

# Hollingbourne Primary School



“A learning community– developing hearts and minds”

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# Special Educational Needs Policy

February 2018

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## **1. This Policy**

This policy is written in line with the requirements of:

- ❖ Children and Families Act 2014
- ❖ Special Educational Needs and Disability Code of Practice: 0-25 years, 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 the following school policies: Pastoral and Behaviour Policy, Equality Policy, Safeguarding Policy, E- Safety Policy and Supporting Pupils at School with Medical Conditions Policy.

This SEN policy was developed by the SENCO, Headteacher and the SEN Representative from the governing body and parents of children with special educational needs. The policy is available on the school website. The policy will be reviewed annually.

## **2. Inclusion and access to the curriculum**

Hollingbourne Primary School provides a broad, differentiated balanced curriculum for all children. This enables children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

The Foundation Stage and the National Curriculum provide the starting point for planning that meets the needs of our pupils. The staff at Hollingbourne Primary School are aware that children have different educational and behavioural needs and aspirations. They require different strategies for learning to assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

A minority of children have particular learning requirements. These are likely to arise as a consequence of a child having special educational needs (SEN). Teachers take account of these requirements and make provision where necessary to support individuals or groups of children, enabling them to participate effectively in the curriculum. This policy ensures that

curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **3. 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, p 4)*

### **4. 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, p5)*

### **5. Aims and Objectives of Hollingbourne School**

- To create an environment that meets the needs of every child
- To ensure that the special educational needs of children are identified early, and intervention is reviewed regularly
- To make clear the importance of working in partnership with parents and specialist education providers in the process
- To identify roles and responsibilities of staff in providing for children with special educational needs to enable all children to have full access to all elements of the curriculum
- To ensure that where appropriate the wishes of the children and of their parents are taken into account
- To ensure the co-operation between all agencies and a multi-disciplinary approach to the resolution of issues

### **6. Admission Arrangements for pupils with SEN or Disabilities**

The school admits all pupils for which it is suitable in accordance with County policy.

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

It is our aim at Hollingbourne to ensure that pupils with SEN receive the appropriate support they need but also engage in all the activities of the school alongside pupils who do not have SEN. This includes children with physical disabilities and those who are gifted and talented.

### **7. Steps Taken to prevent pupils with SEN from being treated less favourably than other pupils**

All children at Hollingbourne with SEN benefit from high quality classroom teaching. We regularly review the quality of teaching for all pupils in accordance with the SEN Code of Practice (2014, 6.37). At Hollingbourne the quality of teaching is judged to be 'good to outstanding.' We follow the Mainstream Core Standards (KELSI) developed by Kent County Council to ensure that our teaching conforms to best practice.

The curriculum is tailored to the need of children with SEN or a disability on advice within the Mainstream Core Standards or from the Specialist Teaching Service, if required.

All children are given the same opportunities regardless of their physical or educational ability including extra curricula activities and school trips.

Our behaviour policy provides clear boundaries for all pupils which include rewards and sanctions.

Where children change schools we liaise closely with their previous establishment to ensure a smooth, fair transition. Similarly when any of our SEN pupils move onto new schools, transition meetings which will include the pupils and parents will take place prior to their departure.

Secondary schools are always invited to attend Annual reviews in year 6 for pupils with an Education Health Care Plan (EHCP or Statement)

### **8. Access facilities for pupils with SEN**

Hollingbourne Primary School is an old Victorian Building built in 1877.

Access for wheelchair users can be gained via the side entrance and all aspects of the ground floor can be accessed in a wheelchair apart from one narrow corridor that leads only to the school office or upstairs to the staffroom.

Our school hall can be accessed via a ramp. A disabled toilet facility can be found here.

Handrails on both sides of the stairs can be found leading up to one of our reference library. All laptops and our other library can be found on the ground floor. No classrooms are located on the first floor.

See Hollingbourne's' accessibility Plan for future improvements. This was written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

### **9. The new SEN and Disability Code of Practice 2014**

This came into effect in September 2014.

There is a greater focus on support that enables children with SEN to succeed in their education. The code includes guidance relating to children with disabilities as well as those with SEN. There is a closer co-operation between education, health and social care.

For children with complex needs, the EHCP (Education, Health Care Plan) will replace Statements. Transitional arrangements are in place to support the changeover in a phased and ordered way.

