

Whitstable Junior School

SEND Policy & Information Report

Governors' Committee Responsible: Curriculum Committee

Policy Originator: AHT / SENCO

Status: Statutory

Review Period: Annual

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Signed: Ged Smith

Chair of Governors

Signed: S Kent

Headteacher

SEND Policy / Information Report

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

Children and Families Act 2014

SEN Code of Practice 2014

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, DfE 1 Feb 2012

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

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

This policy should be read in conjunction with other relevant policies. It was developed with representatives from the Local Authority, the governing body, other SENCOs and parents of children attending Whitstable Junior School and will be reviewed annually.

School Vision

Whitstable Junior School is a happy, caring place where everyone is valued and every child is encouraged to achieve their very best within a truly nurturing environment. We are committed to enabling every child to meet their academic potential – whatever their starting point – whilst also offering a wide range of experiences and opportunities for children to develop their wider skills and abilities as well as their social skills.

We want every child to leave us as well-educated, confident young people, ready to grasp whatever secondary education - and ultimately adult life - has to offer them.

Learning today for life tomorrow.

Definition of Special Educational Needs (SEN)

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014)*

What kinds of Special Educational Need can we provide for at Whitstable Junior School?

At Whitstable Junior 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, autism spectrum Condition (ASC), Asperger’s syndrome, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), social, emotional and mental health difficulties, learning difficulties and physical and sensory 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 we can make our best endeavour to meet these kinds of needs.

The school also meets the needs of children with an Education, Health and Care plan with the following kinds of special educational need: global developmental delay, ASC, speech and language disorder, specific learning disabilities and Social, Emotional and Mental Health needs. Decisions on the admission of children with an Education, Health and Care plan are made by the Local Authority.

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

How do we identify and assess children who may have a Special Educational Need at Whitstable Junior School?

At Whitstable Junior School we monitor the progress of all children three times a year to review their academic progress. We also use a range of assessments with all the children at various, age-related stages. These may include: Junior Language Link (a speech and language programme), Making Numbers Matter diagnostic assessment, Sandwell Numeracy assessment, MALT (maths number age) assessments, decoding reading age assessments,

comprehension reading age assessments, Spelling Age assessments, QCA assessments and end-of key stage SATs.

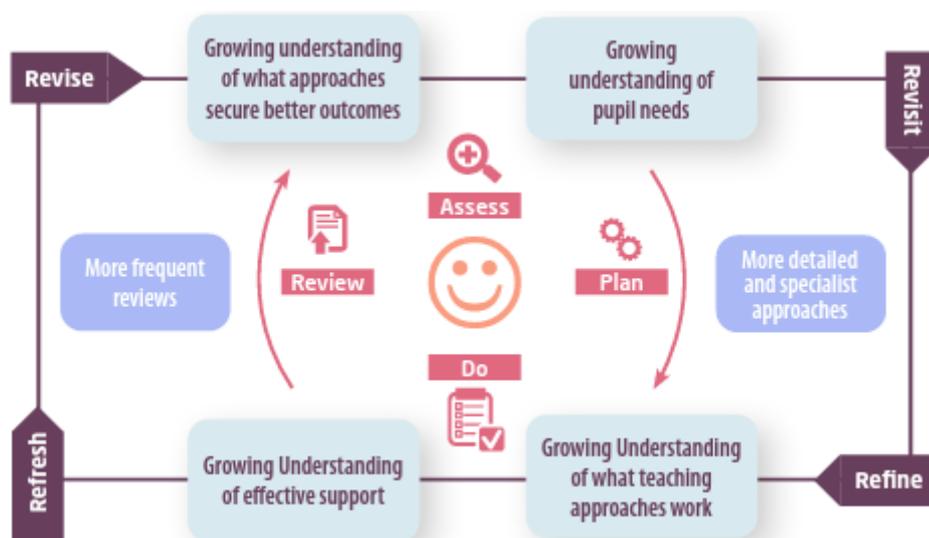
Where progress is not sufficient, even if special educational need has not been identified, we may put in place interventions to enable the child to catch up. Examples of extra support are; in-class and small group literacy and numeracy interventions, phonics support, reading interventions, fine and gross motor skills development, speech and language programmes. We use the Kent Mainstream Core Standards to help support the implementation of these additional strategies.

