

Special Educational Needs and Disabilities (SEND) Information Report

River Primary School



Be your best you

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Kent SEND Information Report

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



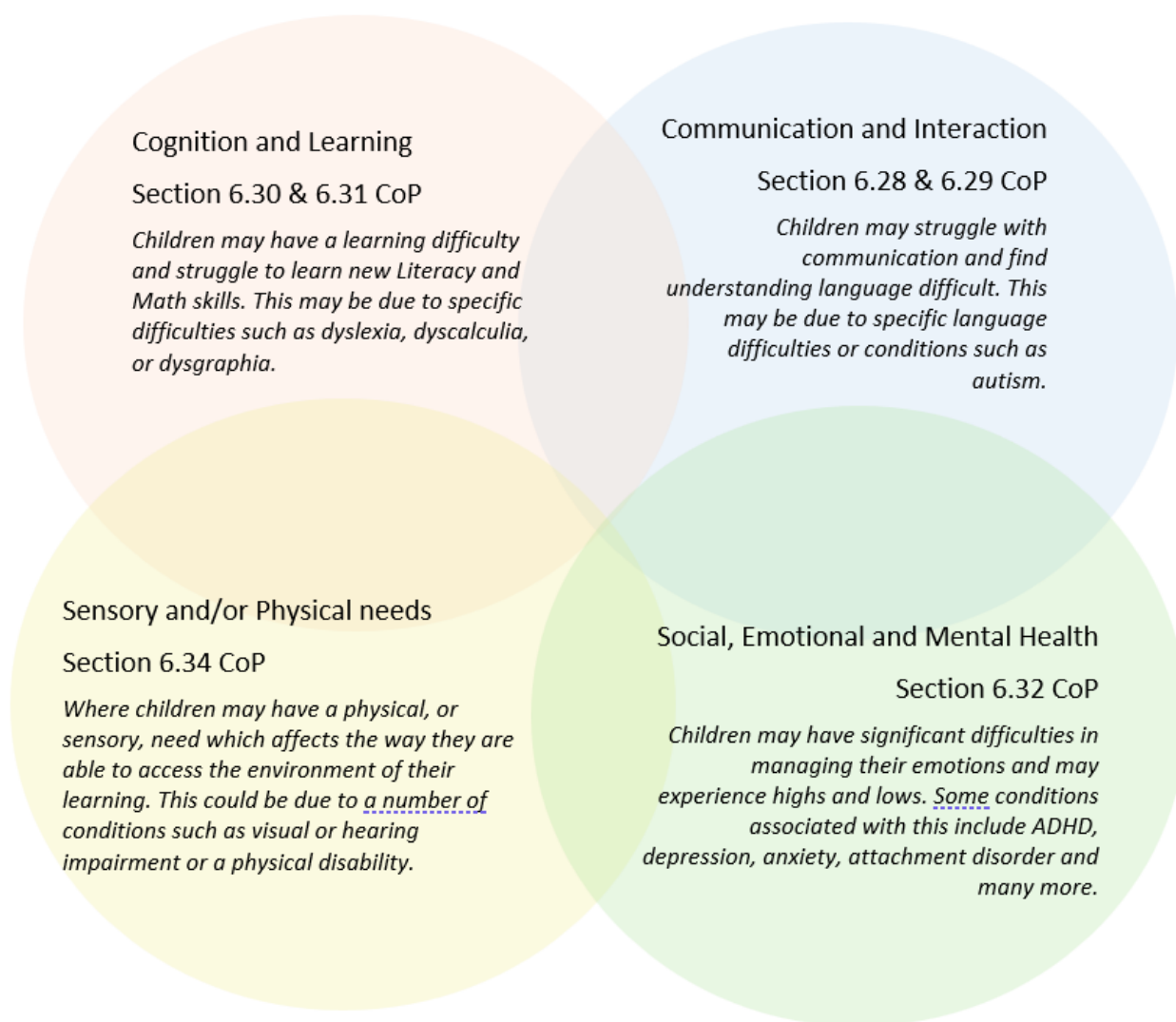
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Policies | River Primary School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At River Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

The key staff in our SEN Team who will be supporting your child are:

Ms Moody is our Assistant Headteacher and SENCO. Miss Chase is our SENCO Assistant. Mrs Clarke is our Pastoral TA. Your child's class teacher and TA are directly responsible for supporting your child day to day in the classroom. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Tanya Moody.

She is a qualified teacher, Assistant Headteacher and holds the qualifications of BA Hons and PGCE, and has been in post since 2007. Ms Moody has been a SENCO continuously since before 1st September 2009 and is not required to undertake the National Award for SEN Co-ordination. Ms Moody is available on 01304 822516 or tmoody@river.kent.sch.uk and appointments can be made through the school office.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SEN Team to meet the needs of pupils who have SEN.

All school leaders, teachers and teaching assistants have awareness training for the main four areas of need as part of a rolling programme of Continued Professional Development: Speech, language and Communication Needs & Autism; Social Emotional Mental Health; Cognition and Learning; Physical and Sensory.

Staff access training with our SRP Lead Teacher for SLCN and the Speech and Language Therapists linked to our SRP, in order to support children with Speech, Language and Communication Difficulties across the school. Our SRP Lead teacher holds a postgraduate qualification in supporting children with Speech and Language Difficulties and supports mainstream staff in meeting the needs of children with SLCN.

All of our staff team have received training with the Autism Education Trust (AET) 'Making Sense of Autism'. Our staff have also received training to support children with Social Emotional Mental Health difficulties through our commitment to Proact SCiP. Individual staff members also hold Level 2 qualifications in Speech and language difficulties, Dyslexia, and Autism Spectrum Conditions, and are trained as Social, Emotional, Mental Health Champions, ELSA (Emotional Literacy Support Assistant), and Sensory Champions.

Teaching assistants (TAs)

We have a team of 25 TAs, including 1 higher-level teaching assistant (HLTA), who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Monster Phonics, Number Stacks, Speech and Language Link, Sensory Circuits, SNIP Literacy, Precision teaching, Fizzy, Clever Hands, and many other bespoke interventions.

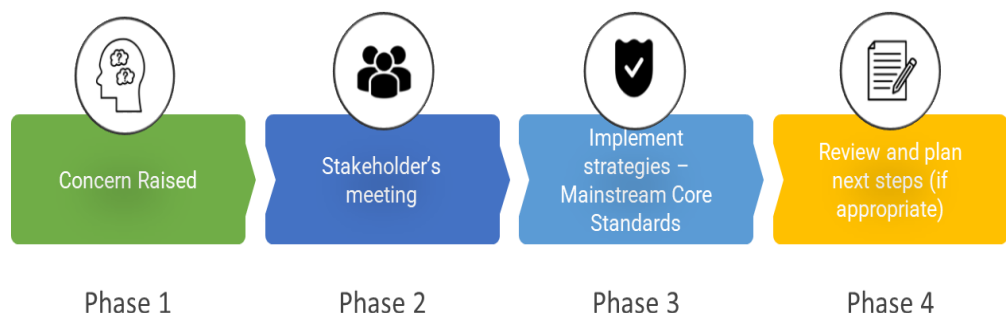
In the last academic year, TAs have been trained in 'Making Sense of Autism' with the Autism Education trust, Proact SCiP, Monster Phonics, Accelerated Reader, Number Stacks for Maths, and SNIP Literacy support, amongst others.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Specialist Teaching and Learning Service
- Voluntary sector organisation
- Educational psychologists
- Speech and language therapists
- SEND Inclusion Advisor
- School nurses
- Occupational therapists
- Child and Young Person Mental health services (CYPMHS)
- NELFT practitioners
- Play therapist
- GPs or paediatricians
- Early help and family services
- Safeguarding services

3. What should I do if I think my child has SEND?



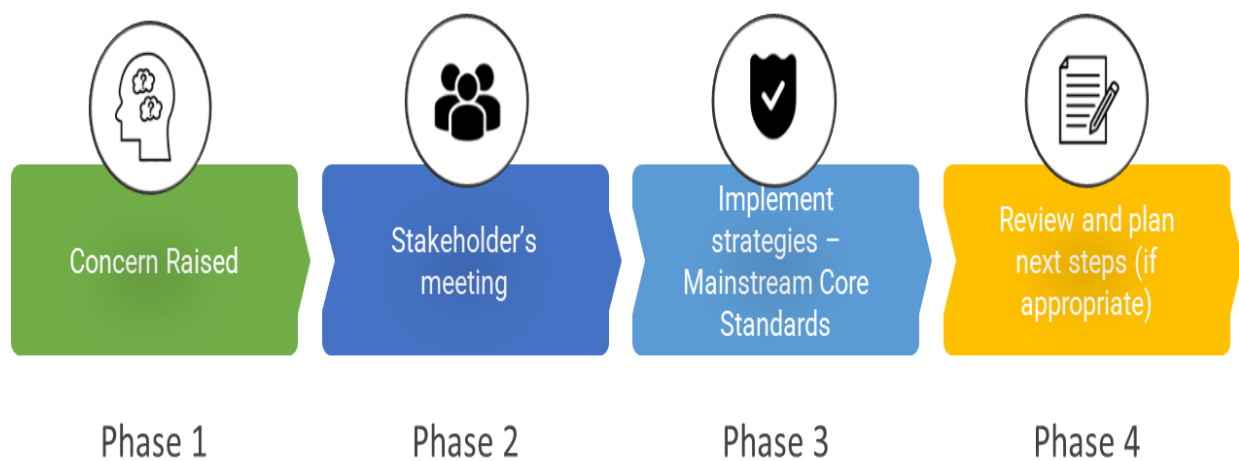
Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Speak to your child's class teacher or contact the SEN team on sen@river.kent.sch.uk or 01304 822516.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

All teachers at River Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will aim to ensure that those pupils requiring different or additional support are identified at an early stage.

At River Primary School we monitor the progress of all pupils at least three times a year to review their academic progress. Assessment is the process by which many pupils with SEN can be identified; whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

The same process is followed if a concern is raised by the school:



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include Reading, Writing, Maths and other areas of the curriculum.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

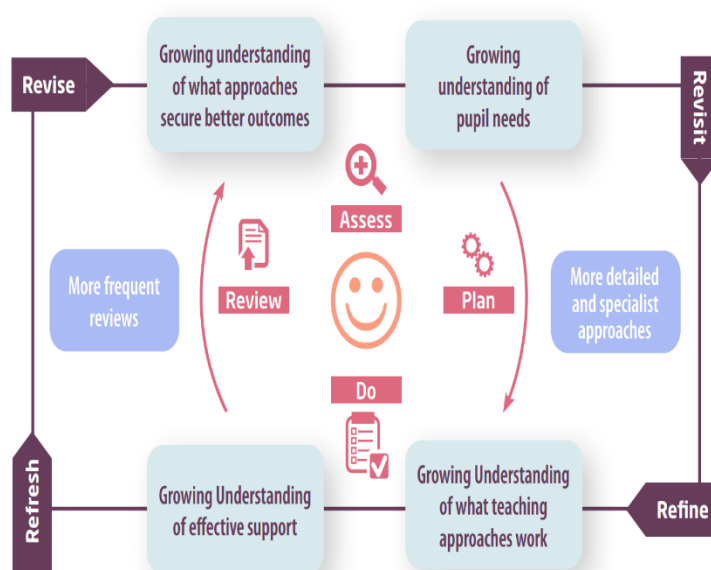
Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Performance judged against age expected National Curriculum objectives, Accelerated Reader Star Reading Tests and within KS2 NFER standardised assessments
- Universal assessments such as Year One phonics screening, Key Stage 1 / Key Stage 2 SATs/ EYFS baseline
- Standardised screening diagnostic tests and/or assessment tools such as Reading tests and Verbal/Non-verbal assessments, Speech and Language link assessments and the Dyslexia Portfolio
- Progress against small step targets set on EduKey Provision Map or on personalised plans
- Reports or observations from other members of staff or external professionals
- Records from previous schools or preschool settings
- Information from parents

Pupil progress and attainment is discussed in pupil progress meetings, where concerns are raised by the class teacher with members of the Leadership Team. Where progress is not sufficient, this will not necessarily imply that the pupil has a special educational need, but we will consider additional support to enable the pupil to catch up and close the attainment gap between themselves and their peers. This additional support is available to any child.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress twice a year, in addition to parent/ teacher consultation meetings. A member of staff who knows your child well will offer you the opportunity to meet three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

A member of the SEN team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher who is available at the end of each school day or make an appointment through the school office on 01304 822516 or office@river.kent.sch.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey to capture pupil voice



8. How will the school adapt its teaching for my child?

High quality teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. River Primary School regularly and carefully reviews the quality of teaching and learning 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 types most frequently encountered.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments and external professionals e.g. small group intervention or individual support, precision teaching, use of ICT software learning packages or additional resources.