### **10. First step in responding to children with SEN**

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

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

### **11. Kinds of SEN for which provision is made**

#### **1. Frequently occurring special educational need**

At Hollingbourne School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s Syndrome, learning difficulties and behaviour difficulties.

We also support children with emotional and social concerns who have mental health and wellbeing issues. We may provide access to a counsellor, mentor time with member of senior leadership team, external referral to CAHMs or Early Help.

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 kinds of needs can be met.

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

#### **2. Pupils with an Education Health Care Plan (EHCP)-formally known as Statements.**

The school also currently meets the needs of pupils with more complex needs who require an Education, Health and Care plan (EHCP). Current and recent SEN needs of EHCPs at Hollingbourne have included: pupils with ASD who have learning and communication difficulties, a pupil with partial visual impairment and a pupil with Cerebral Palsy who has a physical disability and learning difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

### **12. Policies for identifying pupils with SEN and assessing their needs**

We have a clear approach to identifying and responding to SEN. SEN is divided into 4 categories of need:

1. Cognition and learning
1. Communication and interaction
2. Social, emotional and mental health difficulties
3. Sensory and/or physical needs.

### **13. Arrangements for assessing, supporting and reviewing progress towards outcomes**

In addition to the governing body, the Headteacher the SENCO and all members of staff have day-to-day responsibility for children with special educational needs.

All teachers differentiate tasks set for the children according to their needs.

Early identification of children with a special educational need is essential. Assessment and observation supports the early identification of a child's needs. The assessment of children will reflect as far as possible their participation in the whole curriculum of the school. The class teacher, SENCO and support staff will assess and monitor a child's progress in line with existing school practice to plan an appropriate programme of intervention.

In accordance with the New SEN Code (2014) we will be taking a graduated approach in four stages.

1. Review
2. Assessing the need
3. Parent notification and support
4. Implementing the support

At Hollingbourne we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points such as: Y1 phonics screening, speech link, language link, spelling age, reading age.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This may include a targeted literacy or maths support group, additional focused phonics support, *Catch-up Maths* programme, *reading* programme or *Word Shark* which is a spelling programme.

Some pupils may continue to make inadequate progress or behavioural, emotional and communication needs are still evident. In these cases, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning or behavioural difficulty. These assessments are now required before a pupil's case can be discussed with external advisors. The assessments, administered by the SENCO include:

- LASS which is a tool that gives an indication of Dyslexia and literacy difficulties. It measures auditory and visual memory skills, phonics and decoding skills, single word, sentence and segmented reading. It also measures reasoning ability that indicate a level of intelligence.
- Ravens - a non-verbal reasoning test and a vocabulary test.
- BPVS (British Picture Vocabulary Scale)

- EVT (Expressive Vocabulary Test)
- Boxall Profile – assesses social, emotional and behavioural development.

The Local Inclusion Forum Team (LIFT) consists of external advisors and SENCOs from a cohort of local schools. Once the above assessments are complete, the SENCO will complete a LIFT application detailing all of a pupil's needs. They will present the case at a LIFT meeting and recommendations to the school would be provided following a school visit to support these pupils.

#### **14. Making provision for pupils with special educational needs whether or not they have EHC Plans**

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

#### **15. How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

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 pupils with or without a statement of special educational needs / 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

#### **16. School's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Hollingbourne are referred to list on page 8. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need.

If the pupil is able to maintain good progress without the additional and different resources 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 pupil are aware of the support to be provided and the teaching approaches to be used.

### **17. Arrangements for consulting and involving parents and pupils**

The school works closely with parents of children with special educational needs and encourages active partnership through ongoing dialogue.

Parents are informed of any SEN provision and outside agency intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs. We also follow up with progress meetings.

### **18. School's approach to teaching pupils with special educational needs**

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

In Hollingbourne School the quality of teaching is judged to be good in our last Ofsted inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

See: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

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

At Hollingbourne School 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 statements of special educational needs / 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** on our school website.

## **20. Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. Each class provides a provision map which is reviewed 6 times a year.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

## **21. 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**

All clubs, trips and activities offered to pupils at Hollingbourne are available to pupils with special educational needs either with or without a statement of special educational needs / 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

## **22. Support that is available for improving the emotional and social development of pupils with special educational needs**

At Hollingbourne 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 for instance and indirectly with every conversation adults have with pupils throughout the day.

We encourage interaction across all year groups which is a joy to see at playtimes; we have a 'Peer Mediation' system 'in place where older children are given responsibility for supporting the younger children when certain social issues arise; the children have access to a worry box, these worries are then addressed by a member of staff on a regular basis. For some pupils with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, play therapy and Lego Therapy.

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

### 23. Individual Healthcare Plans (IHP)

Individual Healthcare Plans are written in consultation with pupils and parents, other school staff and relevant healthcare professionals involved in providing care to the child. The plan is updated annually or when circumstances change during the course of the year. The information is confidential and parents and those involved are requested to sign in agreement on its completion.

### 24. Early Help

For those children or families who require additional support with social or emotional needs our SENCO (Mrs Robinson) can make a referral to **Early Help**

<http://www.kelsi.org.uk/special-education-needs/early-help-and-preventative-services>

This service can provide support to individuals or whole families in school or in the home.

### 25. The Special Needs Co-ordinator (SENCO): her role and contact details.

The SENCO at Hollingbourne School is Mrs V Robinson, who is a qualified teacher and has been accredited by the *National Award for SEN Co-ordination* from Canterbury Christchurch University.

She is responsible for co-ordinating SEN provision and liaising with families.

Mrs. Robinson is available in school on Tuesdays, Wednesdays and Thursdays and will be happy to talk with you. Her contact e-mail address is: [vrobinson@hollingbourne.kent.sch.uk](mailto:vrobinson@hollingbourne.kent.sch.uk) or you can contact her via the school office.

Her role includes:

- Managing the day-to-day operation of this policy
- Co-ordinating the provision for and managing the responses to children's special educational needs
- to support children's well-being
- Maintaining the SEN register
- Contributing to and managing the records of all children with special educational needs
- Managing the school-based assessment and completing the documentation required by outside agencies and the Local Authority
- Acting as a link with parents
- Ensuring there are resources and a range of teaching materials to enable the appropriate provision to be made
- Acting as a link with outside agencies via the Local Inclusion Forum Team (LIFT)
- Having 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
- Having links with to Disabled Children's Service for support to families for some pupils with high needs
- To support families through Early Help Notification
- Monitoring and evaluating the special needs provision
- Reporting to the governing body.

## **26. 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 have had training regarding aspects of SEN. This has included workshops and training in: Sensory Circuits, ASD awareness, Low level Behaviour, English as an Additional Language, ADHD awareness (whole school), Speech and Language- practical support, Dyslexia Awareness, Maths Catch-Up training, Counselling, Attachment, Comic Strip Conversations, First Aid, De-escalation techniques for behaviour.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are via the Specialist Teaching Service or Speech and Language service or via CPD online training courses. The cost of training is covered by the notional SEN funding.

## **27. How equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment 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 Headteacher and SENCO are responsible for identifying and allocating resources for children with special educational needs and inform the governing body of how the funding allocated to support special educational needs has been employed.

## **28. Arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Hollingbourne are invited to discuss the progress of their children on 3 of occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up 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 which will be shared with parents three times per year. Provision Maps include information about:

- The short-term targets for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded at the review)
- Ways in which the parents can help

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. 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.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **29. Arrangements for consulting young people with special educational needs about, and involving them in, their education**

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.

### **30. Role of the Governing Body**

The governing body determines the school's general policy and does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all staff are aware of the importance of providing for these children. The governing body appoints a governor to have oversight of the school's arrangements and provision for meeting the special educational needs of its pupils.

The SENCO monitors the movement of children within the SEN system in the school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and SEN Governor communicate regularly throughout the year.

### **31. 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 at Hollingbourne School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with your class, SENCO 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 a Statement 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.

**32. Kent Partnership Services (KPPS)** provides free, impartial, confidential advice, support options around educational issues for parents who have children with special educational need or disabilities (0-19 years). They can be contacted on:

HELPLINE: 03000 41 3000

E-mail: [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)

**33. 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 have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- As a small school we do not have a Service Level Agreement with Educational Psychology service, however can access their expertise on an as required basis.
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's 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 such as the SENCO forum and regular attendance by our SENCO at AEN update courses.

**34. Contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)**

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](mailto:iask@kent.gov.uk) [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

**35. 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**

At Hollingbourne 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 from primary to secondary as seamless as possible. .

We also contribute information to a pupils' onward destination by providing information to the next setting.

**36. Where the local authority's local offer is published.**

The local authority's local offer is published on

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

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

Approved by the Governing Body on: .....

**Review date: February 2019**