

Special Educational Needs and Disabilities (SEND) Information Report



VALLEY PARK
S C H O O L

Inclusion Team

SEND Governor:

Mrs Stephanie Guthrie

SEND Team:

Mrs Bayman Assistant Headteacher
overseeing SEND and SENDCo for Year 12 and 13.

Ms Keysell - SENCO Yr 8 & 9
Mrs Leves- SENCO Yr 7, 10 & 11

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Approved by:	Dr Alison Ekins (Trust Director of SEND)	Date: September 2024
Last reviewed:	September 2025	
Next review due by:	July 2026	

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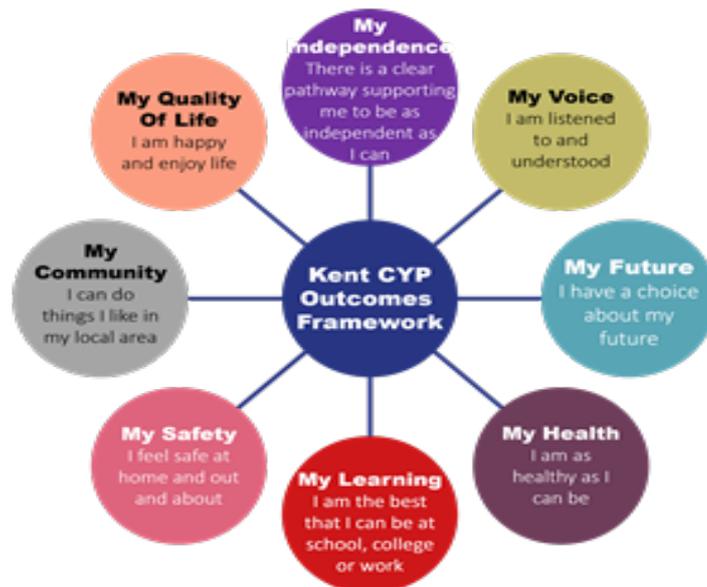
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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



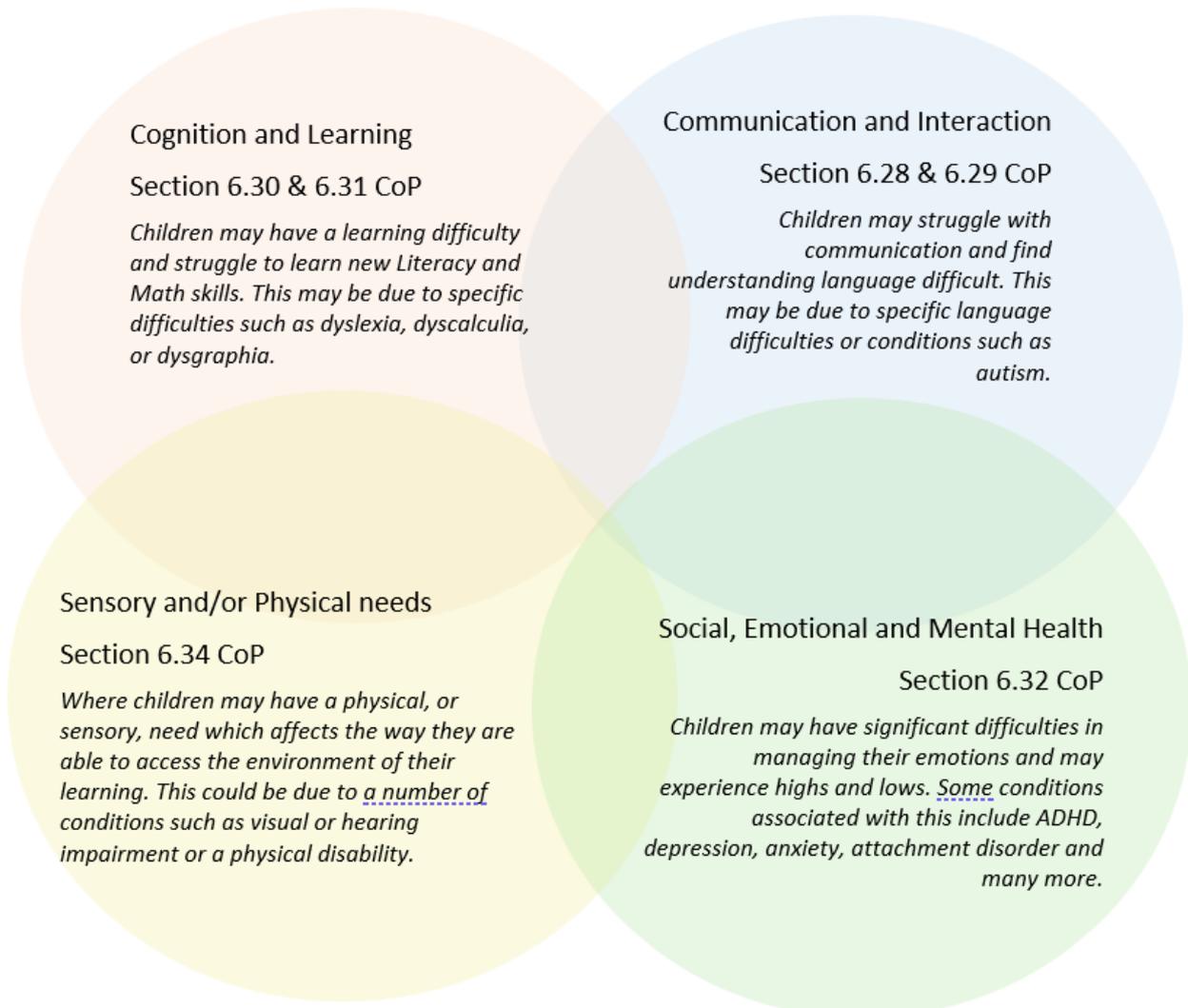
If you want to know more about our arrangements for, SEND, read our SEND policy alongside this Information Report.