Your child is on the Special Educational Needs register at SEN Support. What does this mean?

SEN Support

Some children may continue to make insufficient progress, despite high-quality first teaching targeted at their areas of weakness. For these children, and in consultation with parents, we will have access to a range of assessment tools, which we are experienced in using, to determine the cause of the learning difficulty. Where we feel the need is appropriate, we have access to external advisors who are able to assess children on our behalf.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put onto a provision map or an Individualised Provision Plan (IPP) and reviewed regularly, and refined / revised if necessary, using the Assess, Plan, Do, Review (APDR) and graduated approach.



At this point we will have identified that the child has a special educational need because the school is making special educational provision for the child which is additional and different to what is normally available. These children will be deemed as needing **SEN Support**.

Children who require **SEN Support** will:

- work towards a clear set of expected outcomes or results which should include relevant academic and developmental targets
- have targets that are planned and reviewed by the class teacher supported by the SENCO using the Assess, Plan, Do, Review cycle
- have targets shared with parents and carers and where appropriate the children themselves.

Your child is not on the school Special Educational Needs register but is being monitored by the school. What does this mean?

Monitoring.

At Whitstable Junior School, we understand that some children may not fully meet the criteria for SEN Support but they will be receiving a large amount of additional support through quality first teaching in the classroom. These are children whose progress we will be monitoring closely, therefore we have created our own in-school category called '**monitoring**'. This way we can be sure that any child who should be moved onto SEN Support will be, as soon as is necessary.

What strategies and interventions do we use at Whitstable Junior School to support children with SEND?

Strategies to support/develop Literacy:

- Scaffolding of work in lessons
- Additional / Targeted small group literacy support in class
- Read Write Inc- small group and individual 1 to 1
- Multi-sensory phonics programme
- Reading support outside of class from volunteers
- Differentiated and multi-sensory activities
- Dyslexia friendly classrooms and teaching
- SPAG interventions
- Spelling interventions
- Toe by Toe
- Precision teaching
- Pre-teaching
- Additional handwriting support
- Comprehension skills focus groups
- Inference training groups
- Language Through Colour
- Alternative methods of recording
- Clicker 8
- Use of visuals
- Use of task managers

Strategies to support/develop Maths:

- Scaffolding of work in lessons
- Additional / Targeted small group numeracy support in class
- Making Numbers Matter intervention
- Diagnostic assessments
- Small groups or individual children for additional numeracy support
- Use of support resources such as Numicon
- Provision of resources to ensure maths is taught using representation and manipulatives (practical resources such as-beads, Numicon, cards etc.) alongside more formal written methods to ensure that learning is multi-sensory and practical
- Precision teaching
- Plus 1
- Multi-sensory approach
- Alternative methods of recording
- Use of visuals
- Use of task managers

Strategies/programmes to support speech and language:

- Initial assessment by school using Junior Language Link
- Further assessment by and support from a speech and language therapist on referral.
- Additional support and interventions within class
- Implementation of Speech and Language programmes by Learning Support Assistants supported by local Speech and Language Therapists.
- Strategies to Support Speech and Language in the classroom.
- Switch on Words
- Language through Colour
- Pre teaching
- Use of visuals

Strategies to support Gross Motor Skills. Fine Motor Skills and Sensory Difficulties

- Fizzy Programme
- Clever Fingers
- Additional handwriting support
- Sensory circuits
- Move 'n' Sit cushions
- Ear defenders
- Chair bands
- Writing slopes
- Work stations
- Clicker 8

