



**Special Educational Needs and Disability Information**  
**Report and Policy 2023-2024**

This policy sets out our annual offer to children with Special Educational Needs and/or Disability (SEND). This document reports on and shares current data relating to SEND, helping us to shape provision to meet our current need across the school. In order for this policy to be effective it needs the views of all parents/carers, learners, governors and members of staff. Please engage with our annual process to 'assess, plan, do, and review' provision for SEND and contact any of the people below with your views:

- Heads of School: Mrs A Northrop/Mr S Cope
- Assistant Headteacher/SENDCo: Mrs S Bond
- Additional SENDCo: Mrs L Moore
- SEND Governor: Mr C Pataky
- Executive Headteacher: Mr J Williams

**Objectives**

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and special educational needs. Within the bill the Government transformed the system for children and young people with SEND, including those who are disabled, so that services consistently support the best outcomes for them. The SEND Code of Practice (2014) extends the SEND system from birth to 25, giving children, young people and their parents, greater control and choice in decisions and ensuring needs are properly met. There is also statutory guidance for supporting children at school with medical conditions (please refer to the Supporting Children with Medical Conditions Policy). The following document aims to demonstrate how we meet the needs of our pupils at Garlinge Primary School and Nursery in compliance with statutory guidance.

Garlinge Primary School and Nursery is an inclusive school and we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND) have their needs met. Garlinge Primary School and Nursery values the abilities and achievements of all its pupils. It is committed to providing the best possible environment for learning in which every pupil can reach their full potential academically, personally and socially no matter what special need is experienced.

**Compliance**

The school's special educational needs and disability provision and report comply with the statutory requirement laid out in the SEND Code of Practice (2014) and is written with reference to the following guidance and documents:

- [section 69\(2\) of the Children and Families Act 2014](#)
- [regulation 51](#) and [schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)
- section 6 of the ['Special educational needs and disability code of practice: 0 to 25 years'](#)
- [The Equality Act 2010](#)

## **Policies to read in conjunction with SEND Information Report and Policy are:**

- Administration of Medicines in Schools Policy
- Accessibility Policy
- Inclusion Policy
- Positive Behaviour Policy
- Safeguarding Policy
- Single Equality Scheme
- Child Protection Policy
- Supporting Children with Medical Conditions Policy

## **What is Special Educational Needs and/or Disability?**

The SEND Code of Practice (2014) defines Special Educational Needs as:

1) 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.

2) A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

## **What is the school's approach to teaching pupils with special educational needs?**

High quality teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (SEND Code of Practice, 2014, 6.37). At Garlinge Primary School and Nursery training is regularly provided to members of staff in areas of SEND to ensure the needs of children are met in line with current thinking and best practice.

Garlinge Primary School and Nursery was judged to continue to be GOOD in our last Ofsted inspection (March 2018). <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135212>

We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

## **What kinds of SEND are provided for?**

At Garlinge Primary School and Nursery we make provision for children with special educational needs and/or disability within each of the four categories defined in the SEND Code of Practice (2014) (para 6.27 – 6.35):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the child's needs as a whole that helps ensure the school can plan adequate provision. The categories of need are described as follows:

### **Communication and Interaction**

Children with speech, language and communication needs may have difficulty making sense of language or communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they may not fully understand the social rules of communication. Social communication is recognised as a main need within the diagnosis of Autism. Autistic children may have difficulty developing language, interaction and communication skills. Garlinge Primary School and Nursery is a Specialist Resourced Provision for autistic children. These needs can change over time and an individual may have difficulty with one, some or all of the different aspects of speech, language, and social communication.

### **Cognition and Learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD) they are likely to have severe and complex learning difficulties as well as a physical disability and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions, such as dyscalculia, dyslexia and developmental coordination disorder (DCD).

### **Social, Emotional and Mental Health Difficulties**

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult, and may display behaviour that can hinder theirs and others learning that can negatively impact on their health, well-being and their quality of life. Some children may have a diagnosis such as, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder or Generalised Anxiety Disorder (GAD).

### **Sensory and/or Physical Needs**

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support and equipment to ensure that lessons and learning opportunities are accessible. Garlinge Primary School and Nursery is a Specialist Resourced Provision for children with a physical disability.

It is not uncommon that children may have SEND that falls into one or more of the above categories.

Our SEND profile for 2023-2024 is presented in the tables below:

Year Level	Monitoring Group (MG)	SEN Support (K code)	High Needs Funding (HNF)/SENIF	EHCP (E code)	Specialist Provision for PD Children (SRP)	Specialist Provision for ASD Children (SRP)
Reception	0	8	4	5	0	0
Year 1	12	6	3	8	1	2
Year 2	13	12	4	6	2	3
Year 3	10	20	5	9	1	4
Year 4	6	24	3	8	1	2
Year 5	13	14	5	10	2	0
Year 6	20	7	4	7	1	0
<b>TOTAL</b>	74	91	28	53	8	11
<b>Percentage</b>	9.7	12.0	3.7	7.0		

The overall percentage of children on the SEND register is: 19 % (National average is 17.3%)  
 The percentage of children requiring SEND support (K Code) is: 12% (National average is 13%)  
 The percentage of children with an EHCP (E Code) is: approx. 7% (National average is 4.3%)

Our main areas of need are presented in the table below:

Areas of Need	Cognition and Learning (C&L)	Communication and Interaction (C&I)	Social, mental and emotional health (SEMH)	Physical and Sensory (P&S)
Percentage of Pupils on the SEND Register (144 pupils)	7.7%	73.6 %	12.5%	5.6%

- Communication and Interaction continues to be the highest area of need across the school and in each year group and this has risen significantly since 2022 (44.4%).
- 45.2% of pupils on the SEND register have a diagnosis of Autism and 29.2% have an identified speech, language and communication need (SLCN), such as a diagnosed developmental language disorder (DLD)
- Pupils with an identified social, emotional and mental health needs as their primary need has decreased from 20.2%
- The table only shows the pupil's prime area of need
- SEND is more prevalent in boys than girls, with boys representing 64% (72.4% national average) of all pupils with an EHC plan and 69% (62.8% national average) of pupils with SEN support

## **What should I do if I think my child/young person may have special educational needs?**

If you think that your child has a special educational need please discuss this with the class teacher in the first instance. The school will then start to monitor your child and investigate further if necessary.

## **How does the school evaluate the effectiveness of its provision for such pupils? What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Every pupil in the school has their progress tracked three times a year. This is discussed in Pupil Progress meetings with the senior leadership team, the class teacher and the SENDCo. Governors monitor this process throughout the year. Pupil Progress Meetings seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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 the child and their peers
- Widens the attainment gap

It can also include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider developmental needs or social needs in order to make a successful transition onto their next stage in life.

For those children identified as making less than expected progress, the class teacher will arrange a meeting with parents/carers to discuss the child's progress and put in place extra provision to support the child's needs. Examples of the extra provision put in place to enable the pupil to make expected progress are:

- Precision Teaching
- On Track Maths
- On Track Reading
- Speech and Language groups
- Speech and Language 1:1
- Social Skills (TALKABOUT and Communication Circles)
- Social, emotional and mental health intervention such as Drawing and Talking and ELSA
- Sensory Circuits
- FIZZY
- CLEVERHANDS
- NLP spelling
- Paired Reading
- Little Wandle small group and 1:1 support
- Attention Bucket
- Zones Of Regulation

(A more detailed list is available on our Whole School Provision Map)

Targets for each child will be set and reviewed to see if the extra provision has made an impact. If the child does not make the progress expected, despite high quality teaching and targeted teaching focussing on areas of difficulty, further assessments will be used to determine the cause of the barrier to learning and appropriate provision will be determined (such assessments include; Speech and Language Link, Boxall Profile, Salford Reading Test, RAPID/LUCID/CoPS screening). This will be done in consultation with the parents/carers.

The school cannot offer diagnoses – however, the school can make referrals to outside agencies – but this will need parental or carer’s consent. For higher levels of need the school is able to draw on more specialised assessments from external agencies and professionals, such as an Educational Psychologist, Speech and Language Therapist, paediatrician or other suitably qualified health professional.

Garlinge Primary School and Nursery takes all parental or carer concerns about their child seriously and investigates them appropriately. Generally, the concern can be addressed in partnership with the parents and quality first teaching and no further action is required. If the child requires specialised SEND support that is additional to and above what the school usually provides, the child may be placed on the SEND Register. When this happens, the school will take further action to remove barriers to learning and put effective SEND provision in place. If the child’s needs cannot be met with universal or targeted support a provision plan (SEND support) will be put in place and this will follow a four-part cycle; assess, plan, do and review (termly). This is also the same when a child has a provision plan attached to an Education, Health and Care Plan (EHCP).

### **Assess**

The assessment process requires parents, the school and the child to work in partnership to set outcomes for the child to work towards in school and at home. This is set out in the SEND Code of Practice (2014):

*“This information gathering should include an early discussion with the pupil and their parents. These early discussions should be structured in such a way that they develop a good understanding of the pupil’s areas of strengths and difficulty, the parents’ concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil’s record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority’s information, advice and support service” (SEND Code of Practice 0-25 years, p.99 para 6.38).*

It may also be necessary at this stage to involve services from outside agencies from health and social care, if they are not already supporting the child, to help in the assessment process.

### **Plan**

The class teacher, SENDCO and/or Inclusion leader will work in partnership with parents, the child and outside agencies (if appropriate) to agree adjustments, interventions and support to be put in place as well as the expected impact on progress, behaviour or development and this information will be put onto a personalised/provision plan. A review date will be decided. The support should be well suited to meet the child’s needs and delivered by appropriately trained and skilled members of staff. This is clearly set out in the SEND Code of Practice (2014):

*“The class or subject teacher should remain responsible for the working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the*

*main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support" (SEND Code of Practice 0-25 years, p.101, para 6.52).*

## **Do**

The class teacher is responsible for the progress of **all** children in their class including overseeing the support and interventions that are given to the child even if these are away from the main class. They will work closely with support staff and other professionals to implement targets and activities to achieve the outcomes stated. The SENDCo, Department Leader and Inclusion Leader will liaise closely with the class teacher to assess and review the provision.

## **Review**

Regular discussion will take place to evaluate the impact of the interventions and a review date will be set with parents. Each review of the SEND personalised support plan/provision plan will be informed by the views of the pupil, parents/carers and class teacher and the assessment information provided by teachers will show whether expected progress is being made. For pupils with or without an Education Health and Care Plan there will be three reviews annually of the provision made for the child. If the child has an Education, Health Care Plan (EHCP), the Local Authority (LA) must review the plan annually. This will enable an evaluation of the effectiveness of the special provision. If, with the extra provision provided, the child makes expected progress, they may no longer need to be on the SEND register or require an EHCP. However, the child will still be monitored to ensure that progress continues and the child's needs are met.

## **What is an Educational Health Care Plan?**

A small number of children may require an Educational Health Care Plan (EHCP) to ensure that their individual needs can be fully met or may require specialist support and/or placement if their needs cannot be met through high needs funding in mainstream education. If the process to gain an EHCP has been accepted by the Local Educational Authority and a statutory assessment has been agreed, the school will fully support parents in this process and in meeting the statutory requirements set out in the EHCP. For more information, please go to: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

## **How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

At Garlinge Primary School and Nursery we follow the advice in the Mainstream Core Standards [https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf) on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies written in personalised and provision plans.

As a Specialist Resourced Provision for children with Physical Disabilities, Garlinge Primary School and Nursery ensures the best possible accessibility for our children who may need access to specialist equipment such as wheelchairs, walkers, trikes etc. This accessibility consists of appropriate care suite facilities, a full time Medical Welfare Officer and disability access at main entry and exits. This

is regularly reviewed by the Governing Body of the school and facilities maintained and/or updated as appropriate. The school adheres to the stipulations outlined in The Equality Act 2010: Section 6 (Chapter 1) <http://www.legislation.gov.uk/ukpga/2010/15/contents>. The school also adheres to the requirements stipulated in our service level agreement for our SRP.

As and where necessary, if an area of the school is identified as in need of improvement, it will be the school's best endeavour to improve this either through building and maintenance improvements; or by staff training. This will be outlined in our Accessibility Policy Action Plan.

**How does the school provide additional support for learning that is available to pupils with special educational needs?**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for High Needs Funding from the LA to ensure that the child's needs are met. (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>). High Needs Funding is applied for every year and is allocated with a graduated approach (this decreases each year) for each pupil.

Pupils in receipt of High Needs Funding is presented in the breakdown below:

Pupil	Monthly funding	Pupil	Monthly funding
1	724.03	20	770.68
2	460.25	21	460.25
3	955.18	22	955.18
4	770.68	23	839.43
5	770.68	24	306.77
6	955.96	25	770.68
7	770.68	26	623.70
8	955.18	27	406.75
9	724.03	28	770.68
10	955.18	29	839.43
11	955.18	30	pending
12	306.77	31	pending
13	955.18	32	pending
14	306.77	33	pending
15	955.18	34	pending
16	770.68	35	pending
17	623.70	36	pending
18	955.18	37	pending
19	1,009.68		

We also have place funding for pupils via the PD and ASD specialist resource provisions:

Pupil ASC	Monthly funding	Pupil PD	Monthly funding
1	783.38	1	1050.55
2	783.38	2	1050.55
3	783.38	3	1050.55
4	783.38	4	1050.55
5	783.38	5	1050.55
6	783.38	6	1050.55
7	783.38	7	1050.55
8	783.38	8	1050.55
9	783.38		
10	783.38		
11	783.38		

**How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?**

All clubs, trips and activities offered to pupils at Garlinge Primary School and Nursery 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. It is also our practice to adapt environment and equipment when and where necessary to ensure equal access and successful participation.

**What support is available for improving the social, emotional and well-being development of pupils with special educational needs?**

At Garlinge Primary School and Nursery, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example, via Personal, Social and Health Education; extensive extra-curricular programme; Circle Time, Zones of Regulation Curriculum, Religious Education, Forest School programmes; and indirectly with every conversation adults have with pupils throughout the day, our Positive Behaviour Policy and via the use of restorative approaches. This starts from the moment children join Garlinge Primary School and Nursery, with emotional resilience forming a large part of the child-initiated learning in reception class. Teachers, Teaching Assistants and Mid-day Meal Supervisors have all been trained in Restorative Approaches to support children's social, emotional and mental health needs.

For some pupils with the most need in this area we also provide more bespoke support, such as 1:1 support or group work with the learning mentors, emotional literacy support from the schools ELSA; Nurture groups, and support from outside agencies where and when necessary, or a referral to NELFT (CAMHs).

### **What is the name and contact details of the co-ordinator for SEND?**

The Special Educational Needs Coordinator (SENDCo) at Garlinge Primary School and Nursery is Mrs Sarah-Jayne Bond. Mrs Bond is a qualified teacher and trained and experienced in all key areas of SEND and also holds the following qualifications: B.A. (Hons) Degree; PGCE (Post Graduate Certificate of Education); PGC (Post Graduate Certificate) in Psychology; MA (Distinction) Special Educational Needs and Autism (Children); NASENCo (National Award for Special Educational Needs Co-ordination); NPQSL (National Professional Qualification in Senior Leadership). The school also has an additional part-time (0.6) SENDCo. Mrs Lynne Moore is a qualified teacher and trained in key areas of SEND. She holds the NPQH (National Professional Qualification for Headteachers) qualification and is also currently completing the NASENCo.

Mrs Sarah-Jayne Bond and Mrs Lynne Moore are available on 01843 221877 or [inclusionadmin@garlinge.kent.sch.uk](mailto:inclusionadmin@garlinge.kent.sch.uk).

### **What expertise and training do the staff have at Garlinge Primary School and Nursery in relation to children with special educational needs and how is specialist expertise secured?**

Garlinge Primary School and Nursery hold flagship status for Inclusion with the IQM (Inclusion Quality Mark). Both the Head of School and SENDCo sit on the Local Inclusion Team Executive Committee and the Inclusion Steering Group for Thanet. Mrs Amy Fairbrother is the lead teacher for our specialist resource provision for autistic children. She has experience of working in both mainstream and specialist settings and is currently completing a Masters in Education (MA) specific to autism. Training needs of members of staff at Garlinge Primary School and Nursery are related to ensuring high quality inclusive teaching, the needs of the children and new national curriculum developments. Members of staff receive specialist training to ensure provision can be met for our children with specific needs, such as autism; speech, language and communication; and social, emotional and mental health needs.

Examples of training members of staff received from 2023 are as follows:

Speech, Language and Communication Needs  
Communication Aids  
Sensory Needs  
Selective Mutism  
Sensory Circuits  
Manual Handling  
Hoist Training  
Autism Awareness  
Attention Bucket  
Zones of Regulation  
Emotionally Based School Avoidance (EBSA)  
THRIVE  
Drawing and Talking  
Theory and Practice of Boxall  
National Nurturing School Training working toward the National Nurturing Schools Award  
Inclusive Sports Training  
Adverse Childhood Experiences (ACES)  
ADHD Awareness  
Dyslexia Awareness Young Carers

Providing Support for SEND Pupils  
Countywide SEND updates  
Becoming a Trauma Informed School  
Emotion Coaching  
De-escalation Techniques  
Intensive Interaction

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Educational Psychology team; TISS (Thanet Inclusion Support Service); CAT team; Health services (OT, Physio etc.). The SENDCo also regularly attends the SENDCo forum and Local Inclusion Forum Team meetings that form an important part of professional development within the school.

### **How does a child with Special Educational Needs and/or Disability get equipment and facilities to support their needs?**

Where external advisors recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice from the KCC Communication and Assistive Technology team.

### **How can parents/carers be involved in their child's education?**

All parents/carers with children at Garlinge Primary School and Nursery are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report once a year. In-year parental meetings for children on our SEND register happen each whole term with the class teacher so that provision relating to the child's SEND can be discussed and reviewed. For those children with an EHCP, we feel that it is important that parents/carers are fully involved in the annual review process ensuring that there is plenty of opportunity for them to engage in this process in line with the SEND Code of Practice (2014, 1.1). Parents/carers are also invited to support their child with their continued learning at home. This could be helping with homework, hearing your child read, making fun ways to learn their spellings, completing extra reading on a topic etc. Parents/carers are also invited to help with school trips, curriculum events – such as information and support on the teaching and learning of maths. Coffee mornings and events organised by the school's Family Liaison Officer as well as having the opportunity to become actively involved in the Parents, Teachers and Friends Association (PTFA) of the school at school events, such as Christmas and Summer fairs.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school?**

The arrangements for the treatment of complaints at Garlinge Primary School and Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENDCo, Assistant Headteachers, Heads of School or the Executive Headteacher to resolve the issue before making the complaint formal to the Chair of Governors.

If the complaint is not resolved after it has been considered by the Governing Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved

after this, the complaint 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 the decision of the LA. Complaints which fall within this category cannot be investigated by the school.

**How does the governing body involve 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/or disability in supporting the families of such pupils?**

The Governing Board has engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to LA'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 seek advice when required from the Communication and Assistive Technology Team
- Membership of professional networks for the SENDCO and the Inclusion team – which all staff can access, such as The Nurture Group, The National Autistic Society, NASEN and Whole School Send
- NELFT – support from Emotional Well-being Practitioners

**What are 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)?**

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:

- visit: [the IASK website](#)
- call: [03000 41 3000](tel:03000413000)
- email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**What are the school's arrangements for supporting pupils with special educational needs and/or disabilities in transferring between phases of education or in preparing for adulthood and independent living?**

When moving to a new school, Garlinge Primary School and Nursery will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances Garlinge will endeavour to gather as much information from the previous school as possible. The SENDCo will attend a transfer day, meeting

with the SENDCos of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

If your child has an EHCP, parents/carers will be asked to name their choice of secondary school during the Annual Review at the end of year 5 – beginning of year 6.

Once the Secondary School has been named, Garlinge will work closely to support transition for the child working in partnership with the new school, parents and child, so that suitable provision is in place.

**Where is the Local Authorities (LA) Local Offer published?**

The LA's local offer is published on:

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

Parents without internet access are welcome to make an appointment with the SENDCo for support to gain the information they require.

Policy adopted by Governing Body on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed by Executive  
Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_

## Appendix 1 - Process for identifying and supporting SEN at Garlinge Primary School and Nursery

