



SEND Policy

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Introduction

Estuary Academy Island is an alternative provision and aims to do the following:

- o Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Estuary Academy Island will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so that they can be ready to move on to their next destination
- Help to identify any needs which may impact on learning or engagement
- Help pupils with SEND fulfil their aspirations and have a fulfilled future
- Help pupils with SEND make a successful transition into adulthood and secure destinations after year 11
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for their child.

Estuary Academy Island aims to communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for their young person.

We will continue to ensure the SEND policy is understood and implemented consistently by all staff.

This policy should be read in conjunction with our SEND information report.

Other relevant policies include:

- Behavior policy
- Equalities policy
- Safeguarding policy
- Complaints policy

Definition of SEND

Estuary Academy Island aims to provide an inclusive and supportive environment for all young people regardless of their level of need, however for the purpose of this policy we have included the definition of what SEND can be defined by which is:

SEND applies to those students who have significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and/or mental health difficulties, physical or sensory need, and social communication difficulties.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014, revised January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act (2014) – Part 3; Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014) This policy, which reflects the SEND Code of Practice 0 – 25 guidance, is available to all staff and parents/carers of students with SEND. As recommended by DfE guidance, the SEND policy is reviewed annually by the Local Governing Body.

Vision and Values

Our vision is for every young person, regardless of their starting point, previous experience of education or level of need, to experience success, belonging and hope for the future.

As an alternative provision, we recognise that many pupils have experienced barriers to learning, disrupted education or unmet special educational needs. We provide a safe, relational and inclusive environment in which pupils are understood as individuals. Through high-quality teaching, appropriate reasonable adjustments and carefully planned support, we help every pupil to re-engage with education and work towards ambitious outcomes.

Our SEND provision is founded upon four school values:

Community – Every pupil is known, included and supported to develop a genuine sense of belonging. We work collaboratively with pupils, families, professionals and partner settings so that support is coordinated and responsive.

Love – We build safe, trusting and respectful relationships. We seek to understand the needs communicated through a pupil's presentation and respond with compassion, consistency and appropriate support.

Flourish – We maintain high aspirations for every pupil. SEND support is designed to remove barriers, build independence and enable pupils to make meaningful academic, social, emotional and personal progress.

Social Justice – We promote equity by ensuring that pupils receive the provision, adaptations and opportunities they need to participate fully. We listen to pupil and parent voice, challenge discrimination and advocate for each young person's rights and needs.

Through these foundations, we aim for every pupil to:

- Develop a strong sense of belonging
- Be able to positively contribute to their community
- Move towards a fulfilled future

These values shape how we identify needs, plan provision, deliver teaching, work with families and evaluate impact. SEND is therefore understood as a whole-school responsibility, with every member of staff contributing to the assess–plan–do–review process and to the successful inclusion of pupils with additional needs.

Aims and Objectives

The aims of this policy are:

1. To provide all students with access to the whole curriculum.
2. To provide support to all students to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage.
3. To promote, within the staff, a sense of responsibility for the special educational needs of all students.

The objectives of this policy are:

1. To identify and distinguish between the various forms of special educational needs experienced by our students.
2. To provide detailed information, for all staff, on each student's individual needs.
3. To provide strategies and resources which complement the areas of SEND students' experience in our local area.
4. To keep parents or carers informed of the needs and provision for their children.
5. To keep students informed of and involved in discussions related to the provision put in place for them
6. To offer additional support by identifying appropriate external agencies and making effective use of their services and input.

1. Responding to Special Educational Needs

The **SEND Code of Practice: 0 to 25 years (January 2015)** identifies four broad areas of special educational need. These areas provide a framework for assessing need and planning appropriate provision:

- **Communication and interaction**

- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

The four broad areas are not intended to place pupils into fixed categories. A pupil may have needs across more than one area, and their needs may change over time. The academy therefore considers the whole pupil, including their strengths, experiences, aspirations and the interaction between different areas of need.

Identification begins through the admissions process. Information from previous settings, families, professionals and existing plans is considered alongside pupil voice, staff observations, baseline information and appropriate standardised assessments.

The findings are used to create each pupil's **Individual Support Plan (ISP)**. The ISP describes the pupil's identified needs across the four broad areas and sets out:

- strengths and barriers to learning;
- small-step targets rooted in assessed need descriptions;
- appropriate teaching strategies and reasonable adjustments;
- targeted support and interventions;
- the evidence that will be used to measure progress; and
- the staff responsible for delivering and reviewing provision.

This process reflects our values of **Love**, by understanding the pupil as an individual; **Social Justice**, by identifying and removing barriers; **Community**, by working collaboratively with pupils, families and professionals; and **Flourish**, by setting ambitious and achievable next steps.

Progress towards ISP targets is evaluated through the academy's termly review cycle. Assessment evidence, work samples, observations, intervention records and pupil and family feedback are used to determine whether support should be continued, adapted or increased and whether further assessment or specialist advice is required.

It may be appropriate for a young person with emerging needs to begin a pathway (through the plan, do, review cycle) towards a Needs Assessment with the view of assessing the young person for an Educational Health and Care Plan. Identification for this happens from admission and through the regular review of provision towards the application stage. Parents and carers will be supported through this process by Estuary Academy. Should a young person acquire an EHCP whilst attending Estuary Academy we will support the young person with their next step in their journey.

2. Identification, Assessment and Provision

At Estuary Academy Island, every pupil is entitled to an ambitious, broad and balanced curriculum. Identifying and responding to additional needs is a whole-school responsibility, coordinated by the SENCo and supported by all staff.

Identification begins through the admissions process. Information from previous settings, existing plans, families and professionals is considered alongside the pupil's views, strengths and aspirations. On entry, appropriate baseline and standardised assessments are completed to establish attainment, identify barriers to learning and inform the pupil's provision.

Assessment may include:

- teacher observations and ongoing classroom assessment;
- prior attainment and information from previous settings;
- reading, spelling, literacy and numeracy assessments;
- social, emotional and mental health measures;
- communication, interaction, sensory or physical assessments; and
- evidence of attendance, engagement and response to previous support.

Progress is central to the identification process. Where a pupil makes less progress than expected, despite appropriate teaching and support, the class team and SENCo will consider whether further assessment, intervention or specialist advice is required.

Every pupil has an **Individual Support Plan (ISP)** which sets out their strengths, identified needs, barriers to learning, agreed strategies and small-step targets. These targets are rooted in the pupil's assessed need descriptions and are developed with the pupil and, where appropriate, their parents or carers and other professionals.

Provision is planned through the academy's **PATH – Planning Alternative Tomorrows with Hope – process**. Support is matched to identified need and may include:

- adapted teaching and curriculum pathways;
- literacy and numeracy intervention;
- emotional literacy support;
- regulation and executive functioning support;
- social communication intervention;
- targeted SEMH support informed by appropriate assessment; and
- carefully planned on-site or off-site learning.

Provision and progress towards ISP targets are reviewed through the academy's termly review cycle. Evidence from teaching, interventions, observations, assessment data and pupil and family feedback is used to decide whether support should continue, be adapted or be increased.

This approach reflects our values of **Love**, through understanding the individual; **Social Justice**, through removing barriers; **Community**, through collaborative planning; and **Flourish**, through ambitious, achievable next steps.

We recognise that **every interaction can be an intervention**. Staff are therefore trained to use consistent, relational and needs-led approaches throughout the school day, supporting pupils' academic, social and emotional development and preparing them with the skills needed for learning, life and future employment.

3. Monitoring Student Progress

In circumstances where teachers decide that a student's learning and progress are unsatisfactory, a referral should be made to the SENCo by teaching staff where this will be triaged and bespoke intervention decided on in conjunction with other professionals within the school.

The process by which the Academy will identify and manage students with SEND status is outlined below: The processes of Assess, Plan, Do and Review have been identified as an underlying principle of the 2014 Code of Practice. These principles influence how the Estuary Academy Island works with students with SEND and assess how individuals are responding. The prime determining factor of the need to provide additional support through SEND provision is whether an individual is making adequate progress. Adequate progress is defined as that which:

- Narrows the attainment gap between the student and her/his peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behavior

Should concerns regarding progress remain, despite sustained intervention, the Academy will raise the student at the Inclusion panel and consider requesting a Needs Assessment which may lead to a Needs Assessment.

Parents/Carers will be fully consulted at each stage. Each of these intervention programs is detailed in appropriate sections of this policy. The Academy also recognises that parents/carers have a right to request a Statutory Assessment (EHCP) at any time.

4. Record Keeping

The Academy will record the steps taken to meet a student's individual needs, the SENCo maintaining records and ensuring access, when required. All confidential information in paper form will be kept in a locked filing cabinet and where documents are electronically stored will be password protected. In addition to the usual school records, an Individual Student PATH plan will be created for each student and stored electronically on Edukey (Provision Mapping Software). The PATH plan may include:

- Student and Staff agreements
- Outline of the young person's dream
- Regulation plan, co-created with staff
- Code of conduct and school commitment signed by all parties

Students individual support plans will be stored on our provision mapping software and reviewed regularly with parents or carers as part of our Path process.

5. Request for Statutory Assessment

Where Estuary Academy Island has taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, but the pupil has not made expected progress, the academy will consider whether an **Education, Health and Care (EHC) needs assessment** should be requested.

This decision will be based on the pupil's individual circumstances and the evidence available. Although evidence from successive assess–plan–do–review cycles will usually support a request, the academy will not apply a fixed requirement for a particular number of cycles or reviews where the pupil's level of need indicates that an earlier request may be appropriate.

For pupils placed by a home school, the academy will work collaboratively with the home school, parents or carers, the pupil and relevant professionals to prepare and submit a request. Difficulties making progress towards a planned reintegration may form part of the evidence, but the request will focus on the pupil's special educational needs, progress and whether provision may be required through an EHCP.

A request may be made directly to the local authority by:

- the pupil's parent or carer;
- a young person aged over 16 and under 25; or
- a person acting on behalf of a school or post-16 institution, ideally with the knowledge and agreement of the parent or young person.

Other professionals and agencies may bring a pupil who has, or may have, SEND to the attention of the local authority where they believe an assessment may be necessary. This should be done with the knowledge and, where possible, agreement of the pupil's parent or the young person.

Evidence supporting a request

The academy will work with the home school and family to provide relevant evidence, which may include:

- the pupil's Individual Support Plan and identified needs;
- ISP targets and records from the assess–plan–do–review cycle;
- academic attainment, rate of progress and assessment information;
- literacy and numeracy assessment outcomes;
- details of teaching strategies, reasonable adjustments and interventions;
- evidence of the impact of the provision already delivered;

- attendance, engagement and reintegration information, where relevant;
- information about physical, emotional, social and health needs;
- advice from educational psychologists, specialist teachers, therapists or other professionals;
- relevant education, health and social care reports; and
- the views, wishes and aspirations of the pupil and their parents or carers.

The local authority must decide whether to undertake an EHC needs assessment and communicate its decision to the parent or young person within six weeks of receiving the request.

An EHC needs assessment will not automatically result in an EHCP. Following the assessment, the local authority must decide whether it is necessary for the pupil's special educational provision to be made in accordance with an EHCP. An EHCP may support a pupil in a mainstream, alternative or specialist setting; it is not dependent upon a particular type of placement.

6. Roles and Responsibilities

The role of the SENCO:

The SENCo is Mrs Katrina Osborne and she holds the NASENCO qualification.

The SENCo plays a crucial role in the SEND provision of the Academy. The SENCo works closely and in collaboration with the Head Teacher, other Senior Leadership Team (SLT) members and the Local Governing Body to determine the strategic development of the SEND policy. Other responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for students with SEND
- Liaising and giving advice to fellow teachers and support staff
- Managing the Inclusion Team
- Liaising with parents/carers of students with SEND
- Informing parents/carers of the fact that additional provision has been made for their son/daughter
- Liaising with external agencies, LA support services, Health Professionals, Youth Employment Service, Social Services and other relevant bodies
- Organising the screening and further appropriate testing for access arrangements for GCSEs and other external exams
- Identifying CPD needs and contributing to the organisation and delivery of CPD
- Liaising with the Headteacher and School Business Manager regarding SEND funding and the cost of provision (including use of external agencies)

- Providing the Head of School, SLT and Local Governing Body with regular reports regarding SEND and or contributing to the statutory SEND Information Report.

The Role of the Subject Teacher:

“All teachers are teachers of students with special educational needs.” (SEN Code of Practice 2015)
The 2014 Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEND: Quality First Teaching is an essential element of addressing and supporting students with SEND in their classes. The individual teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND students
- Collaborating with the SENCo to decide what action is required to support a student's
- Progress
- Working with the SENCo to collect all available information on the student
- Meeting an individual student's needs by offering differentiated teaching and, if required, adapted resources
- Developing constructive and supportive relationships with students and their parents/carers.