[Here is our SEND policy.](#)

Note: If there are any terms, we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for students with the following needs (as outlined in the SEND Code of Practice, DfE/DoH 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, DfE/DoH, 2015 ([link below](#)).

2. Which staff will support my child, and what are their key responsibilities?



At Valley Park all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

The key staff who will support your child are below:

Our Special Educational Needs Co-ordinator, or SENCO



Mrs Bayman Assistant Headteacher overseeing SEND and SENDCo for Year 12 and 13.

Mrs Bayman is a highly experienced teacher and SENDCo with 22 years of teaching experience in mainstream schools across London and Kent. She has spent 9 years in senior leadership roles, demonstrating strong expertise in both strategic and operational school improvement.

Her leadership experience includes serving as Head of Department, Post-16 Lead, and overseeing whole-school progress and achievement, as well as the position of SENDCo and Head of SEND. In 2018, she achieved the National Award for SEN Co-ordination (NASENCO) and also holds a Certificate of Competence in Psychological Testing from the British Psychological Society, further strengthening her ability to support pupils' educational and developmental needs.

SENCOs:



Ms Keysell- SENCO Yr 8 and 9

Ms Keysell is a qualified teacher and SENCO with 20 years of experience working in a variety of settings including, mainstream, special school at Key stage 3 and above. Ms Keysell achieved the National Award for SEN Coordination in 2011.



Mrs Leeves- SENCO Year 7, 10 & 11

Mrs Leeves, SENCO and Specialist Assessor, has been a member of Valley Park School since 2014. Her work in education spans more than 20 years and includes psychology research in schools (student mental health), applied child and adolescent psychotherapy, Psychology teaching at university and A-level, and specialist educational testing.

We are also supported by the Director of SEND, Dr Ekins.

Dr Ekins has postgraduate qualifications in:

- Autism,
- Speech and Language,
- Specific Learning Difficulties,
- An MA in Enabling Learning, Inclusion and Institutional Development,
- A Doctorate in Education, focused on SEN and Inclusion.

Class/subject teachers

All teachers attend a full programme of CPD which includes awareness training focused upon supporting students with special educational needs and training about the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/DoH, 2015).

Audits of the training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge in relation to all areas of SEND are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school.

Recent professional development for our staff has included:

- Cognition and Learning
- Dyslexia
- Scaffolding using Task Management boards
- Working memory and recall activities
- Responsive teaching
- Psychometric Testing
- Quality first teaching strategies

Communication and Interaction

- Teenage girls and Autism
- Understanding Autism

Social, Emotional and Mental Health

- Understanding ADHD
- Understanding Emotionally Based School Avoidance
- Boxall Profile
- 5-point scale

Learning Mentors

We currently have a team of five Learning Mentors who are trained to deliver SEND provision which includes interventions such as IDL, Phonics, SEMH coaching, visual aid support.

In the last academic year, our Learning Mentors have accessed training in Building resilience, Coaching, Memory and recall, IDL, Phonics, Visual aid support, Emotional literacy and Boxall Profile interventions.

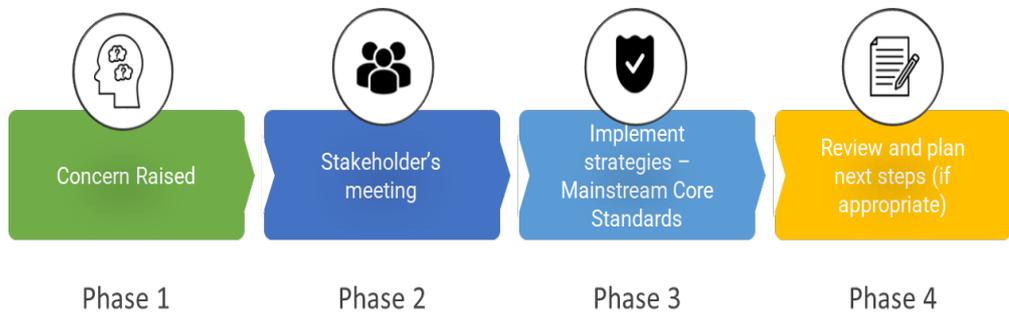
External agencies

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



3. What should I do if I think my child has SEND?

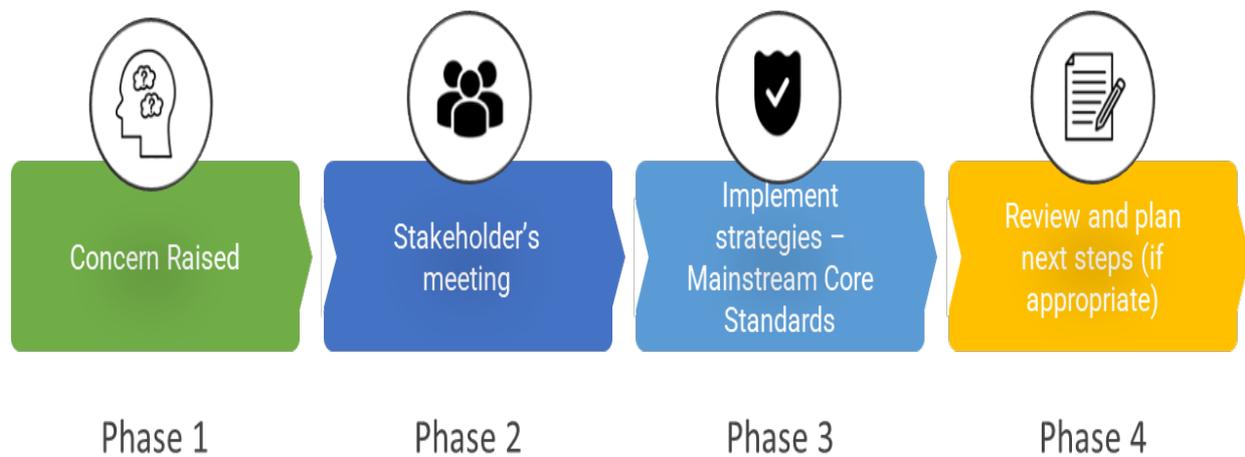


<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. This can be done by calling and asking to speak with the relevant year group SENCO:</p> <p>Mrs Bayman -SENCO Year 12 and 13 Ms Keysell- SENCO Year 8 & 9 Mrs Leeves - SENCO Year 7, 10 & 11</p> <p>Telephone 01622 679421 or contact- sen@valleypark.viat.org.uk.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here.</p> <p>This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>

Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all students who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is having difficulties, they try to find out if the pupil has any gaps in their learning. If they find a gap, the school will provide appropriate support. Students who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

If further investigation is needed, the SEND or Exams Team will use a range of appropriate assessments to find out more to support your child.

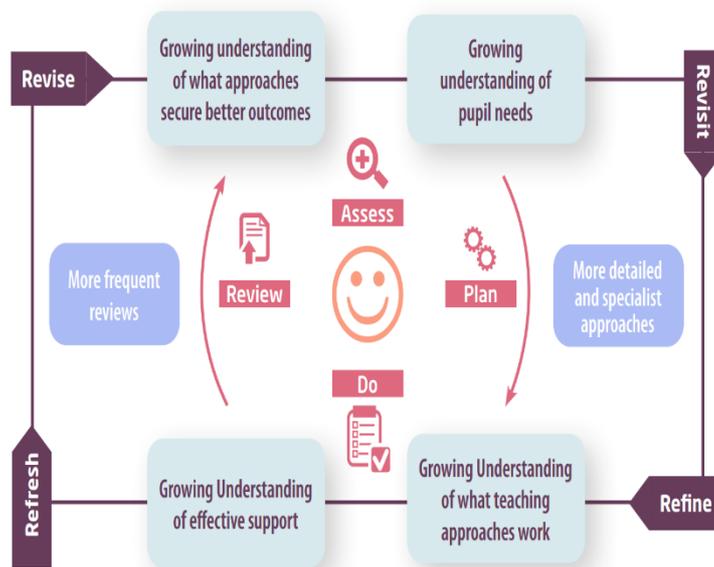
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Where progress is not sufficient, even if a special educational need has not been identified, teachers are able to provide additional support to help the student to catch up. Where further intervention is required, we provide additional support through our SENCOs and SEND Learning Mentors. Our SENCOs are qualified teachers with specialist expertise in SEND as well as in areas of the secondary curriculum, and both our SENCOs and SEND Learning Mentors provide individualised support for identified students and support to teaching colleagues to ensure the needs of students with SEND are understood and met.

5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet

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	those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

Our range of strategies and assessments to identify and support students include:

- Evidence obtained by subject teacher observation and assessments.
- Progress of the student in relation to set targets and examination results.
- Information from parents.
- Information from students themselves.
- Reading and spelling age assessments.

In addition, we will access external advisors from:

- Local Education Authority.
- Link Educational Psychologists.
- Kent Health Needs Education.
- Virtual School Kent (VSK).
- Inclusion Support Service Kent.
- Local Inclusion Forum Team (LIFT).
- Specialist Teaching Service (Hearing/Visual Impairment and other disabilities).
- Kent Community Health NHS Foundation Trust.

The purpose of this more detailed assessment is to:

- Understand what additional resources and different approaches are required to enable the student to make better progress. We detail this in a Record of Outcome document which is shared with staff at the school in order to ensure the appropriate support is in place in the classroom and around school.

- The Record of Outcome is also shared with parents and will be reviewed, refined, and revised as necessary on a regular basis – this is known as ‘the graduated approach.’
- At this point, we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

6. How will I be involved in decisions made about my child’s education?

Every student in the school has their progress tracked regularly throughout the year. In addition to this, students with special educational needs may have more frequent assessments, including assessments of reading and spelling ages and specialist SEND assessments. Using ongoing assessments, it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN plan (Record of Outcomes form) will be reviewed and adjusted.

Each review of the SEN support plan (the Record of Outcomes form) is informed by the views of the student, parents/carers and subject teachers as well as assessment information from teachers which will show whether adequate progress is being made.

The SEN and Disability Code of Practice (DfE/DoH, 2015: 95) 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 the child and their peers.
- Widens the attainment gap’.

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the interventions that have been implemented.

A member of the SENCO team who knows your child well will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

You will also receive annual reports on your child's academic progress.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's Head of Year in the first instance on 01622 679421. If this is specifically SEND related the please contact your child's year group SENCO listed at the start of this document on 01622 679421 or by email sen@valleypark.viat.org.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two students are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

The Department for Education states that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'

Every teacher at Valley Park School is committed to adapting the curriculum to ensure access to learning for all children in their lessons. We will adapt our approaches to how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

The Mainstream Core Standards detail the expectations of all teachers, and we are committed to fulfilling all of these. They can be found at [The Mainstream Core Standards - KELS!](#)

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We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health, and Care Plans.

The type of support provided is dependent on the individual learning needs of the student with an aim to overcome the barrier to learning. This support is agreed with the student, parent/carer and the classroom teacher and is recorded as necessary, reviewed on a regular basis in order to assess impact and adapt if necessary.

These adaptations may include:

-  Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
-  Adapting our resources and staffing
-  Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  Deploying Learning Mentors to support students appropriately depending on their presentation of need
-  Scaffolding lesson materials

We receive 'notional SEN funding' as part of our budget. This funding is used to ensure that the quality of teaching is high in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map.

In very few cases, a very high level of resources is required, and we may need to apply to the Local Authority for additional funding. Additional funding may be used for:

- Individualised learning mentor support.
- Computer based support packages.
- Readers/scribes for examinations.
- Site adaptations, as necessary.
- Resources for Teaching and Learning.
- Educational psychologist support where necessary.
- Other SEN & Disability learning support resources.

At Valley Park, the Quality of Education is judged to be 'Good' by ([Ofsted](#), January 2025).

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, our most recently built buildings, The Taylor building and the Canteen, are both accessible to all whilst providing additional adaptations through the purchase of specialist equipment for physically disabled students where required (e.g. lift and accessible toilets). The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students.

[Here is our Accessibility Policy](#)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using Student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress



- Holding an annual review (if they have an education, health and care (EHC) plan)
- Holding Record of Outcome meetings to review progress

10. How will the school ensure my child has appropriate resources?

At Valley Park School all students have access to and use iPads as a normal way of working and learning. Additional supportive technologies including the use of Irlen filters for the iPads, voice activated technologies, Bluetooth keyboards and reading pens are also provided for students where this is assessed and identified as a supportive learning strategy.

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

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside students who do not have SEND?



All clubs, trips and activities offered are available to students 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 that enables the safe participation of the student in the activity. Where possible, additional funding will be accessed to support accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.

The expectation is that all schools provide an inclusive provision for all students. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum.

All students are encouraged to go on our school trips, including our residential trip(s).

All students are encouraged to take part in all extra-curricular activities including sports day, school plays, special workshops and the creative arts programmes

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?



Valley Park School has a published admission number (PAN) of 240 students, to be admitted into Year 7 each year. Applications for places will be made in accordance with [Kent local authority's coordinated admission arrangements](#) and will be made on the Secondary Common Application Form (SCAF), provided and administered by the Kent Local Authority. Please note that a Supplementary Application Form is only required if you are applying for a scholarship.

For children entering Year 7, Kent County Council allocate places based on the criteria below.

1. Children with an Education, Health, and Care Plan.
2. Children in Local Authority Care.
3. Health and Special Access Reasons.

4. Current Family Association (sibling).
5. Children of Staff.
6. Nearness of Children's Home to School.

In the Year admissions are via a two-stage process. Stage 1 comprises age-appropriate CATS or MIDYIS testing (or equivalent). Students who achieve the required threshold will be invited to return, at a later date, to sit Stage 2 tests in English, Math's, and Science.