Strategies to support children with ADD/ADHD/ASC

- Use of visuals
- Use of task managers
- Work stations
- Move 'n' Sit cushions
- Ear Defenders
- Sensory Circuits
- Task Manager Boards
- Communicate in print
- Fiddle toys

Provision and strategies to support children with SEMH needs

- Provide a secure base (safe and predictable environment)
- Consider the reason/purpose of behaviour – what is the context/history?
- Routines and changes are communicated in advance.
- Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.
- Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts
- Use of Boxall Profiling.
- Movement breaks.
- Support co-regulation
- Adopt a Key Person approach.
- Provide support and/or organised activities during unstructured times.
- Exit cards.
- Backward chaining.
- Offer a safe place within the classroom and offer to co-regulate when necessary.
- Offer a 'safe' and familiar task when emotions are heightened.
- Support verbal input with visuals (demonstration, images, objects, key words).
- 5 Point Scale

Provision to facilitate / support access to the curriculum / independent learning:

- Inclusive classrooms to develop independent learning
- Scaffolding in lessons
- Use of task managers
- Class Provision Maps
- Individualised Provision Maps to focus on specific needs.
- Individual targets
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Multi-sensory opportunities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Coordinated planning between class teacher and Learning Support Assistant for children with SEN

- Regular assessment of progress and achievement against national expectations and individual targets.
- Small group support in class from teacher or teaching assistant
- Use of visual support and timetables
- Additional resources if appropriate e.g. Communicate in Print, Clicker 8

Access to a supportive environment – IT facilities/equipment/ resources:

- Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards
- Regular access to ICT equipment, iPad, lap tops
- Provision of resources to enhance independent learning
- Supportive computer programmes e.g. Communicate in Print, Clicker 8

If a child is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it) we will continue to identify the child as having a special educational need. If a child is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents will be notified.

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

How does Whitstable Junior School make sure that children with Special Educational needs are being provided for effectively?

SEN Support children will have their Individual Provision Plans reviewed 3 x per year. Each review will be informed by the views of the child, parents and class/subject teachers. Assessment information / exit data from teachers which will show whether adequate progress is being made, which may be social, physical or academic.

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

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

For children with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

How does Whitstable Junior School check how well children with SEN are doing?

Every child in the school has their progress tracked bi-termly. In addition to this, children with special educational needs may have additional assessments in line with their needs. If these assessments do not show adequate progress is being made the Individual Provision Plan will be reviewed and adjusted. The progress of children with SEN is discussed at Pupil Progress meetings.

What is Whitstable Junior School's approach to teaching children with SEND?

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

In Whitstable Junior School the quality of teaching is judged to be good and outstanding.

Quality First Teaching- what is it?

All children receive high quality personalised teaching through excellent targeted classroom teaching, known as Quality First Teaching which may include specific and targeted group work.

When a child is identified as having **SEND**, we provide appropriate education based on their needs. This includes regular review of progress made and appropriate changes to support provided as required.

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all children in their class
- Classrooms are inclusive to meet the needs of all children
- That all teaching is based on building on what your child already knows, can do and can understand
- Children will be provided with scaffolded work so they are able to access the curriculum
- At times the teacher may direct the Learning Support Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress
- All children in school should be getting this as part of excellent classroom practice when needed
- Specific small group work (known as interventions) usually run by teachers or Learning Support Assistants. Some of the provision may be additional support from within a setting or from specialist staff or support services
- Class Provision Maps and Individual Provision Plans will be in place to show support

We follow the Mainstream Core Standards (MCS) advice developed by Kent County Council to ensure that our teaching conforms to best practice. The MCS highlight provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools.

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments.

How does Whitstable Junior School change the curriculum and the surroundings to enable children with SEND to learn?

At Whitstable Junior School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children 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 senior leadership team (SLT) and Governors are continuously making improvements as part of the school's accessibility planning. Any aspects of the school that need to be improved are identified and shared with relevant staff. These aspects are then prioritised for change in the shortest possible time frame.