The Head of School's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEND provision
- Keeping the Local Governing Body well informed about SEND within the school
- Working closely with and, if required, supporting the SENCo
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education and progress.

The role of the school governors:

The Role of the Designated SEND Person on Local Governing Body. The Local Governing Body has an important responsibility with regards to progress and outcomes for students with SEND. These include:

- Ensuring that the provision for SEND students is made and this is of a high standard
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out responsibilities regarding SEND students
- Being fully involved in developing and subsequently reviewing the SEND policy.

7. Effective provision for pupils with special educational needs whether or not they have an EHC Plan

Evaluating the effectiveness of provision

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 without an EHCP there will be a termly review of the provision made for the child which will enable an evaluation of the effectiveness of provision. The collation of termly reviews, including individualised targets, will be drawn together and communicated to the management committee. Please note that in some cases alternative provisions (and PRUs) are unable to admit students with EHCPs due to the PRU agreement set out by KCC.

Our commitment to ensuring the effectiveness of provision relies on our secure monitoring and evaluation processes for the interventions and support we offer in an open and honest way. We carry this out in the following ways:

- Classroom observations
- Work sampling
- Teacher discussions with SENCO
- SEND focused learning walks
- Informal feedback from staff, pupils and parents alongside our referral process
- SEND team meeting discussions
- Team Around the Child and Inclusion panel discussion
- Alongside data monitoring and whole school assessment approaches

Each pupil's (including those with EHCPs) overarching long-term outcomes are broken down into purposeful, measurable small-step targets within their Individual Support Plan. This enables the academy to identify incremental progress and accurately evaluate the rate at which each pupil is moving towards their intended outcomes.

Small-step targets are reviewed termly using evidence from teaching, assessment, interventions and observations. These reviews sit alongside the PATH process, ensuring that progress, effective strategies and agreed next steps are communicated clearly between the pupil, family, Estuary Academy Island and the home school.

Teaching Pupils with special educational needs

The school's approach to teaching pupils with special educational needs High-quality teaching,

adapted 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. As stated, '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)

Teaching follows the mainstream core standards (<http://www.kelsi.org.uk/specialeducation-needs/special-educational-needs/the-mainstream-core-standards>) 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 professionals such as, precision teaching, small group teaching, use of ICT software learning packages as well as vocational subject teaching. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

Adapting the curriculum and learning environment for pupils with special educational needs

At Estuary Academy Island we adapt our approach as well as the learning environment to incorporate social and emotional strategies which include using a trauma informed approach. Staff have received training from the Crisis Prevention Institute and looked into the theory behind risk management and de-escalation so that all staff can approach students in a trauma informed way and proactively support in and outside of lessons.

It is our intention to ensure continuously that the curriculum and learning environment are appropriate for all children. We have the following in place:

- Disabled toilet facilities
- Vocational subject specific provision
- Intervention, sensory and quiet spaces
- Counselling Spaces
- SEND systems and monitoring
- A mentoring team to support social, emotional and mental health difficulty as well as supporting student learning

How do we enable students with special educational needs to engage with school activities together with children who do not have special educational needs?

Estuary Academy Island is committed to supporting every pupil's social, emotional and personal development. This is promoted through positive daily interactions, explicit teaching, enrichment sessions, spiritual, moral, social and cultural opportunities, and targeted therapeutic intervention.

Our enrichment offer is designed around emerging national priorities for inclusive education. It provides structured opportunities for pupils to explore their interests, recognise their strengths and develop:

- confidence, resilience and emotional regulation;
- communication and social interaction;
- positive relationships and a sense of belonging;
- teamwork, leadership and problem-solving;
- creativity, curiosity and new interests;
- physical and emotional wellbeing; and
- skills for adulthood, employment and community participation.

Activities are informed by pupils' interests, aspirations and assessed needs. Appropriate adaptations, preparation and staff support are provided to remove barriers and ensure equitable participation. Where appropriate, enrichment activities also support pupils' Individual Support Plan targets and planned reintegration outcomes.

The academy's wider social and emotional offer includes:

- explicit teaching of social, emotional, communication and regulation skills;
- access to therapeutic intervention from the school counsellor;
- advice from the counsellor to support targeted group and whole-school provision;
- access to sensory bases and the school's sensory room, according to assessed need;
- use of the Boxall Profile, alongside other assessment evidence, to inform the planning and review of support; and
- timely referral to external professionals where more specialist assessment or intervention is required.