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As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made the following improvements as part of the school's accessibility planning:

- Sustain the focus on stringently tracking pupil progress to identify and support those vulnerable to underachievement
- Investment so that technology is more readily available in the classroom to support learning
- Ensured the library build project demonstrated compliance with the Equalities Act 2010.
- Worked with the LA to enhance accessibility for pupils with physical disabilities with the addition of lifts to enable access to the upper levels of the school building and playground
- Ensured opportunities for professional development allowing teachers to remain up to date with the Core Standards and their responsibilities to meet these
- Sustain the provision of 'Community Club' for children who require higher ratios of adult support and access to structured activities during recreational times
- Increase the extent to which disabled pupils can participate in the curriculum.

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, High Needs 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.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.



These adaptations may include:



- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

Monster Phonics, Number Stacks, Speech and Language Link, Sensory Circuits, SNIP Literacy, Precision teaching, Fizzy, Clever Hands, and many other bespoke interventions.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Reviews of the SEN support will be informed by assessment information from teachers which will show whether adequate progress is being made, in addition to the views of the pupil, parents and other adults supporting the child's learning.

Every pupil in the school has their progress reviewed at least three times per year. In addition to this, pupils with special educational needs may have additional assessments undertaken by school staff or external professionals in order to evaluate the effectiveness of the provision. The effectiveness of provision may be evaluated from a review of records and tracking systems. If these assessments do not show adequate progress is being made, the SEN support will be reviewed and adjusted. Additional external advice may be sought through the Local Inclusion Forum Team (LIFT) with parental consent. For pupils with an Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the additional provision.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals or targets each term
- Reviewing the impact of interventions after 6-8 weeks or as the intervention is completed
- Capturing pupil voice through face-to-face conversations or through pupil questionnaires
- Monitoring by the Leadership team/ SEN team
- Using provision maps and personalised plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

All teachers identify provision and contribute to whole school and class provision mapping. This clearly highlights resourcing needs. There is a designated budget to ensure that pupils with SEND have the equipment and facilities they need to facilitate their needs. Through ongoing monitoring

and evaluation, we regularly assess the effectiveness of provision and make plans for future resourcing needs.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The curriculum, extra-curricular clubs, trips and activities offered to pupils at River Primary School are available to pupils with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support or access specialised resources to enable the safe participation of the pupil in the school run activity. On the basis of Health and Safety, school may seek support from parents/carers to support individual pupils to enable them to access trips and visits, in line with risk assessments.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6. All pupils are encouraged to take part in the variety of activities and enrichment opportunities we offer. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Our schools are both community schools, and they determine the admission arrangements in agreement with the local authority (LA). The Admissions Authority for our school is therefore the LA, which publishes its entry regulations every year. Parents can receive a copy of these regulations directly from the LA. The LA's annual admissions prospectus informs parents how to apply for a place at the school of their choice. Parents have a right to express their preference, but this does not, in itself, guarantee a place at that particular school. Application should be made online <http://www.kent.gov.uk/education-and-children/schools/school-places> or a form can be obtained from the local Education Department, and should be returned by the date stipulated on that form. The LA will notify parents of the decision as soon as all the applications have been considered.

Children enter school at the start of the academic year in which they become five. Therefore, parents who would like their child to be admitted to this school during the year their child is five should ensure that they return the necessary application form by the date given on the form.

The over-subscription criteria is as follows for both schools: Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Children in Local Authority Care or Previously in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below). In this context, brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school – the Local Authority use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined

as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When the Local Authority apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

At River Primary school we also have a School Resource Provision (SRP) for 12 pupils who have an Education Health and Care Plan [EHCP] with a speech and/or developmental language disorder identified as their primary need. The children spend part of the day in the SRP classroom, working with our SRP teacher, our teaching assistants or with an NHS speech and language therapist. The children join their mainstream class to be with their friends at recreation times and for some lessons, so that they benefit from the learning and social opportunities that this brings. As spending time in the mainstream class is integral to the provision, there are no more than 2 SRP places allocated to each year group. Further information, including our entry guidelines, can be found on our website: <https://www.river.kent.sch.uk/speech-and-language-srp/>

13. How does the school support pupils with disabilities?



The core aim of Lydden and River Primary Schools Federation is to be an equal and inclusive school, where everyone is valued and difference is understood and respected.

We enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognizing their strengths and encouraging them to achieve. At Lydden and River Primary Schools Federation, we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community.

This means that:

- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.
- We ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND). We ensure that all pupils are able to take part in extra-curricular activities and residential visits and we monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.
- We seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we take every opportunity to promote and advance equality using our curriculum Drivers and our core values of THRIVE.

- We will take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. The Accessibility Plan can be viewed on the school website for more information - [Accessibility Plan](#).

14. How will the school support my child's mental health and emotional and social development?

At River Primary 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 such as PSHE lessons and indirectly through relationships and conversations that adults have with pupils throughout the day.

For some pupils with social, emotional and mental health (SEMH) needs, we also can provide access to 'time to talk' or emotional literacy sessions with class based staff; time out with a member of the senior leadership team; time out spaces for pupils to use when upset or agitated; direct 1:1 work to address social skills and support emotional regulation; access to some support from a member of the SEN team; an external referral to School Health to access counselling; or referrals to other external agencies through the Early Help route or Children and Young People's Mental Health Service (CYPMHS). We also provide a 'community club' facility during recreational times for children who require access to structured activities in a small setting with higher adult to child ratios. All staff are trained in Proact SCiP which focuses on positive support for children with SEMH needs.

Pupils who are in the early stages of emotional and social development as a result 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 those required by pupils who do not need this support, and this may need to be facilitated with additional support from the local authority.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council/ eco council/ Thrive ambassadors/ River Rangers

- We provide extra pastoral support for listening to the views of pupils with SEND by members of the TA and SEN team
- Pupils are encouraged to identify and reflect on their feelings and emotions using the class-based resources provided which are age appropriate
- We run additional interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. The community of River Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our schools can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. Ways in which we prevent bullying in the school can be found on page 7 of the Anti-Bullying policy - [Anti-Bullying Policy](#).

15. What support is in place for looked-after and previously looked-after children with SEND?



Ms Moody (Assistant Headteacher/SENCO) and Mrs Veale (Pupil Premium Champion) are our designated teachers and they will work with our SEN team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

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To help pupils with SEND be prepared for a new school year we:



➤ Ask both the current teacher and the next year's teacher to attend meetings in the summer term when the pupil's SEND is discussed. We encourage our teaching assistants to join these meetings.

- Schedule a transition morning and a transition day to give children the opportunity to spend time with their new teacher in July.
- Provide opportunities through open afternoon to enable parents to meet their child's new class teacher and visit their child's new classroom
- Provide photo transition books for children to access over the summer holidays to support transition

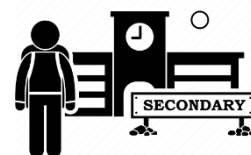
Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will attend a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. A transition form is completed and shared with the secondary SENCO, along with the relevant information from your child's SEN file.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Practising with a secondary school timetable
- Practising developing relationships by working with different adults and children



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

The Children and Families Act 2015 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. To see what support is available to you locally, have a look at your local authority's (Kent) local offer. Kent publishes information about the local offer on their website:

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

[About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

Parents without internet access are able to make an appointment with the SENCO for support to gain the information they require.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

IASK (Information And Support Kent) and their website is:

<https://local.kent.gov.uk/kb5/kent/directory/service.page?id=q8eJOMCAQOI&localofferchannel=2>

Kent Family Hub offer support and activities for families with a range of needs. Your local family hub can be found here: <https://www.kent.gov.uk/education-and-children/kent-family-hub/your-local-family-hub>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

If you have a complaint about the provision made for your child, we encourage parents to discuss their concerns with the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy: [Complaints Policy](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

There are some circumstances, usually for children who have an EHC 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.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Mediation support and appeals - Kent County Council](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages