

# Mersham Primary School

## Special Educational Needs and Disabilities Policy and Information Report 2022-23



**SEND Co-ordinator: Mrs S Wilson (BSc Psychology; National Award for SEN Co-ordination)**

**Link Governor:**

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<b>Chairman of Governors:</b>	<b>Mrs L Caldwell</b>
<b>Date Agreed:</b>	<b>October 2022</b>
<b>Headteacher:</b>	<b>Mrs Cheryl Chalkley</b>
<b>Review Date:</b>	<b>September 2023</b>

**Please read this policy in conjunction with the Disabilities Accessibility Plan, SEN Information Report, Child Protection Policy, and Equality Policies.**

This policy was developed with parents with an SEN pupil and members of the PTA, including consultation with representatives from the governing body and will be reviewed annually.

## **SECTION A: SCHOOL ARRANGEMENTS**

### **Rationale**

This document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Mersham Primary School. The purpose of this policy and information report is to clarify procedures, responsibilities and methods of evaluation in meeting pupil's Special Educational Needs and Disabilities in the light of the Code of Practice for Special Educational Needs and Disability 2015.

At Mersham Primary School we welcome students with special educational needs as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. We embed and underpin our practice in the six principles of nurture (Eva Holmes and Eve Boyd, 1999) where children's learning is understood developmentally; the classroom offers a safe base; understanding the importance of nurture for the development of well-being; language as a vital means of communication; all behavior is communication; understanding the importance of transition in children's lives.

We endeavour to provide an inclusive environment that is both flexible and responsive to all pupils needs; where our provisions and interventions are for the most vulnerable, SEN and disabled pupils and support pastoral, well-being and learning needs.

Any pupil within their school career may develop an individual educational need that differs from the majority of their peers.

The definition of Special Educational Needs is:

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

The definition of Disability is:

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



“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Special Educational Provision means: Provision that is provided by adapting the school’s core offer for all pupils where something different or additional is required” (SEN and Disabilities Code of Practice 2015)

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

## **Aims**

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development, making effective provision to improve long term outcomes.
- To ensure that SEND children are given appropriate provision to allow every child full access to a broad, balanced, coherent and relevant curriculum.
- To ensure that SEND children are fully included, where possible, in all activities of the school in order to promote the highest levels of achievement.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for pupils of SEND.
- To involve parents, pupils and external partners in developing a partnership of support, assessment and review, enabling all partners to have full confidence in the strategies adopted by the school.
- To provide a graduated approach to review and support SEND pupils and provide additional intervention and support to assist individual pupils to support their specific needs.

## **Objectives**

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To demonstrate that meeting the children’s learning needs and their well-being is part of high quality mainstream education and Quality First Teaching in line with mainstream core standards.
- To plan for any pupil who may at some time in their education have special educational needs and/or disabilities.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra provision and/or teaching support as early as possible.

- To work in partnership with the child's parents and external partners to provide for the child's special educational needs and/or disabilities.
- To regularly review policy, provision and practical arrangements to achieve best value.
- To work within the guidance provided within the SEND Code of Practice 2015.

## **Roles and Responsibilities**

All members of the school community work towards the schools aims and objectives by:

- Understanding that every teacher is a teacher of every child or young person, including those with SEND.
- Using the graduated approach for identifying, assessing and making provision for pupils with special educational needs and disabilities.
- Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the SENDCo and Headteacher, determines the school's strategic development of the policy and approach to the provision for children with special educational needs and disabilities and establishes the appropriate staff and funding arrangements, maintaining a monitoring oversight of the school's work. These school partners are responsible for reviewing the SEND policy, regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The governing body appoints a SENDCO who has completed the Masters Level 1 National Award for SEN Co-ordination, holds QTS and, preferably, has a BSc (Hons) Psychology qualification. In accordance with The Education Regulations (Amendment) 2009 the SENDCo, in addition to QTS, is required to hold the National Award for SEN Co-ordination. This requirement applies to any SENDCO who had been in post for a total period of less than twelve months before 1 September 2009 and anyone who becomes a SENDCO who has not previously been the SENDCO at that or any other maintained school for a total period of more than twelve months. The regulations allow a period of up to three years in which to undertake the training.

The governing body has appointed a named SEND governor with specific oversight of the school's arrangements for SEND and disability who monitors the school's work on behalf of children with special educational needs and disabilities.

The Headteacher has strategic responsibility for keeping the governing body fully informed. In conjunction with the management team the Headteacher and SENDCO will be responsible for monitoring and evaluating the success of this policy and information report and ensuring that necessary revisions are undertaken. The Headteacher will work closely with the SEND co-ordinator as part of the Senior Leadership Team, with whom regular meetings are scheduled.

## **Co-ordinating and Managing Provision**

The SEND Co-ordinator (SENDCo) is responsible for:

- The strategic development of the SEND policy and provision alongside the Headteacher and the governing body.
- The daily implementation of the school SEND policy.

- Co-ordinating specific provision made to support pupils with SEND , including those with EHCP (Education Health and Care Plans)
- Provides professional guidance to colleagues, working closely with staff, parents and external school partners.
- To co-ordinate and be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that SEND pupils receive appropriate support and high quality teaching.
- Provide professional support and advice on the graduated approach to SEND support.
- Maintaining the school's SEN register and overseeing the records on all SEND pupils.
- Disseminate to staff the outcomes of discussions and reports from external agencies.
- Managing Learning Support Assistants (LSA)
- Advise on the deployment of the notional SEND budget and resources to meet pupil's needs effectively and co-ordination to secure high needs funding where necessary.
- Contributing to the in-service training of staff, attending meetings and courses and disseminating relevant information to staff.
- Liaising with potential next providers of education to ensure a smooth transition for SEND pupils and their parents in admissions to Mersham Primary School and into secondary education.
- Liaison and being a key point of contact with parents and external agencies including Early Help and preventative services, the LAs support and Education Psychology Service, Health & Social Services and Independent and Voluntary bodies.
- Liase with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All teaching and non-teaching staff are involved in the development of the school's SEND policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs and disabilities. Teachers have responsibility for managing the work of LSAs and assume responsibility for children with SEND in their classes and current teaching and learning protocols within school promote Quality First Teaching (QFT).

### **Specialisms and Special Facilities**

The school does not have a specialist SEND unit. The school has developed valuable knowledge and skills and has an experienced team in meeting the needs of many children with Additional Educational Needs and Disabilities, examples of which include pupils on the Autistic Continuum, neurodevelopmental difficulties, pupils with Downs Syndrome, Children In Care (CiC) and children with Speech, Language and Communication difficulties.

The school's Disabilities Accessibility Plan outlines provision and arrangements to support disabled pupils in accordance with the Equality Act 2010. For pupils requiring special facilities wishing to attend Mersham Primary School, the school's Accessibility Plan aims to accommodate provision of facilities for pupils with special educational needs and disabilities, including facilities which increase or assist access to the school by pupils who are disabled. A disabled toilet and changing area are available at the school.

### **Evaluating Success**

The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice through observations, Pupil Progress Reviews, Provision Mapping by Headteacher, SENDCo and subject co-ordinators
- Analysis of pupil tracking data and test results

- a. For individual pupils
- b. For cohorts
- c. For vulnerable groups
- Progress data for pupils on the SEND register and all vulnerable pupils
- Progress data for monitoring all pupil well-being, including SEND and vulnerable pupils
- Annual monitoring of procedures and practice by SEND Governor
- School self-evaluation, using a variety of approaches
- School Based Review meetings
- The School Improvement Plan / SEN Review and Action Plan

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **The kinds of special educational need for which provision is made:**

At Mersham Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, physical and sensory needs, autism, neurodevelopmental conditions and difficulties, Asperger's syndrome, mental health and other learning 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 needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech, language and communication needs, autism, cognitive and developmental needs, physical needs and social, emotional and mental health needs. Decisions on the admission of pupils with a statement of Education, Health and Care plan are made by the Local Authority.

The school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy. If a parent wishes to have their child with an EHCP educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

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

#### **a) The school's approach to teaching pupils with special educational needs**

In Mersham Primary the quality of teaching is judged to be good (Ofsted Report 2022). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND at Mersham Primary School. We identify need at the earliest possible point to improve the long-term outcomes of the child.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice; <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards#:~:text=The%20mainstream%20core%20standards%20provides,are%20included%20in%20mainstream%20education.>

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, small group teaching, use of ICT software learning packages, sports and environmental therapy etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

#### **b) How the school evaluates the effectiveness of its provision for such pupils**

Mersham Primary School undertakes regular provision evaluation in the form of Provision Mapping and progress tracking which enables us to highlight those areas of need, identify gaps in attainment, skills and progress and overlaps in provision. The effectiveness of intervention is regularly reviewed



and monitored to identify effective, quality provision that will improve long-term outcomes for the child. We undertake regular assessment and evaluation of SEND and vulnerable pupil well-being via use of Leuven Scales and The Boxall Profile which enables us to highlight areas of need, target intervention effectively based on pupil need as well as track the progress and impact of targeted intervention.

Assessment and monitoring is supported by the senior leadership team (SLT) making regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress for their age and individual circumstances.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress as:

- 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
- progress that is significantly slower in a pupil's wider development or social skills that enable to make a successful transition to the next stage of education

A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The Code of Practice 2015 does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- Communication & Interaction.
- Cognition & Learning.
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

### **c) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Where a pupil is identified as having SEND, Mersham Primary School takes action to remove barriers to learning and put effective special educational provision in place.

Identification, assessment and monitoring of SEND follows a graduated approach as required by the 2015 SEN Code of Practice. The four part cycle refers to the process of:

- **Assess** – In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs.
- **Plan** - Where it is decided to provide a pupil with SEND support, consultation between parents, teacher and SENDCO agree pupil adjustments and intervention, the expected impact and agree a time for review.
- **Do** – Intervention and adjustments that have been agreed are planned, undertaken and assessed for impact upon classroom teaching, where the SENDCO supports and advises the teacher.
- **Review** - The effectiveness, impact and quality of support and interventions is evaluated along with the views of the parents and the pupil, where appropriate. Support, in light of the pupil's progress and development, assesses changes to the support and outcomes of the pupil in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and

interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

In consultation with the parents, the school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The graduated four –part cycle will then be undertaken in consultation with the specialists involved.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

A small minority of pupils who have significant or lifelong difficulties may undergo a multi-agency assessment in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Education, Health and Care Plan is necessary, then the pupil's SEND and provision will be summarised in the Care Plan document. This will be reviewed annually.

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

#### **d) How the school adapts the curriculum and learning environment for pupils with special educational needs**

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

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility planning (See Accessibility Plan)

#### **e) Additional support for learning that is available to pupils with special educational needs**

Action to meet pupil's SEND aims to promote independent learning and falls within 4 broad strands:

- Assessment, planning and review.
- Grouping for teaching purposes.
- Additional human resources.
- Curriculum and teaching methods.

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff- child ratio and use of alternative resources.

Provision and resources that are available to schools via external services are published by the LEA as a Local Offer. This provides information about provision that is available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. See the appendix attached to this policy for reference.

The local authority's local offer is published on; (<http://www.kent.gov.uk/education-and-children/special-educational-needs>)

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

**f) 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:**

Pupils with special educational needs will have access to a broad, balanced, coherent and relevant curriculum with the opportunity to join in all the activities of the school.

Differentiated teaching strategies in line with mainstream core standards for SEND pupils are used depending upon the nature of the child's needs, wherever possible.

Mersham Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

All clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without 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.

**g) 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, e.g. PSHE, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. referrals to our pastoral support officer, referrals to our ELSA (Emotional Literacy Support Officer), referrals to play therapy, draw and talk therapy, referrals to a counsellor, mentor time with class teachers or a member of senior leadership team, external referral to appropriate mental health services, safe space/time-out space for pupils to use when upset or agitated etc.

Pupils in the early stages of emotional and social development, because of their Special Educational Needs and Disabilities, 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.

**The name and contact details of the SEN Co-ordinator:**

The SENCO at Mersham Primary School is Mrs S Wilson, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds a BSc (Hons) Degree in Psychology.

Mrs Wilson is available on the school telephone number 01233 720449, by appointment via the school secretary or email:senco@mersham.kent.sch.uk during school hours.

**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:**

All senior leaders, teachers and teaching assistants have had the following awareness training:

Precision Teaching training

Mainstream Core Standards

Language Through Colour

ASD Awareness Training

ADHD Awareness Training

Autism in Girls Training

### **SENCO**

- (BSc) Hons Psychology
- Masters Level 1 National Award For SEN Co-ordination
- Language for Learning training
- Provision Mapping Training
- Attachment and Nurture Groups Training
- Mainstream Core Standards for school leaders training
- Language Through Colour Training
- Autism in Girls Training
- National Nurturing Schools Training
- Boxall Profile Competencies Online Training
- Trauma and bereavement training
- Supporting New Arrivals, Refugees and EAL students
- ASD/ADHD training
- Team Teach
- PROACT-Scip Training
- Non-violent resistance training
- Anxiety based school refusal training
- Managing Anxiety

### **Senior Leaders**

- Team Teach
- PROACT-Scip training
- Trauma and bereavement training
- Mental Health First Aid
- Designated Safeguarding Lead Training

### **Whole Staff**

- ASD training
- ADHD training
- ASD in Girls training
- Mainstream Core Standards
- PROACT-Scip training
- Bespoke Behaviour Management Training
- De-escalation training
- Emotion Coaching training
- Dyslexia awareness and strategy training
- Safeguarding training
- PREVENT training
- Inclusive practices for vulnerable pupils training
- Online safety training

## **Teachers**

- Provision Planning and Monitoring
- Mainstream Core Standards for Teachers
- Language Through Colour training
- Language for Learning training
- Epilepsy training
- ADHD/ASD awareness training
- Behaviour Management training
- Emotion Coaching

## **Support Staff**

- Precision Teaching
- Intervention tracking
- Behaviour Management Training
- Emotion Coaching
- Epilepsy training
- ASD/ADHD Awareness training

**Support Staff Member** – ELSA training (Emotional Literacy Support Assistant) , Draw and Talk therapy training, Mental Health First Aid and Boxall Profile Competencies Online Training

**Support Staff Member** - ASD Strategies and Sensory Difficulties in The Classroom training

**Support Staff Members** - SaLT Early Language Development

- Fizzy
- Sensory Processing Difficulties Training

The auditing of training needs is based on the pupil and school needs, taking into account the Education Regulations (Amendment) 2009 for SENCOs and specialist teachers of SEND, as well as School Improvement Plans.

- SENCOs, Teachers and LSAs will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote 'Whole School' approaches to SEND.
- NQTs will access specific training and induction programmes.

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

The SEND budget is determined each year according to the local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. As part of normal budget planning, the school determines their approach to using their resources to support the progress of pupils with SEND. 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 and provision for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and detail of the interventions we can offer is included within the information report. In very few cases a very high level of resource is required. If a high level of resource is required and notional annual funding is exceeded then the school has a High Needs Funding application accessible through the LA.

The SENDCO in consultation with the Headteacher, is responsible for the use of these resources and the deployment of the designated support staff.

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. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENDCO and these services, when appropriate.

**The arrangements for consulting parents of pupils with SEN and pupils with special educational needs about, and involving them in, their education:**

All parents of pupils with special educational needs are invited to discuss and review their personalised plan 3 times a year, in addition to parent consultation meetings and a written report each year. In addition we are happy to arrange meetings outside these times.

If 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.

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.

In addition to this, pupils and parents 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.

**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 are used for complaints about provision made for special educational needs. Any complaints regarding policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If however, parents are still concerned they may contact the governor responsible for SEND and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. If parents are still concerned, parents have a right in 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 an EHCP 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.

**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 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:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- A CARE Foundation Trust Agreement with a registered Educational Psychologist for a minimum of 3 days per year.
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc.

**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 (Information and Advice Support, Kent, IASK)**

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.

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

**HELPLINE:** 03000 41 3000

**Office:** 03000 412 412

**E-mail:** iask@kent.gov.uk

## **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**

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.

- We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- For all children with an Education, Health and Care Plan transferring between Mersham Primary School and local Secondary schools a provisional recommendation is normally made when the child is in year five so that parents can consider options early. The child's EHCP must then be amended by 30<sup>th</sup> October of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the LA with the school. All the arrangements for a child's placement will normally be completed no later than the beginning of March before transfer.
- Where possible, the SENDCo of the receiving school will be invited to attend the final annual review of pupils with statements for whom the particular school has been named.
- We will consult the LA and governing bodies of other Schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- For those children that have specialist Emotional and Social needs (e.g. Autistic, Children In Care (CiC) children), the Transition Coordinator of the receiving school will be contacted in order for the pupil to receive extra support, to arrange an appropriate induction programme.
- We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

This policy is written in line with the requirements of:-

Children and Families Act 2014

Special educational needs and disability code of practice: 0 to 25 years January 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

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

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

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

Equality Act 2010

Schools Admissions Code, DfES 1 Feb 2012

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

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

The national funding formula for schools and high needs Policy document Dfe

September 2017

When people can't agree - special educational needs and disability (SEND) complaints: a guide for young people in education Dfe August 2018

