of Governors	Schools governors work to plan the strategic direction of the school, oversee budgets, and support and challenge the headteacher. As part of the governing board, governors play a vital role in helping schools run efficiently and effectively to give children the best education possible.

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

- Behaviour Policy;
- Equality Information and Objectives;
- Online Safety;
- Safeguarding and Child Protection Policy;
- Mental Health and Wellbeing Guidance and Procedures
- EAL policy