Please see the table above for a list of the strategies we use to adapt the curriculum and the learning environment.

What additional support can Whitstable Junior School make available for children with SEN?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for children requiring SEN support. The amount of support required for each child to make good progress will be different in each case and the Local Authority may provide additional funding.

How does Whitstable Junior School make sure that all children including those with SEND can be involved in all the school's activities (including physical activities)?

All clubs, trips and activities offered to children at Whitstable Junior School are available to children with special educational needs 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 to enable the safe participation of the child in the activity. All activities will be risk assessed individually for children with special educational needs that may need additional support with accessing activities.

How does Whitstable Junior School provide for those children who might need support with social and emotional development?

At Whitstable Junior School we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both indirectly and through direct teaching.

For children with the most need for help in this area we may also provide the following; Early Help referral, Creative Arts Therapy referral, CAMHS (CHYPMHS) referral, School Health referral and Well Being support outlined below. All children at Whitstable Junior School have access to this support. This list is not exhaustive and other types of support will be sourced as needed.

Strategies to enhance self-esteem/promote social and emotional wellbeing

Our Well Being Team offers:

Well Being Mentors (WBM) offer support based on a therapeutic model. This may include:

- Support within class, but time limited
- An agreed period of time withdrawn from class – one off or a planned programme e.g. friendship groups, anger management, social skills, self-esteem, restorative work
- Light touch – child returns to class after given time limit to be successful
- WBM makes brief return visits to reinforce
- Short de-briefing takes place between WBM & teacher
- Small group/paired work on a set target/focus e.g. social skills, Emotional Literacy

- Being an advocate – meeting children at the gate, sharing success with parents & other staff – catching them being good!
- Rapid response team – responding to inappropriate behaviour
- Offering structured support for breaks/lunch times
- Games Zone—structured supervised play at lunch
- Creative Arts Therapy - limited access dependent on priorities.
- Family support
- Bereavement support
- Attachment Programme
- Support with issues around attendance

Our Family Liaison Officer (FLO) can access support from a range of outside agencies including:

- Early Help, to support parents & families
- Young Healthy Minds—working with older children
- Rising Sun—domestic abuse
- Food bank
- Umbrella Centre Whitstable—holiday clubs
- Social Prescribing
- Solihull Parenting Programme

Children in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by children who do not need this support.

Attachment Awareness

The SENCo and Well-being Mentor have undertaken accredited training to become Attachment Leads.

Pupils who have experienced significant relational traumas and losses in their short lives to date often have developmental vulnerabilities in the following areas – in their executive functioning, regulation and psychological development.

An Attachment Aware School ensures that these three areas are attended to by the whole staff so that children can begin to feel safe to be able to learn.

An Attachment Aware School is one where the whole staff:

- Have a good understanding of the impact of significant relational traumas and losses upon pupils
- Have attachment principles firmly embedded within all their policies
- Use an attachment framework to understand behaviours
- Know who the troubled pupils are in their school
- Know the developmental age of the pupils in their care differentiating emotional and social tasks and expectations

- Develop individual development plans for individual pupils that run over a course of 2-3 years
- Engage in relentless care
- Engage in a careful balance of both nurture and gentle challenge to support troubled pupils into learned security
- Work closely with the family to develop a shared understanding of the pupil reflecting on possible stressors and calmers.

And are addressing the developmental vulnerabilities of troubled pupils.

An Attachment Lead is someone who advocates and champions for pupils who have experienced significant relational traumas and losses in their lives to date. These pupils need an Attachment Aware approach to support them in their learning rather than the usual traditional approach mainly used in most schools. Relational interventions are necessary for these pupils to be in a position to thrive in school.

The Attachment Leads ensure attachment aware principles are used in supporting troubled pupils. They are in effect an advocate for pupils who might otherwise be at risk of being misunderstood within the relatively secure system of the school set up. We have an Attachment Programme for children who we have identified as being children who would benefit from this approach.

How does Whitstable Junior School plan for transition between year groups and phases?

The SEN Code of practice states:

To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process (6.57)

At Whitstable Junior school we ensure that Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit. To enable this to happen:

- Information is actively sought and shared about learners (from previous settings, parents/carers and where appropriate the pupil) to support successful transitions and manage change both within the school and beyond.
- This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.
- Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.

This is in line with Kent Mainstream Core Standards.

Who has responsibility for ensuring children with SEND are included in all aspects of learning at Whitstable Junior School?

Class/subject teacher:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary
- Implementing the graduated approach and assess, plan, do review cycle
- Writing Class Provision Maps and Individualised Provision Maps and sharing these with parents each seasonal term and planning for the next term.
- Ensuring that all staff working with your child in their classroom are able to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

Assistant Headteacher/SENCO (Ms Kirsten Collin):

Responsible for:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans to make sure all children get a consistent, high quality response to meeting their needs in school
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working 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
- Ensuring the school keeps the records of all pupils with SEN up to date
- Attending: Continued Professional Development with regards to any SEND legislation, updates from the Local Authority, Local Inclusion Forum Team (LIFT) meetings, collaborative meetings with local schools.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.

Head Teacher (Ms Sarah Kent):

Responsible for:

- Checking on the progress of your child through regular progress meetings.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed
- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor: (Mrs Viv Hayward)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the provision for SEND children
- Evaluating the impact on outcomes for SEND children

Who is the SENCo at Whitstable Junior School?

If you have any concerns or questions regarding SEND please contact the SENCo. The SENCO at Whitstable Junior School is Kirsten Collin, who is a qualified teacher and holds the following qualifications: BSc Hons, PGCE and the National Award for SEN Co-ordination.

Kirsten Collin is available on 01227 272385 or kcollin@whitstable-junior.kent.sch.uk

How does Whitstable Junior School ensure that staff are appropriately trained to meet the needs of SEND children?

Teachers and teaching assistants have received a range of relevant SEND training which is regularly updated in line with the needs in school and staff Continued Professional Development (CPD). Further information regarding specific staff training can be obtained via the school office.

In addition, the school also has a number of highly skilled members of staff who have received a range of higher level, more specific training.

How does Whitstable Junior School ensure that specialist expertise is secured when necessary?

Where a training need is identified beyond our existing knowledge, we will endeavour to find a provider who is able to deliver it. Some of the training providers we can approach are, St Nicholas Special School, The Orchard School, Educational Psychologist, Speech and

language therapist, specialist teaching service. The cost of training is covered by the notional SEN funding.

How does Whitstable Junior School provide equipment and facilities for SEND children?

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.

How does Whitstable Junior School involve parents of children with SEND?

All parents of children at Whitstable Junior School are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. Parents of children with SEND have an additional meeting each year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, any child may access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Map which will be shared with parents three times per year.

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

In addition to this, parents of children 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 child. Information will be made accessible for parents.

How does Whitstable Junior School involve the child?

When a child has been identified as having special educational needs because special educational provision is being made for him or her, we believe it is crucial to seek the views of the child. Each child will be asked their views and this will be recorded 3 x per year. 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.

If you have a complaint regarding provision for a child with SEND what should you do?

The normal arrangements for the treatment of complaints at Whitstable Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, team leader, SENCO/AHT or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

The Governing Body, via the SLT, have engaged with a range of external bodies and services, such as the specialist teaching service and the mainstream speech and language service. The Link governor for SEND is MRS Viv Hayward

Below are the contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (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 can be contacted on

Helpline Phone Number 03000 41 3000
Office Phone Number 0300 333 6474 and
Minicom 0300 333 6484
Email iask@kent.gov.uk

Where can you find information on what the Local Authority offer children with SEND?

The local authority's local offer is published on
<https://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.

Approved by the GB on 14th July 2023

Next review on **May 2024**