The Refocus Team provides responsive, in-the-moment support when pupils experience difficulty regulating or engaging. Team members work collaboratively with pupils, class teams and the Inclusion Team to understand the situation, apply agreed regulation strategies and determine appropriate next steps. This support is guided by the pupil's individual needs and regulation plan and is intended to promote a successful return to learning.

The impact of enrichment and social-emotional provision is reviewed through observations, participation information, assessment tools, intervention records, pupil voice and progress towards ISP targets.

Training of staff

Estuary Academy Island provides an ongoing programme of professional development to ensure that staff have the knowledge, confidence and practical skills required to meet a wide range of complex needs, including social, emotional and mental health needs and autism.

Training is planned across the academic year in response to the changing profile and increasing

complexity of the pupil cohort. It includes whole-school priorities, role-specific development and pupil-focused training linked to identified needs, Individual Support Plans and regulation plans.

Professional development may include:

- understanding SEMH needs and autism;
- relational and trauma-informed practice;
- communication and sensory needs;
- emotional regulation and de-escalation;
- adaptive teaching and reasonable adjustments;
- safeguarding and risk management; and
- delivering and evaluating targeted interventions.

Training is both planned and responsive. Where specialist knowledge is required, the academy works with education, health, therapeutic and other professionals to design or deliver training and provide advice, modelling and consultation.

Learning is embedded through staff briefings, class-team meetings, coaching, reflective practice and reviews of pupil progress. Leaders monitor the impact of professional development through observations, staff feedback and evidence of improved pupil engagement, regulation, inclusion and progress.

This approach ensures that staff practice continues to develop alongside the needs of the community we serve and reflects our commitment to helping every pupil feel understood, included and able to flourish.

Consulting with parents and carers

Parents and carers will be invited to path meetings to discuss their child's progress at least three times each year and may request additional meetings through the academy's self-referral process.

Support is also available through the Community Team and the SEN team or pastoral team. Additional provision is recorded and evaluated through Provision Map, with relevant information shared through termly ISP and PATH reviews. Curriculum adaptation or catch-up support alone does not indicate that a pupil has special educational needs.

Arrangements made by the management committee about complaints from parents relating to the educational provision for students with SEND needs

Complaints about SEND provision will be considered through the academy's complaints procedure. Parents and carers are encouraged to raise concerns initially with the SENCo or Deputy Head teacher so that they can be resolved promptly.

Complaints relating to local authority decisions about an EHC needs assessment or EHCP fall outside the academy's complaints procedure. Parents, carers and eligible young people may access mediation and, where applicable, appeal to the First-tier Tribunal (Special Educational Needs and Disability).

If the complaint is not resolved, 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 EHCP, 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 school 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 school and the Management Committee have engaged with the following bodies: -

- Access to Educational Psychology service through the pupils' home schools and through School Based Review processes with our link EP.
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirements 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 SENCO e.g. NAS, SENCO forum, NASEN etc.

Support Services for Parents

We welcome parents to discuss any concerns with us as a school but recognise that professional bodies are at times necessary to reach the best outcomes for the young person. Services such as IASK (Information Advice and Support Kent) provide support and advice for parents/carers who have a child (children) who have special educational needs and/or disabilities.

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

They can be contacted on HELPLINE: 03000 41 3000 Office: 03000 412412 E-mail: iask@kent.gov.uk
www.kent.gov.uk/iask

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

At Estuary Academy Island, 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. The SENCO and wider staff team has strong communication channels and ensures all information is transferred and where possible transfer meetings are held to share information firsthand. Pre-admission meetings are led, where possible, by the senior member of staff in charge of that phase. They include time with the Program coordinator and SEND Assessment Lead to ensure every opportunity is taken to support the flow of information. We also contribute information to a pupil's onward destination by providing information to the next setting. Each pupil leaves with a transition file, detailing key information and contacts if anything further is needed.

We work closely with our partner schools where there are identified staff who will support the transfer and transition of students to and from Estuary Academy.

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

The local authority's local offer is published on:

<https://local.kent.gov.uk/kb5/kent/directory/results.page?localofferchannel=0> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Parents and Carers may also find it useful to use <https://www.kent.gov.uk/education-and-children/special-educationalneeds/what-to-do-if-you-think-your-child-has-send/explore-your-options-for-sensupport> to determine what actions they might find useful moving forward.