

Boughton under Blean and Dunkirk Methodist Primary School



Special Educational Needs and Disabilities Policy and Information Report 2020/21

Date: November 2021
Review Date: November 2022

Ratified by Governors: 15/11/21

Signed.....Chair of Governors

Doing all the good that we can

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.

- *Forgiveness*
- *Friendship*
- *Trust*
- *Justice*
- *Perseverance*

These are then underpinned by our learning values.

- *Communication*
- *Independence*
- *Aspiration*
- *Engagement*

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.

‘Start children off on the way they should go, and even when they are old they will not turn from it’

Proverbs 22:6

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

This policy was developed in consultation with parents, staff and 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 Boughton under Blean and Dunkirk Methodist 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 2014.

At Boughton under Blean and Dunkirk M P 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 our practice in the four principles of building secure attachments; nurture, engagement, structure and challenge. Our provisions and interventions are for the most vulnerable, SEN and disabled pupils and supports pastoral and learning needs. We endeavour to provide an inclusive environment that is both flexible and responsive.

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

The new Code of Practice (September 2014) 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 (2014, p 4)

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 Code of Practice (2014, p5)

“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 2014)

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 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.
- 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 2014.

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 SENCO and Head Teacher, 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 have appointed a SENCO who has completed the Masters Level 1 National Award for SEN Co-ordination * and QTS

**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 (Code of Practice 2014 6.86)*

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 (Code of Practice 2014 6.3)

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

Co-ordinating and Managing Provision

The SEN-D Co-ordinator (SENCO) is responsible for:

- The strategic development of the SEN-D policy and provision alongside the Head Teacher and the governing body.
- The daily implementation of the school SEN-D policy.
- Co-ordinating specific provision made to support pupils with SEN-D , including those with an EHCP (Education Health and Care Plans)
- Providing professional guidance to colleagues, working closely with staff, parents and external school partners.
- Coordinating and being aware of the provision in the Local Offer and being able to work with professionals providing a supportive role to families to ensure that SEN-D pupils receive appropriate support and high quality teaching.
- Providing professional support and advice on the graduated approach to SEN-D support.
- Maintaining the school's SEN/ In-School Support/Vulnerable children/ Medical/ ChIC (Children in Care, Post Adoption, SGO) EAL/EFL (English as an Additional/Foreign Language) registers and overseeing the records on all SEN-D pupils.
- Disseminating reports/outcomes of discussions and meetings with external agencies to relevant staff, and inviting them to take part as necessary.
- Managing, training and appraising Teaching Assistants (TA) and being part of the recruitment process for new support staff.
- Applying for High Needs Funding.
- Managing the deployment of the SEN-D budget and resources to meet pupil's needs effectively.
- Contributing to the in-service training of staff attending meetings and courses and disseminating relevant information to staff, including involvement in SEN meetings with external agencies.
- Liaising with potential next providers of education to ensure a smooth transition for SEN-D pupils and their parents in admissions to Boughton under Blean and Dunkirk M P School and into secondary education.
- Liaising and being a key point of contact with parents and external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Independent and Voluntary bodies (Code of Practice 2014 6.9). This will include the contribution to the recent implementation of Early Help Notifications (EHN).

- Liaise with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (Code of Practice 2014 6.9)
- Attend Collaboration SEN-D meetings and keeping up to date with local and national developments.
- Work in partnership with Local education and NHS providers to drive forward improvements to services in the locality and wider.

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 their Classroom TAs and assume responsibility for children with SEN-D in their class. Current teaching and learning protocols within school promote Quality First Teaching (QFT) and these are outlined on Class Provision Maps and Provision Plans for individuals.

Specialisms and Special Facilities

The school does not have a specialist SEND unit. However, the school has developed valuable experience 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 Spectrum, pupils with Dyslexia/ Dyscalculia, children with Speech, Language and Communication difficulties, ADHD and OT/Physio needs (See SEN-D Information Report)

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 Boughton under Blean and Dunkirk M P School, the school's Accessibility Plan aims to accommodate provision of facilities for pupils with special educational needs and disabilities.

Evaluating Success

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

- Monitoring of classroom practice through observations, Pupil Progress Reviews, Provision Maps/Plans by the Head Teacher, Head of School, SENCO, KS Leads and subject co-ordinators
- Analysis of pupil tracking data and test results
 - a. For individual pupils
 - b. For cohorts
 - c. For vulnerable groups
- Value-added data for pupils on the SEN-D register
- Annual monitoring of procedures and practice by SEN-D 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 Boughton under Blean and Dunkirk M P School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance ADHD (including Inattentive type), dyslexia, dyscalculia, dyspraxia, speech and language needs, Processing difficulties (Auditory Processing Disorder) physical and sensory needs and autistic spectrum conditions. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we will readily access training and advice so that these kinds of 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, physical needs and social and emotional 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 LEA Admissions Policy. If a parent wishes to have their child with an EHCP educated in the mainstream, the LEA 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

High quality teaching, differentiated for individual or groups of pupils, is the first step in responding to pupils who have or may have SEN-D at Boughton under Blean and Dunkirk Methodist 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.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

Boughton under Blean and Dunkirk M P School undertakes regular provision evaluation in the form of Provision Mapping/Provision Plans and progress tracking which enable us to highlight those areas of need, identify gaps in attainment, skills and progress and overlaps in provision. This process is ongoing and uses the cycle of 'Assess, Plan, Do, Review'. The effectiveness of intervention is regularly reviewed and monitored to identify effective, quality provision that will improve long-term outcomes for the child.

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 (2014, 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 them 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 2014 does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- 1. Communication & Interaction.**
- 2. Cognition & Learning.**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. 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 SEN-D, Boughton under Blean and Dunkirk Methodist 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 2014 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 SENCO, 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 SENCo agree pupil adjustments and intervention, the expected impact and agree a time for review.
- **Do** – Intervention and adjustments that are agreed are planned, undertaken and assessed for impact upon classroom teaching, where the SENCo 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 be 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 (Code of Practice 2014 6.63)

A small minority of pupils who have significant or lifelong difficulties may undergo a multi-agency assessment at LIFT (Local Inclusion Forum Team) 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 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 (or after 6 months from the date of issue for children in Reception Class).

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. (Code of Practice 2014 6.11)

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

At Boughton under Blean and Dunkirk Methodist 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 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:

- 1. Assessment, planning and review.**
- 2. Grouping for teaching purposes.**
- 3. Additional human resources.**
- 4. 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.

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.

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 are used depending upon the nature of the child's needs.

Boughton under Blean and Dunkirk M P 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 relevant target setting 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. An additional risk assessment will also be undertaken.

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: access to counselling, mentor time with a designated adult mentor or FLO (Family Liaison Officer), intervention through a Social Skills Group/Lego Challenge, Play Therapy, external referral to CYPMHS (Children and Young Peoples' Mental Health Service), a time-out space for pupil to use when upset or agitated etc. <https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health>

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 Boughton under Blean and Dunkirk Methodist Primary School is Mrs Kay Lewis, who is a qualified teacher and Number's Count Teacher, and has been accredited by the National Award for SEN Co-ordination.

Mrs Kay Lewis is available on the school telephone number or by appointment via the school secretary.

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 teachers and teaching assistants will be given the following training within the first 3 months of joining:

- Child Protection and Safeguarding
- Paediatric First Aid Training

In addition, the following staff have specialist training in:

*Andrea Coles HLTA: SALT Derbyshire Language Trained
Trained and designated Speech/Language Link Assessor
Dyslexia Portfolio Assessor*

*Jo Goode: Dyslexia specialist TA
Sound Linkage Assessor*

Alison Douglas: Dyscalculia Specialist HLTA

Nathalie Jones/ Melissa Jones: Sensory Circuits

Nathalie Jones/ Alison Douglas: Managing ASC/ADHD

The auditing of training needs is based on the pupil, class and school needs, taking into account the Education Regulations (Amendment) 2009 for SENCOs and specialist teachers of SEN-D, as well as School Action Plans. Training delivered to date includes:

- **Provision Mapping/ Provision Plans/ EHCP-Section F**
- **Emotional and attachment issues**
- **ASD/ADHD- including strategies for support**
- **Numicon: Maths resource**
- **Dyscalculia**
- **Dyslexia**
- **Sensory Circuits/ OT- fine and gross motor skills**
- **Communication in Print**
- **Visual Stress- Irlens**
- **Writing Social Stories**
- **SALT: Language through Colour, Makaton, Cued Articulation**
- **Clicker 7- online specialist literacy support package**
- **Auditory Processing Disorder**
- **Specific Learning Difficulties**

- SENCOs, Teachers and TAs will attend SEN-D courses which are relevant to the needs of the children they are supporting and to extend their own CPD.
- Staff are given opportunities for INSET to develop their confidence and skills in working with SEN-D 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 SEN-D.
- NQTs will access specific training and induction programmes.

The SENCO has also created SEND Quickguides covering all areas of SEN for staff to read. These are kept in the staffroom. These are kept regularly updated.

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 SEN-D. This funding is used to ensure that the quality of teaching is at least good throughout the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN-D 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 in the school 'SEN information report'. In very few cases a very high level of resource is required.

The SENCO in consultation with the Head Teacher, Head of School and SLT, is responsible for the use of these resources and the deployment of the designated support staff.

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 and there is regular liaison and exchange of information between the SENCO and these services, when appropriate.

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

All parents of pupils are invited to discuss the progress of their children by attending parent consultation throughout the year and receiving a main written report annually. In addition we are happy to arrange meetings outside of these times, and invite contact by email. As part of our normal teaching arrangements, all pupils will access some additional teaching to support them if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All such provision will be recorded, tracked and evaluated on a Provision Map/Plans which Class Teachers share with relevant parents during Parent Consultations. The SENCO will track entry and exit data on Provision Maps/Plans over the year.

If following this tracking and review of systems at the end of terms 2, 4 and 6, 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. A pupil will be identified as having Special Educational Needs when external agencies continue to be involved and special educational provision is being made. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review (+ 2 additional in-year review meetings), which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified as having a special educational need 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 Boughton under Blean and Dunkirk Methodist Primary School we encourage pupils to participate in their learning by:

- Being involved in target setting through pupil conferencing and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.
- Encouraging self-confidence and independence.

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 SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they should follow the procedure outlined in the School's Complaints Policy and/or the Information, Advice and Support Kent Service (IASK).

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need

or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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 Boughton under Blean and Dunkirk M P 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 reviewed by the end of October when they are in Year 6, the parents' views and preference of Secondary Placements. The LEA will then consult with the named placements and a school place named by the end of December. All the arrangements for a child's placement will normally be completed no later than the beginning of March before transfer.
- Where possible, the SENCO of the receiving school will be invited to attend the final review of the pupil's EHCP so that it is fully up to date.
- We will consult the LEA 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 (ChIC) children), the Transition Coordinator of the receiving school will be worked with closely to ensure a smooth transition and clear communication of support.
- 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

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