

Beaver Green Primary School



Special Educational Needs/Disability Information Report

Date of Approval	July 2025
Date of Next Review	July 2026
Head of School	Mrs T Oakley
Chair of Governors	Mr B Chilton
Version	One

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1	About this report <i>(SEND CoP 6.81)</i>
	<ul style="list-style-type: none"> • The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year. • This report explains how our school meets the needs of pupils with SEND and it will make reference to the county local offer. • The local offer outlines support available for parents and families and can be found here: https://www.kent.gov.uk/education-and-children/special-educational-needs <ul style="list-style-type: none"> • In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. • This report will be published on our school website and reviewed annually. We will gather the views of parents and pupils to inform this report. If you want to give us your views about the report, please contact the SENDCo. <p>Signed.....Chair of Governors Date.....</p>
2	Who do I contact? <i>(SEND CoP 6.79 bullet 5)</i>
	<ul style="list-style-type: none"> • The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for pupils with special educational needs, including those who have education health and care (EHC) plans. • The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for pupils in the school. • The Inclusion Lead is: Tony Hadfield (Deputy Head of School) • The SENDCo at Beaver Green Primary School is Amy Fisher, who is a qualified teacher and is undertaking the National Award for SEND Coordination. <p style="text-align: center;">Staff are available on 01233 621989</p>
3	Which pupils does the school provide for? <i>(SEND CoP 6.79 bullet 1)</i>
	<ul style="list-style-type: none"> • Beaver Green Primary School is part of Swale Academies Trust and we admit pupils from age 2 to 11 years. • We are an inclusive school. This means we provide for pupils with all types of special educational needs including: dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties • Special educational needs which do not occur as frequently and with which the school is less familiar we can access training and advice so that these kinds of needs can be met.

- There may be instances where the needs of a pupil are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.
- The school also currently meets the needs of pupils with an education, health and care plan with the following kinds of special educational needs: Autism, Social, Emotional and Mental Health, Physical Disability, Cognition and Learning, Attention Deficit Hyperactivity Disorder, Speech and Language amongst others.
- If you want a place for a pupil who has an education, health and care plan, contact your assessment and planning officer at Kent County Council .
- If you want a place for any other pupil with special educational needs, you should apply as normal and your application will be considered in the same way as applications from pupils without special educational needs.

Please follow the school's website link for further information about admissions:

- <https://www.beavergreen.org.uk/>
- Kent admissions - [School options for your SEND child](#)
- Contact information for families for admissions advice (Kent) 03000 41 21 21 or email Kentonlineadmissions@kent.gov.uk

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How does the school meet the needs of pupils with SEN and disabilities?
(SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)

Our School Values

B - Belief - belief in oneself and tolerance of others

E - Empathy - understanding the feelings of others

A - Aspiration - aiming high in all we do

V - Valiance - show bravery and resilience

E - Equality - everyone is treated fairly and has the same opportunity

R - Reflection - reflecting on our actions and learning from our mistakes

We are committed to meeting the needs of pupils with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.

- We provide an appropriate and high quality education for every pupil delivered through quality first teaching.
- Sometimes additional support is required to support a pupil's progress and achievement, making reasonable adjustments where necessary.
- Where a pupil is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan Do, Review



- (APDR).
- An analysis of a pupil's needs is carried out and evidence is gathered in collaboration with parents/carers and the pupil where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the inclusion team and the class teacher.
- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.
- If the pupil is looked after by the local authority they will have a bespoke Personal Education Plan (PEP). We will coordinate these plans with the SEND support plan (if required) and will involve parents and carers as well as foster carers or social workers in discussions.

5	How does the school identify pupils' special educational needs? <i>(SEND CoP 6.79 bullet 5)</i>
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| 5 | How does the school identify pupils' special educational needs?
<i>(SEND CoP 6.79 bullet 5)</i> |
| | <ul style="list-style-type: none"> • We aim to identify pupils' special educational needs (SEND) as early as possible, so that every pupil achieves the best possible outcomes. • A pupil has SEND where their learning difficulty or disability calls for special educational provision. • That is provision which is different from or additional to that normally available to pupils of the same age. • The identification of pupils with SEND is built into our overall approach to monitor their development and progress. • We gather information about any additional needs or concerns relating to individual pupils during transition meetings with parents and pre-school providers before they enter the school. At the same time we consider evidence that a pupil may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them. • We then assess pupils' current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for them. • Class teachers, supported by the senior leadership team, monitor the progress of all pupils 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. NFER assessments, Y1 phonics screening, speech link, language link, Cognitive Abilities Tests and SATs. |

- The school uses a number of 'in house' diagnostics assessment tools, e.g. Boxall Profiling, Lucid Recall, Lucid Assessment System for School (Phonics, dyslexic traits, memory), Strengths and Difficulties Questionnaires.
- For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. an educational psychologist.
- These seek to identify pupils making less than expected progress given their age and individual circumstances. This also includes a pupil's wider development.
- The SEND Code of Practice, 2015: 6.17, identifies less than expected progress:
 - *is significantly slower than that of their peers starting from the same baseline - fails to match or better the pupil's previous rate of progress*
 - *fails to close the attainment gap between the pupil and their peers*
 - *widens the attainment gap*
- Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the pupil has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.
- The Kent Mainstream Core Standards (<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards>) also supports this process.
- We work with parents/carers and the pupil when appropriate as part of the assessment and in order to agree the desired outcomes.
- This is also the case for a pupil with behavioural difficulties who may have SEND (6.21) and a pupil with English as an additional language (6.24).
- Pupils may have one or more broad areas of special educational need:

Communication and interaction – including speech and language difficulties and autism

Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.

Sensory and/or physical needs - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a pupil's learning.

- 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.

6	<p style="text-align: center;">How does the school teach and support pupils with SEND? (SEND CoP 6.79 bullet 7)</p>
	<ul style="list-style-type: none"> ● We use quality first teaching to meet the needs of pupils with SEND according to the SEND Code of Practice, 2015: 6.19. ● Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37. ● Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals. ● Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets. ● Pupils with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP. ● Resources are investigated to meet any sensory or emotional needs of pupils to support their full access to the curriculum. ● Staff demonstrate sensitivity to the needs of pupils with SEND when determining learning partners, seating arrangements and groupings. ● The inclusion team provides advice for staff and a first contact for obtaining more specific advice from external professionals. ● A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning. ● Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs. ● These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills. ● When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that pupils see the 'big picture.' ● There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs. ● The expectation is that pupils will accept responsibility for their own learning and work independently where possible. ● Adults will use encouragement and praise to engage and motivate pupils. ● Strategic, adult deployment is coordinated by the inclusion team to ensure support staff are used effectively to support pupils' additional needs. ● Provision management systems for each class/cohort identifies, 'additional to and different from,' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need. ● Teachers remain responsible and accountable for the development and progress of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. ● Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of pupils with SEND. Recommendations from external specialists will also be implemented. ● We follow the Mainstream Core Standards <u>Special Education Needs</u> advice developed by Kent County Council to ensure that our teaching conforms to best practice. ● In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments.

	<ul style="list-style-type: none"> • These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding.'
7	How will the curriculum and learning environment be matched to pupils' needs? <i>(SEND CoP 6.79 bullet 8)</i>
	<ul style="list-style-type: none"> • As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website. • All pupils will have access to a broad and balanced curriculum. • We will set high expectations for all pupils. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas. • We adjust the curriculum for each pupil with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called 'differentiation'. • We will look at the pupil's level of achievement and see what support they need to make good progress and reach their potential. We will talk with pupils and parents as part of the SEND assess, plan, do, review support cycle. • According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. • We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement. • Resources are clearly marked and arranged so that they can be found easily. • Individual pupils may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration. • Pupils may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise levels. • Social stories and visual aids support the routines and expectations in the classroom and for additional areas around the school.
8	How are parents and carers involved in reviewing their child's progress and planning support? <i>(SEND CoP 6.79 bullet 3 and 5)</i>
	<ul style="list-style-type: none"> • Beaver Green Primary School is committed to working in partnership with parents and carers. • Parents/carers are actively involved in the construction and review of personalised plans and they are invited to attend annual review meetings to evaluate their child's progress in relation to an education, health and care plan (EHCP) targets. • EHCPs are reviewed every 12 months as one of the three review meetings. • They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings. • Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) three times a year. This may be adjusted if the provision for the pupil needs to be amended.

- In addition to parents' evenings twice a year to discuss their role in supporting their children at home, parents or carers can meet with their child's class teacher informally after school if they have a concern.
- They can also make an appointment to meet with a member of the inclusion team to discuss specific provision and any SEND related issues at any time throughout the year. The SENDCO is also available for appointments during parent consultation times.
- There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
- An annual written report will be received by parents or carers at the end of each academic year.
- They are also encouraged to support their children with homework activities and through attending key performances or special events.
- The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school. Newsletters, Star of the Week, telephone calls, emails, text messages, Beaver Green Primary Website and Facebook
- Parents or carers are welcome to register as volunteers to provide classroom help, reading or support during school trips.
- Parental questionnaires enable the school to receive constructive feedback.

9 **How are pupils involved in reviewing their progress and planning support?**
(SEND CoP 6.79 bullets 4 and 5)

- Wherever possible, the school will always encourage pupils with SEND to be involved in the decisions regarding their learning experiences.
- We will:
 - Listen to the views, wishes and feelings of pupils
 - Provide them with appropriate information and support to help them make decisions
 - Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.
- We will achieve this through the use of:

Activity	Who's involved?	How often?
<i>Self-assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>Class Assembly</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>School Council</i>	<i>Class, class teacher</i>	<i>Termly</i>
<i>Individual Pupil Voice/ Pupil conferencing</i>	<i>Pupil, SENDCo, class teacher</i>	<i>At least once a year</i>
<i>SEND support review meetings (EHCP)</i>	<i>Pupil, parents, class teacher supported by SENDCo</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENDCO, class teacher, support services, local authority.</i>	<i>Once a year</i>

10	<p>How does the school prepare and support pupils to transfer to a new school/ college or the next stage of education and life? <i>(SEND CoP 6.79 bullet 6)</i></p>
<ul style="list-style-type: none"> ● We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs. ● Appropriate members of staff will arrange and undertake transition meetings. ● Multi-agency transition meetings will be necessary to ensure a smooth transition for a pupil with more significant needs. ● Additional internal or external visits are organised when required. ● Preparation work can also be carried out with individual pupils to reduce feelings of anxiety for a smoother transition using tailored resources. ● The school liaises with onward destinations to plan a series of transition sessions according to need. <p>At Beaver Green Primary 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 as seamless as possible. Reception staff visit local pre-school settings to see children and additional meetings are held, if appropriate.</p> <p>We also contribute information to a pupils' onward destination by providing information to the next setting. Transition meetings are held with Secondary staff where every child in Year 6 is discussed, allowing the receiving school to make prior arrangements to meet needs, where necessary. During Term 5, in Year 5, those with EHCP will have an early Annual Review with the SENCO. Together we will evaluate and review the plan and additionally, nominate the schools requested by parents for the end of Year 6 transition. This is sent off to Kent County Council SEND Team who will consult with the appropriate schools – parents will not have to complete the normal transition procedure during Year 6.</p>	
11	<p>What training do school staff have? <i>(SEND CoP 6.79 bullet 9)</i></p>
<ul style="list-style-type: none"> ● When we plan support for a pupil, we think about the knowledge and skills their teachers and support staff will need. ● Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff. ● The SENDCo, Amy Fisher, is currently undertaking the National Award in Special Educational Needs Coordination. ● Teaching and support staff have participated in a range of continued professional development opportunities that cover a wide range of supporting needs including: Memory Magic, Speech and Language, Reading Programmes, ASD, Language for Thinking, Precision Teaching, Emotional Coaching, Anxiety, differentiation, child-led play, Social Stories, Sensory Processing, Emotional Literacy 	

We have a wide range of training available to us:

[E-learning service - https://www.educare.co.uk/](https://www.educare.co.uk/)

[Advanced training materials - advanced-training.org.uk](https://www.advanced-training.org.uk)

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-training>

<https://thenationalcollege.co.uk/>

<http://www.goldwyn.kent.sch.uk/>

https://www.ashfordinclusion.org/_files/ugd/201519_e276a75addff4db895ff957cea9a4867.pdf

<https://www.autismeducationtrust.org.uk/autism-training>

12	How does the school measure how well it teaches and supports pupils with SEND? (SEND CoP 6.79 bullet 10)
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- We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.
- We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.
- Every pupil in the school has their progress tracked and discussed at pupil progress meetings. The tracking tools we use at Beaver Green Primary School are: The Standards (National expectations for those working below the Programmes of Study) and O Track.
- The Trust SEND Leadership Group supports us in regular self-evaluation and this informs our school SEND action plan.
- Leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks, book looks and pupil voice.
- This is to evaluate whether teaching and programmes of support have made an impact on pupils' progress within the four broad areas of need.
- Senior leaders hold regular meetings with the inclusion team to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.
- The School participates in Pupil Learning Reviews three times a year specifically focused on the provision of its SEND pupils.
- The school has a three layered provision management system:
 - Layer 1 provides a strategic overview of all interventions taking place according to the four broad areas of need in the SEND CoP, 2015.
 - Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.
 - Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2.

- Intervention delivery is monitored by the inclusion team using drop in sessions with written feedback provided.
- Layer 2 interventions and exit data are rag rated and discussed during strategic review meetings to inform future planning.
- The inclusion team maintains regular contact with the SEND governor to review provision against strategic priorities. The agreed report template is then completed and submitted to the governing body.
- We invite parents/carers to provide feedback in a variety of ways including structured conversations, pastoral support meetings, the Ofsted parent view website: <https://parentview.ofsted.gov.uk/> and parental Questionnaires.

13

How accessible is the school and how does the school arrange equipment or facilities that pupils need?
(Section 69 Children and Families Act 2014)

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- Our current accessibility plan and equalities information and objectives, can be found on the school's website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.
- Please also see a copy of our current policies: supporting pupils with medical conditions and pupils with health needs who cannot attend school.
- The school is situated on ground level so everything within the school is accessible for wheelchair access.
- The school has a purpose built care suite with a bed, toilet and hoist for intimate care use.
- Outside agencies are also consulted when necessary for their expertise and advice, (Occupational Health and Physiotherapy, Specialist Teachers amongst others). They will visit the school and/or provide support to teachers and other staff working with identified pupils.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum. These resources will be purchased using the notional SEN funding.
- For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

14

How are pupils with SEND included in activities with other pupils, including school trips?
(SEND CoP 6.79 bullet 11)

- Our current accessibility plan and equalities objectives can be found on the school's website.
- We have a commitment to every pupil being included in all activities, including physical activities, extra-curricular activities and school trips.

- Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- The destination and nature of off-site visits will be taken into account when considering the needs of pupils with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and pupils to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that pupils with SEND are able to participate alongside their peers during performances or sports days.
- We have a minibus which is fully accessible for wheelchairs.

15

What support is there for pupils' overall well-being and their emotional, mental and social development?

(SEND CoP 6.79 bullet 12)

- Beaver Green Primary School is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our pupils. Our school Values also reflect this commitment:
- We will monitor and review progress as part of the SEND support planning cycle of assess, plan, do, review (APDR).
- For some pupils with the most need for help in this area we can also provide the following: access to external counsellors, mentor time with member of senior leadership or welfare team, external referral to CAMHS, time-out space for pupil to use when upset or agitated, Thrive and / or Sensory Room etc
- Thrive outreach support is extended to individual children in the school.
- Provision groups are established at school including: daily lunchtime nurture group, social skills and circle time to develop confidence and positive social interactions.
- Young carers are supported by the Young Carers Support Organisation.
- The school accesses local support for pupils suffering bereavement.
- Early help key worker (EHKW) or a family support worker may be used to work with pupils and their families for an agreed period of time.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE) teaching using the Jigsaw scheme of work
- A daily breakfast club is available for pupils.
- A robust behaviour policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The school council meets regularly to discuss a range of issues relating to school management.
- The school also participates in events such as the anti-bullying and e-safety weeks.
- 1:1 adult support may be given for pupils with complex needs within the learning environment or during transition times and to support personal care.

- A pupil voice questionnaire may be carried out to gain an understanding of a pupil's perceptions and views.
- Trusted adults are used to check in with pupils to enable them to discuss any worries.
- Risk Management plans are also constructed to maximise opportunities for de-escalation as well as steps for how to respond when supporting pupils.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- Themed assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships and ASD.
- Please also see our current policies available either on the school's website or upon request:
 - *Safeguarding and Child Protection*
 - *Accessibility plan*
 - *Equalities statement and objectives*
 - *Supporting pupils with medical conditions*
 - *Children with health needs who cannot attend school*

16	What specialist services does the school use to support pupils and their families? (SEND CoP 6.79 bullet 13)
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- As part of the cycle of SEN support - assess, plan, do, review (ADPR) we will consider whether we need to involve other services to make sure a pupil's specific needs are met.
- Parents or carers will be asked to give their consent for other external specialists to work with their children.
- Specialists from a range of support services might be working with a pupil on a regular basis, over a set period of time, e.g. weekly for one term.
- The school has developed positive links with a number of external agencies in order to support pupils with SEND: Educational Psychologist, Specialist Teaching and Learning Service, Occupational Therapy, Wyvern and Goldwyn Outreach, Physiotherapist, Speech and Language.
- **The designated teacher for looked after children is Tony Hadfield. Their responsibilities include:**
 - The management of Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets.
 - Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
 - The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
 - Please also see the link to local offer pages on council and health services

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

17

Where can I get information, advice and support?
(SEND CoP 6.81 re local offer, Children and Families Act regulation 51, schedule 1 (11) - re advice)

Kent Schools:

The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers:

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

IASK:

Information, Advice and Support Kent (IASK) provides a free and confidential 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 needs or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

Our School Welfare and Family Liaison Officers.

Telephone: 01233621989

Email: bgpoffice@swale.at

18

What do I do if I am not happy or if I want to complain?

(SEND CoP 6.79 bullet 14)

- In the first instance, you should contact the class teacher/tutor or a member of the inclusion team and we will work with parents or carers to resolve any issues you may have.
- If parents / carers need additional support with their complaint they should contact the Deputy Head of School
- If parents or carers continue to be unhappy, they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school's website.

List of interventions (but not exhaustive)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Zones of regulation Visual Timetable Speech and Language support Phonics Fizzy Language Enrichment Groups PSHE VERVE approach Attention bucket	Zones of regulation Visual Timetable Phonics Adult directed time Speech and language support Fizzy Clever Hands Sensory Circuits language enrichment groups memory magic Language through colour Language for thinking STLS Boxall Profile THRIVE VERVE approach Attention bucket	Zones of regulation Visual Timetable Daily reading Guided reading Accelerated Reading Phonics Small group work PHSE Speech and language support Sensory Circuits language enrichment groups memory Magic Fiddle toys Language through colour Language for thinking STLS Precision Teaching The Boxall Profile THRIVE Brain breaks	Zones of regulation Visual Timetable Phonics Daily reading Guided reading Focused Literacy and Numeracy support Clever Hands Sensory Circuits Fizzy Speech and language support Circle of Friends Language through colour STLS Memory magic Laptops for thinking Precision Teaching Small group work Talkabout The Incredible 5 point scale The Boxall Profile THRIVE	Zones of regulation Visual Timetable Daily Reading Fresh start Guided reading Literacy and Numeracy support Clicker Clever Hands Fizzy Sensory Circuits Speech and language support Circle of Friends Language through colour STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale THRIVE Starving the anger/ anxiety gremlin	Zones of regulation Visual Timetable Guided reading Daily reading Fresh start Literacy and Numeracy support Clicker Fizzy Clever Hands Sensory Circuits Circle of Friends Speech and Language support Language through colour STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale THRIVE Starving the anger/ anxiety gremlin	Zones of regulation Visual Timetable Daily reading Guided reading Fresh start Literacy and Numeracy support Clicker Fizzy Clever Hands Sensory Circuits Circle of Friends Speech and Language support STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale THRIVE Starving the anger/ anxiety gremlin	Zones of regulation Visual Timetable Daily reading Guided reading Fresh start Literacy and Numeracy support Clicker Fizzy Clever Hands Sensory Circuits Circle of Friends Speech and Language support STLS Memory magic Language for thinking Precision Teaching Small group work Talkabout Managing Anxiety (CBT approaches) The Incredible 5 point scale THRIVE Starving the anger/ anxiety gremlin