



# Special Educational Needs and Disability (SEND) Policy

All schools in The Golden Thread Alliance work together to improve provision for pupils with Special Educational Needs and Disabilities (SEND)

Date Reviewed	July 2022
Next Review Date	July 2023

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for learners with Special Educational Needs and Disabilities (SEND) across The Golden Thread Alliance.

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

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 20141530 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 20121124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy was developed with engagement and participation that involved parents and carers of children with special educational needs and disabilities and will be reviewed annually.

This policy should be read in conjunction with all other school policies particularly: Anti-Bullying Policy, Exclusions Policy, Equality and Community Cohesion Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Children Missing Education and Attendance Policy, Mental Health and Wellbeing and Safeguarding Policy.

The admissions arrangements for pupils without an Education, Health and Care Plan do not in any way discriminate against or disadvantage disabled children or those with special educational needs. Decisions on the admission of pupils with Education, Health and Care plans are made by the Local Authority.

### ***Definition of SEND***

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

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

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

## **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)*

## **SEND across The Golden Thread Alliance**

Across The Golden Thread Alliance we aim to:

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- ensure that every child experiences success in their learning and achieves to the highest possible standard.
- enable all pupils to participate in lessons fully and effectively.
- value and encourage the contribution of all pupils to the life of the school.
- work in partnership with parents.
- work with all level of governance (Trustees and Local Governors) to enable them to fulfil their statutory monitoring role.
- work closely with external support agencies, where appropriate, to support the need of individual pupils.
- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **The types of Special Educational Needs & Disabilities (SEND) for which provision is made across The Golden Thread Alliance**

Children at SEND Support level are on our SEND Register. Children with additional needs not classed as significant or permanent may still receive provision within the school, may not be on the register. We can make provision for every kind of frequently occurring special educational need with or without an EHCP.

Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning

difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. *SEN Code of Practice (2015, p. 97)*

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. *SEN Code of Practice (2015, p. 97)*

### **Social Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. *SEN Code of Practice (2015, p. 98)* In light of Covid-19, there has been a greater emphasis on ensuring the mental health and wellbeing of pupils is at the forefront of the provision we provide. For this reason, it is important this policy is read in conjunction with the Mental Health and Wellbeing policy.

### **Physical and Sensory**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-

sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. *SEN Code of Practice (2015, p. 98)*

### **Specialist provision**

The Golden Thread Alliance have 3 Specialist Resourced Provisions, one catering to children with speech and language difficulties the second one designated to cater for children with ASD as their priority need with the third one selected to cater for children with profound Hearing Impairments. All SRPs have their own admission criteria according to their SLA; children must have an EHCP and be admitted by the Local Authority (Kent County Council).

### **Identifying children at SEND support**

Formative assessment is embedded in daily practice across The Golden Thread Alliance. We monitor the summative progress of all pupils in reading, writing and maths three times per year, at Pupil Progress Meetings. We review academic progress and the impact of teaching, including interventions. We also use a range of assessments with all pupils at various stages, including "Speech and Language Link" assessments, phonics screening in Years 1 and 2, Read Write Inc (RWI) assessments, Year 2 and 6 SATs plus ongoing teacher assessments in writing, reading, SPAG and maths.

Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: interventions focusing on reading, writing, maths or social skills. 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 and carers, we will use a range of assessment tools to determine the barrier to learning. Across The Golden Thread Alliance, staff are experienced in using the following assessment tools: Speech and Language Link, Dyslexia screening programmes, British Picture Vocabulary Scale (BPVS), Sound Linkage Assessment, The Boxall Profile, York Assessment of Reading Comprehension, Sandwell Early Numeracy Test, Memory Fix assessment, BRACKEN (Basic concepts). We also have access to Specialist Teachers and other external advisers who are able to use additional assessment tools. Within The Golden Thread Alliance we have access to the specialist support of a Speech and Language therapist (SALT) - Rachel Brooker as well as SALT assistants. Rachel Brooker can be contacted at [Rachel.Brooker@galaxytrust.co.uk](mailto:Rachel.Brooker@galaxytrust.co.uk)

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. This information will be shared with parents and carers and the pupil's class teacher. Agreed outcomes and targets will be recorded on a Provision Map or a Personalised Plan and reviewed regularly. **At this point we will have identified that the pupil has a special educational need because the school is making special educational provision which is additional and different to what is normally available.**

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 SEND is recorded, parents and carers 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.

### **Provision for pupils with special educational needs and disability whether or not they have an EHCP**

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

Each review of a pupil's SEND provision will be informed by the views of the pupil, parents/carers and class teachers and assessment information which will show whether adequate progress is being made. For pupils receiving SEND support or for those with an Education, Health and Care Plan, there will be the opportunity to review the progress made towards agreed outcomes and the effectiveness of the pupil's provision at least three times per year. For pupils with an Education, Health and Care Plan there will be a formal Annual Review held each year, in line with the Code of Practice.

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

#### **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 throughout the year. In addition to this, pupils with special educational needs may have more frequent informal assessments. 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 pupil's SEND provision will be reviewed and adjusted following the Assess-Plan-Do-Review cycle in the SEND Code of Practice (2015).

## **Pre- Key Stage standards**

**Pre-key stage** standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working.

The pre-Key stage standards have been devised as an alternative to P-Levels which emphasise that they are a summative, rather than formative assessment tool.

Progress of one standard in an academic year is the expected progress.

Children working above P scale 4 will be assessed against the pre- Key stage standards.

There are six standards for Reading, Writing and Maths.

Assessment of SEND pupils across all of our schools takes place both formatively and summative using Pre Key Stage standards and/or Age Related Expectation levels appropriate for each individual child.

### **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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Trust's Senior Leadership Team regularly and carefully reviews 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 knowledge of special educational needs and disability most frequently encountered.

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>

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

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

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support pupils with the most frequently occurring types of SEND. All of our pupils access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal classroom differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Other adaptations to the physical environment will be made, as appropriate to accommodate children with disabilities and any types of SEND.

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

As part of our budget we receive 'notional SEND 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 SEND 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 offered is on our class provision maps. 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.

Being inclusive schools, we recognise that 1:1 long term support can be detrimental, often affecting the pupil's independence, self-help skills and ability to learn to their potential. There may be some occasions where 1:1 may be necessary in some exceptional circumstances. In these cases, it will be used for short term and for intervention purposes only.

The Golden Thread Alliance will endeavour to meet the needs of all pupils, however when all appropriate resources and support have been implemented and there is still no evidence of progress it may be necessary to make an application for statutory assessment with the view to obtain an Education Health and Care Plan (EHCP). This process can be initiated by the school or by parents.

## **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 across The Golden Thread Alliance, are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the



activity.

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

Across The Golden Thread Alliance, 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 indirectly with every conversation adults have with pupils throughout the day. The delivery of the curriculum is underpinned by two programmes BLP -Building Learning Power and P4C- Philosophy for Children, which are aimed at developing the personal and social skills for life. In addition to this, key staff have received training from a specialist teacher to enable them to deliver the Well-being toolkit.

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.

For some pupils with the most need for help in this area we can also provide the following: Therapeutic Play, social skills, secondary transition work, friendship clubs, catch up time with a key adult, and pastoral support from the school's FLO, mentor time, external referral to CVPMHS, time-out space for pupils with higher levels of anxiety.

**The name and contact details of the SEND Co-ordinator.**

**Culverstone Green Primary School:**

**Louise Blunderfield** is the Assistant Headteacher for Inclusion and Safeguarding at Culverstone Green Primary School. She is a qualified teacher and SENCO and holds the National Award for SEN Co-ordination. Louise is available on 01732 822568 or at [inclusion@cgps.kent.sch.uk](mailto:inclusion@cgps.kent.sch.uk)

**Fleetdown Primary Academy:**

The Deputy Headteacher with responsibility for Inclusion at Fleetdown Primary Academy is **Toniann Braniff**, who is a qualified teacher. Toniann is available on 01322 226891 or at [toniann.braniff@galaxytrust.co.uk](mailto:toniann.braniff@galaxytrust.co.uk)

The Assistant Headteacher with responsibility for Inclusion at Fleetdown Primary Academy is **Nicola King**, who is a qualified teacher, and has completed the National Award for SEND Co-ordination. Nicola is available on 01322 226891 or at [Nicola.King@galaxytrust.co.uk](mailto:Nicola.King@galaxytrust.co.uk)

The Lead of our Specialist Resourced Provision (Pirate Ship) is **Michaela Wright** Teacher of the Deaf, she can be contacted on [michaela.wright@galaxytrust.co.uk](mailto:michaela.wright@galaxytrust.co.uk)

**Meopham Community Academy:**

The SENCO at Meopham Community Academy is **Charlotte Casey**. She is a qualified, experienced teacher and holds the National Award for SEN Co-ordination. Charlotte Casey is available on 01474 812259, via the school office [office@mca.tpat.co.uk](mailto:office@mca.tpat.co.uk)

**Oakfield Primary Academy:**

The Deputy Head with responsibility for Inclusion at Oakfield Primary Academy is **Julia McCloskey**, who is a qualified teacher, and has completed the National Award for SEND Co-ordination. Oakfield has achieved The Quality Inclusion Mark with Centre of Excellence status. Julia McCloskey is available on 01322 220831 or at [julia.mccloskey2@galaxytrust.co.uk](mailto:julia.mccloskey2@galaxytrust.co.uk)

Lead of our Specialist Resourced Provision (ARC) is **Karen Thomas** Assistant Headteacher, she can be contacted on [Karen.Thomas@galaxytrust.co.uk](mailto:Karen.Thomas@galaxytrust.co.uk)

**Riverview Infant School:**

The SENCO at Riverview Infant School is **Sue Garrard**, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: NPQH, MA, Specific Learning Difficulties. Miss Garrard is available Tuesday, Wednesday, Thursday or Friday on 01474 566484 or [s.garrard@riverviewinfant.com](mailto:s.garrard@riverviewinfant.com)

**Riverview Junior School:**

The SENCO is **Sarah Jones** (Assistant Headteacher for Inclusion), who is a qualified teacher and is currently working through the accredited National Award for SEN Co-ordination. Sarah Jones is available at [senco@rvj.tpat.co.uk](mailto:senco@rvj.tpat.co.uk) or by telephoning the school office on 01474 352620.

**Temple Hill Primary Academy:**

Temple Hill Primary Academy is a larger than average school and therefore works on an Inclusion Team Structure. The Assistant Head of Inclusion **Daniel Taylor** has responsibility across the whole of Temple Hill Primary Academy. Daniel Taylor, is a qualified teacher, has completed the National Award for SEND Co-ordination and also oversee of our Lighthouse Provision. The school currently holds the Inclusion Quality Mark. Daniel is available on 01322 224600 or at [Daniel.Taylor@galaxytrust.co.uk](mailto:Daniel.Taylor@galaxytrust.co.uk)

Daniel is supported by a SENDCo, **Rebecca Hughes** [Rebecca.Hughes@galaxytrust.co.uk](mailto:Rebecca.Hughes@galaxytrust.co.uk) and two lead teachers Lighthouse Teachers. **Lisa Stockman** [Lisa.Stockman@galaxytrust.co.uk](mailto:Lisa.Stockman@galaxytrust.co.uk) is based in the SRP (Harbour) and **Andra Chiculita** [Andra.Chiculita@galaxytrust.co.uk](mailto:Andra.Chiculita@galaxytrust.co.uk) is based in Ocean and both are qualified teachers with Lisa undertaking the SENDCo Award. Our BSED trained HLTA **Carol Bowerman** leads Beacon within the Lighthouse provision and can be

contacted at [Carol.Bowerman@galaxytrust.co.uk](mailto:Carol.Bowerman@galaxytrust.co.uk)

**West Hill Primary Academy:**

The Assistant Heads with responsibility for Inclusion at West Hill Primary Academy are **Danielle Davenport** and **Jane Knight**. Danielle is a qualified teacher and experienced SENDCo. Jane is also a qualified teacher and has completed Specialist Dyslexia Training for Teachers.

West Hill has achieved The Quality Inclusion Mark with Centre of Excellence status. Jane and Danielle are available on 01322 226019 or at [jane.knight@galaxytrust.co.uk](mailto:jane.knight@galaxytrust.co.uk) and [danielle.davenport@galaxytrust.co.uk](mailto:danielle.davenport@galaxytrust.co.uk)

**Wrotham Road Primary School:**

The SENCO is **Emma-Jane Gent** who is a qualified teacher and holds the qualification of BA (hons) in Primary Mathematics Education, Emma-Jane is also trained as a Designated Safeguarding Lead. Miss Gent is available at the [e.gent@wrotham-road.kent.sch.uk](mailto:e.gent@wrotham-road.kent.sch.uk) or by telephoning the school office on 01474 534540.

**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.**

A list of training undertaken by staff since September 2018 is available upon request from the Headteacher.

Training providers we can approach are: Rowhill School, Ifield School, Milestone School, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physio Therapist, Dyslexia Specialists etc. The cost of training is covered by the notional SEND funding. Where a training need is identified beyond this we will find a provider who is able to deliver it.

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

Where external advisers recommend the use of equipment or facilities which we do not have, we will purchase it using the notional SEND 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 arrangements for consulting parents of children with special educational needs about, and involving them in, their education.**

All Galaxy Trust parents and carers are invited to discuss the progress of their child on three occasions a year and receive a report twice a year. In addition, we operate an Open Door Policy and 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 at least twice a 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. All relevant information will be made accessible for parents and carers at this time.

**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 and disabilities, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents and carers are likely to play a more significant role in the early school years with the young person taking more responsibility and acting with greater independence in later years.

**The arrangements made by the Board of Trustees relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school.**

The normal arrangements for the treatment of complaints across The Golden Thread Alliance are used for complaints about provision made for pupils with special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCo,

Assistant Headteacher, Deputy Head or Head of School/Headteacher to resolve the issue before making the complaint formal. Please refer to The Golden Thread Alliance Complaints Policy for further information.

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.

**How the Board of Trustees 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 Board of Trustees have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Input from the Educational Psychology service, as required.
- Link 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
- Membership of professional networks for SENDCO e.g. NAS, SENDCO forum, NASEND etc
- Local children's charities such as We Are Beams.

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

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

**HELPLINE:** 03000 413000

**Office:** 03000 412412

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

**The school's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education or in preparing for adulthood and independent living.**

The Golden Thread Alliance works 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 are aware that for some pupil's transition within the school can also be challenging. For these children the support will be offered to ensure a smooth transition.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENDCo will meet with a representative from the destination school where necessary. Vulnerable pupils will be given the opportunity to carry out additional visits to their new school where it is deemed necessary. A representative from the destination school will be invited to the transition review held for any Year Six pupil with an Education, Health and Care plan.

**Information on where the local authority's local offer is published.**

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENDCo or Assistant Headteacher for support to gain the information they require.