Entry to the Sixth Form is conditional – places are offered to those meeting the entry requirements (see below) with priority being given to existing students transferring from Year 11. The PAN for our Sixth Form is 420. The capacity for external candidates will be variable depending upon the number of existing students transferring into Year 12.

Please refer to our [Admissions and Sixth Form Admissions](#) for more information.

13. How does the school support pupils with disabilities?



Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

The Equality Act 2010 defines disability as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, our most recently built buildings, The Taylor Building and the Canteen are both accessible to all whilst providing additional adaptations through the purchase of specialist equipment for physically disabled students where required (e.g. lift and accessible toilets). The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students.

14. How will the school support my child's mental health and emotional and social development?

We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills both through direct support, for instance mentoring, and through our delivery of RSE and PSHE in assemblies and Personal Development curriculum, and indirectly in every interaction that adults have with students throughout the day. Additional support to meet the social and emotional needs of all of our students, including those with SEND, is provided through our structured form-time inputs.

For some students with the most need for help in this area we also provide pastoral support from their Head of Year and Student Support Manager, additional mentoring from the SEND team and, when needed, support from our Health and Welfare Support Manager.

We also have a school Mental Health and Wellbeing Policy.

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by the use of student voice, student surveys, and the Place 2 Be provision providing an onsite councillor
- We have a 'zero tolerance' approach to bullying.
- Structured social skills programmes

15. What support is in place for looked-after and previously looked-after children with SEND?



Mr Perry is a member of our Senior leadership team and is the designated teacher for looked-after children and previously looked-after children. Mr Perry carries out the statutory duties effectively.

To contact him email P.Perry@valleypark.viat.org.uk

Mr Perry will work with our lead SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

- **Looked After Child:** A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.
- **Previously Looked After Child:** A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

We work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transition as seamless as possible. At least one member of staff will visit each primary school to discuss with the Year 6 teacher and SENCO the needs of the students transferring to us in advance of the two student induction days. If required, members of the SEND Department will make additional visits to meet individual students prior to induction days and further in-school visits will be timetabled for students felt to be in need of a more comprehensive induction programme.

We contribute information to a student's onward destination by providing information to the next setting. Teaching staff, in partnership with the career's advisor, ensure that all students have clear pathways forward upon leaving. This is achieved through careers meetings, joint visits to other institutions and close liaison with staff providing further education courses.

We consult closely with, and keep an updated record of, local youth workers, charities and voluntary organisations that can support our students with SEND with transition and in preparation for adulthood, as well as having our own Transition to Adulthood programme to support identified students in school.

Between years



To help students with SEND be prepared for a new school year we have a strong transition programme in place. We use Class profiles within the school so that useful teaching strategies used by previous teachers are shared across our teacher body.

This ensures that support is in place for all students from day one. Our SEND team, SENCOs and administrator works across the year group so that established contact with parents continues throughout the years.

Onto adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We understand that some situations can be complex, but we will call upon our network of local professionals to ensure that the best chances are given to you and your child.

To see what support is available to you locally, have a look at Kent's local offer. Kent County Council publishes information about the local offer on [their website](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is:

[IASK](#) Provides legally based information, advice and support on educational matters relating to special educational needs and disabilities, including health and social care.

You can find more information and support for families of students with SEND with the [Local Kent Directory](#).

National charities that offer information and support to families of students with SEND include:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's Head of Year and SENCO initially to resolve the issue. Parents are also encouraged to contact the Head of SEND or the Executive Headteacher/Headteacher to discuss any concerns that they may have, before making the complaint formal to the Chair of the Local School Board.

If the complaint is not resolved after it has been considered by the Local School Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the first-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should [visit this website](#).

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. [Here](#) are the details for Kent.

19. Supporting documents



- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code of Practice (DfE/ DoH,2015)*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC Plan** – an Education, Health and Care Plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

- **SENCO** – the Special Educational Needs Co-ordinator
- **SEN** – Special Educational Needs
- **SEND** – Special Educational Needs and Disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support students with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages