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The John Wesley Church of England and Methodist Aided Primary School

# Special Educational Needs and Disability (SEND) Policy

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**SEND Governor:** Mr David Challoner

<b>Adapted/Written for The John Wesley CEM Primary School</b>	January 2020 Updated January 2023
<b>Adopted by Governing body</b>	March 2023
<b>Version control</b>	V2
<b>Review date</b>	January 2024

## ***Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)***

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **‘Prove it’ opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to ‘**Flourishing in F.A.I.T.H**’ (Family, All Included, Thriving & Healthy)’ and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

## 1. INTRODUCTION

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disability (SEND). It is written for the benefit of all members of The John Wesley CEM Primary 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. Through the school's Christian values; Koinonia, Love, Compassion, Wisdom, Forgiveness and Service, we aim to support all children including those with SEND.

*“Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything”. James 1, 2-4.*

This policy is written in line with the requirements of:

- SEND Code of Practice DfE and DoH 2015
- Schools SEN Information Report Regulations 2014
- The Children and Families Act 2014
- SEN and Disability Regulations 2014
- The Statutory Guidance on Supporting Pupils at school with Medical Conditions 2014
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- National Curriculum DfE 2013
- Schools Admissions Code, DfE 1 Feb 2012
- Teacher Standards 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- Inclusive Schooling DfE 2001
- The Education Regulations 1999

This policy should be read in conjunction with the following school policies and other Government guidelines:

- Behaviour Policy, Equalities Policy, Child Protection Policy, Home Learning Policy, Complaints Policy, Online Safety for Learners with Special Educational Needs and Disabilities (SEND) 2018, DfE Keeping Children Safe in Education 2022, Accessibility Plan.

## SECTION 1: AIMS AND OBJECTIVES

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and/or Disability (SEND) at The John Wesley CEM Primary School.

Local Authority (LA) guidelines and the Department for Education/Department of Health Code of Practice 2015 (CoP) have been taken into consideration in the formulation of this policy. Children have SEND if they have a learning difficulty which calls for Special Educational Provision to be made for them. Special Educational Provision means: "For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers".

### 1.1 Aims

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the curriculum in a positive framework and to narrow the gaps in their learning towards age expected levels.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

### 1.2 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 needs of children's learning and/or behaviour is part of high-quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent and life-long learning skills for all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
- To regularly review the policy, local offer report and practical arrangements to achieve best value.

## SECTION 2: DEFINITIONS AND DESCRIPTIONS OF SEND

### 2.1 Definition of disability

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:

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

### 2.2 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 (2015, p16)

### 2.3 Areas of need

The SEN Code of practice (2015) recognises four broad areas of need:

- Communication & Interaction (Speech, Language and Communication Needs & Autistic Spectrum Condition).
- Cognition & Learning (General Learning & Specific Learning difficulties).
- Social, Emotional and Mental Health.
- Physical and Sensory.

### 2.4 Descriptions of SEND

At the John Wesley CEMP School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance:

- English skills (Reading, Writing, handwriting, dyslexia),
- Maths skills,
- Speech, Language and Communication Needs (SLCN)
- Gross (large body movements) motor control,
- Fine (small body movements) motor control,
- Social and Emotional development (making friendships, understanding boundaries, anxiety, managing their own behaviour, coming to terms with attachment and trauma issues),
- Autism - Autistic Spectrum Condition (ASC) formerly known as Autistic Spectrum Disorder (ASD) - Autism is a lifelong developmental disability that

affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.

- Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder (ADHD/ADD) - these are disorders that affect an individual throughout life. They are conditions of the brain that affect a person's ability to pay attention.
- Medical **conditions and health difficulties** (global learning development, hearing impaired, vision impaired).

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 school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Global learning delay, Severe Speech, Language and Communication Difficulties and/or Developmental Language Disorder. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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.

## **2.5 Identification and Assessment of all pupils**

At The John Wesley CEMP School, we monitor the progress of all pupils formally three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Early Learning Goals, Speech Link, Language Link, **Super Sonic Phonic Friends**, Year 1 Phonics screening, **White Rose Maths assessments**, **Pathways to Write writing assessments**, SATS (Year 2 and 6), National Foundation for Educational Research (NFER) Verbal and Non-Verbal Reasoning, Optional SATs (Year 3-5), Book bands, **Accelerated Reader**, writing assessments, PM Benchmark reading kit **and The Boxall Profile**.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Language Link groups, Better Reading Partnerships, Phonics booster groups, Reading, writing and Maths focus groups and pre/post teaching, Language for Thinking, Language for Learning and Language through Colour.

## **2.6 Identification and Assessment of all pupils with SEN**

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

At The John Wesley CEMP School, we are experienced in using the following assessment tools:

- Speech Link, Infant Language Link (Reception and KS1) and Junior Language Link (KS2) – this assessment investigates whether there are any speech sound difficulties, or any areas of language that need development. This assessment can lead to a referral to NHS Speech and Language department, or an assessment by our privately employed Speech and Language therapist.
- Language for Learning/ Language for Thinking
- B-Squared Connecting Steps to measure small steps of progress in English, Maths and Science.
- Portage – SEND Best Practice Assessment Checklist.
- British Picture Vocabulary Scale – to measure a child’s understanding of words.
- Comprehensive Test of Phonological Processing (CTOPP-2) – this bank of subtests measures children’s understanding/abilities within phonological processing, phonological memory and rapid naming.
- Wechsler Individual Achievement Test – (WIAT-III UK) – this assessment incorporates a number of subtests, which explores early reading skills, reading comprehension, single word reading, oral reading fluency and spelling.
- Wide Range Achievement Test 5 (WRAT 5) – this is a nationally norm-referenced test that measures the basic academic skills of word reading, spelling, math computation and sentence comprehension.
- Test of Memory and Learning 2 (TOMAL-2) – this bank of subtests measures children’s verbal and non-verbal memory.
- Sandwell Early Numeracy Test – identifies children’s strengths and difficulties within basic Maths skills.
- Dyscalculia Screener – this assessment looks at a child’s strengths and weaknesses within basic Maths skills.
- Fizzy/Clever hands/Sensory Circuits/ Write from the Start these programmes focus on gross motor skills, body awareness, balance and ball skills and fine motor skills.
- Detailed Assessment of Speed of Handwriting (DASH) – identifies a broad range of the component skills involved in the process of handwriting.
- Identification of dyslexia traits – following the Kent Local Authority definition of dyslexia 2015. (Please note an official diagnosis of dyslexia has to be made by a qualified dyslexia assessor at parents/carers discretion).

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”



(A working definition of Dyslexia, British Psychological Society, 1999, page 18). Consistent with the recommendations from The Rose Report (2009), Kent's policy is that persistent difficulties with reading and spelling are best thought of as a continuum, not a distinct category. Identifying dyslexia does not rely on identifying a particular profile of cognitive skills.

Indicators that a child is at risk of finding reading and spelling particularly difficult could include:

- difficulty in processing the sounds in speech
- difficulty in linking sounds to written letters
- difficulty in short term or working memory
- difficulty in processing information about letters and sounds quickly.

Failure to grasp these underlying 'phonological processing' skills is almost universally agreed as being the underlying difficulty for children who find learning to read and spell particularly hard. Some children may also have additional difficulty with visual memory, visual discrimination or sequencing and with fine motor skills.

## 2.7 Working with outside agencies to identify SEN needs.

In addition to this, we have access to external advisors who are able to use the following assessment tools

- Educational Psychologists: Wechsler Intelligence Scale for Children (WISC-IV), WIAT-II
- Speech and Language Therapists: Renfrew Action Picture Test (RAPT), The Renfrew Word Finding Vocabulary Test (RWFVT), Clinical Evaluation of Language Fundamentals (CELF-4/5)
- Specialist Teaching and Learning Service: Letters and Sounds code knowledge, Phonographix Phonics Skills Test, British Picture Vocabulary Scale 3 (BPVS-3), Test of Auditory Processing Skills Version 3, Test of Perceptual Skills (TVPS), GL Single Word Reading Test, GL Single Word Spelling Test.

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.

## 2.8 Assess, Plan, Do, Review (The graduated approach)

Assess, Plan, Do, Review targets will be shared with both parents and identified children and reviewed at least three times a year **with the class teacher**. 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. The child will be added to the school's SEN



Support register. 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.

## **2.9 Criteria for exiting the SEN register**

A child will be removed from the SEN register when their level of progress has been deemed high enough that they have either achieved age expected norms, or closed the gap far enough that they are able to continue making progress under Quality First Teaching and differentiation. The school would require enough evidence that the progress made can be sustained **over time**, without the need of receiving additional to/different from support. A child that has been removed from the SEN register will continue to be monitored by the Class Teacher, and will be recorded on the whole school SEN needs list within the monitoring section. Parents will be informed of this decision. The child's SEN status can be changed at any point throughout their school career should their needs necessitate.

## **SECTION 3: SECTION 3: INFORMATION ABOUT THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE EHC PLANS, INCLUDING**

### **3.1 How the school evaluates the effectiveness of its provisions for such pupils.**

Each review of children at SEN Support level or EHCP will be informed by the views of the pupils, parents and class teachers and the assessment information from teachers, SENCO and outside agencies which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 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 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body and passed on to future schools during transition periods.

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

Every pupil in the school has their progress tracked three 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 The John Wesley CEMP

School can be found in section 2. 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.

### **3.3 The 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 (2015, 6.37)

In The John Wesley CEMP School, the quality of teaching is judged to be good, **the last Ofsted inspection was in November 2021**. We follow the most recent Mainstream Core Standards (January 2021) advice developed by Kent County Council to ensure that our teaching conforms to best practice **[Mainstream Core Standards guide for parents (kelsi.org.uk)]**

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 support / precision teaching, small group teaching and the use of ICT (Communication in Print) and specific resources to support learning. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At The John Wesley CEMP School, we follow the advice in the Mainstream Core Standards and the 'Best Endeavours Duty' 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.

### **3.5 High Needs Funding**

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 and a full list of the interventions we can offer is on our provision map. 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. **This is reviewed annually.**

### **3.6 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 The John Wesley CEM School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, **for trips and activities**, 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.

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

At The John Wesley CEM School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and PSHE sessions, circle time, class worships and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to SENCO, FLO, Drawing and Talking support adult, mentor time with member of senior leadership team, external referral to CAHMS, time-out space for pupil to use when upset or agitated, monitoring via the Boxall Profile and/or Leuven Scales for Wellbeing and Involvement.

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.

**The school is currently undertaking the Nurture UK training and will use The Boxall Profile to monitor the social and emotional needs of the whole school, alongside the Social and Emotional Learning training funded by the Education Endowment Fund (EEF).**

### **3.8 Specialist Resource Provision (SRP) for SLCN at the John Wesley CEM School.**

The John Wesley CEM School opened a Specialist Resource Provision for children with Speech, Language and Communication Needs (SLCN) in September 2019. Children that access support in the SRP will have an EHCP in place and have SLCN as the priority need. The decision that a child will access support in the SRP is made by the Local Authority. More details can be found on the SRP page of the School Website.

The SRP supports children and young people (CYP) with an Education, Health and Care Plan (EHCP) or SSEN who require highly specialist provision for their speech, language and/or communication needs (SLCN). In exceptional cases, the provision may be offered as part of an initial plan to determine pupil's individual needs.

CYP will typically have a diagnosis of a Developmental Language Disorder (DLD) (formerly known as specific language impairment (SLI) or a Language Disorder associated with a biomedical condition, or a speech disorder.

There will be evidence that their profile of need requires specialist provision including intensive direct speech and language therapy and specialist teaching to be jointly planned and delivered by the specialist team.

### **Entry Arrangements for the SRP**

CYP who are subject to an Education, Health and Care Plan assessment may be identified as suitable for the provision. In this case the relevant Kent SEN officer will send the child's paperwork for consideration by the school/academy.

CYP with an existing Education Health and Care Plan may be identified as appropriate for a place in the SRP through their Annual Review. In this case the school should make the relevant Kent SEN officer aware of the request for a change in provision/placement and if appropriate he/she will send the child's paperwork for consideration by the school/Academy.

The decision to offer the provision will be taken by the relevant SEN Manager in consultation with the specialist team in the SRP.

### **Exit Arrangements for the SRP**

Each CYP progress will be closely monitored and reviewed by the specialist team in collaboration with mainstream school staff and parents/carers including the pupil as appropriate. Other professionals may be involved.

The EHCP in-Year review and Annual Review meetings will regularly consider the outcomes of support to determine whether the needs of the CYP continue to require this level of provision. If significant changes in the CYP profile occur, therapy input and alternative provision may be considered. Transition from the provision to a mainstream setting will be considered at the point where a CYP has made progress and no longer needs the provision. This could be where:

- Resultant or additional learning needs can be met within the mainstream setting without the direct support of the specialist team in the SRP.
- The CYP is at the end of Year 6 and transferring to secondary school.
- Alternative provision will also be considered where a CYP needs a higher level of specialist support or an alternative type of support because their presenting needs have changed. This will be discussed as part of the EHCP review process including In Year reviews and an Annual Review.

When a CYP is ready to leave the provision, effective transition will be planned and supported to enable success.

#### **SECTION 4: THE NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR**

The SENCO at The John Wesley CEMP School is Miss Karen Hanks, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: MA in Enabling Learning and Development (2014) and an MSc in Psychology.

Miss Karen Hanks is available on 01233 614660 or [senco@john-wesley.org.uk](mailto:senco@john-wesley.org.uk)

#### **SECTION 5: 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 the following awareness training:

- Language for Learning
- Language for Colour
- Mainstream core standards
- Phonics
- Better Reading Partnerships (reading programme)
- Cued Articulation
- Communication in Print
- Sensory Processing Difficulties
- Autism and ADHD
- Managing anxiety
- Asthma/Anaphylaxis/First Aid/ Diabetes
- Social and Emotional Learning

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, The Education People, Specialist Teaching and Learning Service, Wyvern Specialist Provision, Rebecca Rice Educational Psychologist, Speech and language therapy, Occupational therapists, Physiotherapist. The cost of training is covered by the notional SEN funding.

#### **SECTION 6: INFORMATION ABOUT 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.

## **SECTION 7: THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION**

All parents of pupils at The John Wesley CEMP School are invited to discuss the progress of their children on three occasions a year and receive a written report three times per 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.

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 an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **SECTION 8: THE 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 i.e. being part of setting and reviewing their Assess, Plan, Do, Review/High Needs Funding or EHCP targets. 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. We like to encourage self-advocacy, independence and a love of learning.

## **SECTION 9: 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 at The John Wesley CEMP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO, FLO 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.

## **SECTION 10: 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
- Access to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

## **SECTION 11: THE 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 2015, 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)

## SECTION 12: 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 the John Wesley CEMP School, 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 is as seamless as possible.

Transition Phase	Method
Pre-school to Foundation Stage	Open days, New Parents Evening, Pre-visits, meetings with parents/carers and child, visits to nursery, photographs of new teachers/class, FLO support with child and parents.
Moving up a year group	Move up morning, <b>photographs of new teachers/TA's</b> , opportunities to meet all staff through attendance at clubs, worship and special events and teaching specific lessons.
Year 6 to Secondary School	Visits to and from secondary staff, transition weeks/days (depending on which secondary school your child is going to), Transport talks, FLO support for child and parents.
Late admission/transfer to this school	Visit to class to meet children and new teacher, peer buddy, circle time, FLO support.

## SECTION 13: INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

The local authority's local offer is published at [www.kent.gov.uk/education-and-children/special-educational-needs](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.