Enterprise Learning Alliance

SEN&D Policy/ SEN Information Report

September 2016

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

Children and Families Act 2014

Special Educational Needs and Disability Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

List other linked policies – Behaviour Policy, Equalities Policy, Safeguarding Policy, Curriculum Policy, Teaching and Learning Policy and Complaints Policy.

This policy was developed with both parents and carers of students who do and do not have SEN they were invited to view and provide feedback on the draft policy both in person and through the schools website and will be reviewed annually.

**Definition of SEN**

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

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

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

**Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

The Enterprise Learning Alliance (ELA) is a cross phase pupil referral unit which caters for young people between the ages of 11 and 16. The service covers a wide geographical area in South East Kent which includes Thanet, Sandwich, Deal and Dover. The ELA consists of eight sites and the service caters for a maximum of 165 pupils at any one time accessing full time provision, as well as supporting additional pupils through outreach support in mainstream schools and the delivery of group and individualised behaviour intervention programmes on a part time basis.

At The Enterprise Learning Alliance we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Cognition and Learning, Communication and Interaction and BESD (Social, Emotional and Mental Health). Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

**Inclusion Statement**

* We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
* Teachers provide differentiated learning opportunities for all the children within the ELA and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to an appropriate broad and balanced curriculum.
* Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
* English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
* We focus on individual progress as the main indicator of success.
* We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  + Some pupils in our ELA may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  + Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

**Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this ELA are:

* To provide curriculum access for all
* To secure high levels of achievement for all
* To meet individual needs through a wide range of provision
* To attain high levels of satisfaction and participation from pupils, parent and carers
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
* To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
* To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
* To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

**Information about the policy for identification and assessment of pupils with SEN**

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-ELA provision map.

* All learners will have access to quality first teaching.
* For children with EAL it is recognised that language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual PRU curriculum.
* Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the PRU as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual curriculum – not a special intervention for pupils with SEN.
* All vulnerable learners will be included on a detailed whole-ELA provision map (Learning plans software) which outlines and monitors all additional intervention across the school. The whole ELA provision map enables the school to:
  + Plan strategically to meet pupils’ identified needs and track their provision.
  + Audit how well provision matches need
  + Recognise gaps in provision
  + Highlight repetitive or ineffective use of resources
  + Cost provision effectively
  + Demonstrate accountability for financial efficiency
  + Demonstrate to all staff how support is deployed
  + Inform parents, LEA, external agencies and Ofsted about resource deployment
  + Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

**Identification and Assessment at Stage 1**

Children’s needs should be identified and met as early as possible through:

* the analysis of data including entry profiles, initial literacy and numeracy assessments, reading and comprehension ages, other whole-school pupil progress data.l
* classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review based on the graduated approach with the new code of practice.)
* following up parental concerns
* tracking individual children’s progress over time,
* liaison with referring schools
* information from home schools
* information from other services
* maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support in addition to the personalised support provided through the ELA. This provision map is updated termly through meetings between the teachers and SENCO at panel meetings.
* Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
* Involving an external agency where it is suspected that a special educational need is significant i.e. Educational Psychologist, Speech and Language therapist or Specialist teachers from the local outreach team.

**Stage 2 Additional SEN Support**

* Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the ELA i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
* Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the PRU’s provision map).
* In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-ELA provision map.
* On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
* Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Learning Plan is required.
* Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  + Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for all pupils in the PRU, including those with special educational needs. They are seen as working document which can be constantly refined and amended.
  + Our IEPs for pupils with SEN will record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of their personal provision. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  + Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets” through the mentoring process.
  + Our IEPs will be based on informed assessment and will include the input of outside agencies,
  + Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  + Our IEPs will be time-limited and subject to termly reviews. There will be an agreed “where to next?”
  + Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
  + Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
  + Targets for an IEP will be arrived at through :
    - Discussion between core teacher and SENCO/designated person for Hospital and Outreach Education/subject teacher in home school
    - Discussion with parents/carers and pupil
    - Discussion with another professional if appropriate

**Stage 3: Statement of Special Educational Needs or Education Health and Care Plan**

* Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
* Our PRU will comply with all local arrangements and procedures when applying for
  + High Needs Block Funding
  + An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using the school’s devolved budget at an earlier stage.

* Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

**Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

* Classroom observation by senior leaders.
* ongoing assessment of progress made by intervention groups
* Work sampling on a termly basis.
* Scrutiny of planning.
* teacher discussions with the SENCO at panel meetings
* Informal feedback from all staff.
* pupil mentoring feedback when setting new IEP targets or reviewing existing targets
* pupil progress tracking using assessment data (whole-school processes)
* Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils’ progress.
* Attendance records.
* regular meetings about pupils’ progress between the SENCO and the head teacher
* head teacher’s report to parents and management committee

Each review of the SEN support plan will be reviewed through the use of the IEP review progress which has explicit sections for parent/ Carer and pupil views therefore the whole process with be a collaborated effort informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 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 with or without a statement of special educational needs / 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 special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

**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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age and comprehension. The assessments we use at The Enterprise Learning Alliance are the WRAT 4 for simple word reading, spelling and comprehension and ALFIE for numeracy. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

**The school’s approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have 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 *SEN&D Code of Practice (2015, 6.37)*

In The Enterprise Learning Alliance the quality of teaching was judged to be good in November 2014.

We follow the Mainstream Core Standards <https://shareweb.kent.gov.uk/Documents/KELSI/supporting-pupil-learning/SEN/SEN/Mainstream%20Core%20standards%20for%20all%20learners%20for%20KELSI.doc>

Advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages.

Teaching staff are responsible for:

* liaising with the SENCO to agree :
  + Which pupils in their case load are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
  + Which pupils (from the provision map) require additional support because of a special educational need and need to go on the ELA’s SEN list. Some of these pupils may require advice/support from an outside professional
* securing good provision and good outcomes for all groups of vulnerable learners by :
  + advising other teachers, including those in the pupil’s home school, on the provision of differentiated teaching and learning opportunities, including work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  + ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies*”.*  (SEN&D Code of Practice 2015)
  + ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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

At The Enterprise Learning Alliance we follow the advice in the Mainstream Core Standards 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 described in statements of special educational needs / Education, Health and Care Plans.

We at the Enterprise Learning Alliance do not receive ‘notional SEN funding’, places at our provisions are bought by the local schools. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

**Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the ELA provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

* teachers differentiate work as part of quality first teaching
* Wave 1,2,3 interventions outlined on our provision map
* other small group withdrawal
* individual class support / individual withdrawal
* individual teaching
* Learning mentors
* bilingual support/access to materials in translation
* further differentiation of resources,
* homework
* mentoring
* 1:1 intervention sessions up to three times a week outside of class
* Small group intervention sessions up to three times a week outside of class
* Scaffolding of learning activities in class for less severe learning needs
* Adapted materials for lessons including colour/ size/ font for students with visual needs or dyslexia
* Scribe, reader or extra time to complete work or exams as a normal way of working.

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

All clubs, trips and activities offered to pupils at The Enterprise Learning Alliance are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

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

At The Enterprise Learning Alliance we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSD and Tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; Staff trained in CBT approaches, staff trained in the use of The Wellbeing Toolkit, access to school counsellor, mentor time with appropriate member of staff, external referral to CAHMs, time-out space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

The students who attend the centre have a wide range of emotional, behavioural, social and educational needs. The patterns of behaviour exhibited by the students vary greatly, therefore support, responses and provision is differentiated according to the emotional, behavioural, and social and communication needs as well as learning needs.

Many students starting at the centre have experienced interrupted patterns of education and may require additional support in the transition from KS3 to KS4 as well as KS4 to post-16 education, work or training.

**The name and contact details of the SEN Co-ordinator**

In line with the recommendations in the SEN&D Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

* maintenance and analysis of whole-ELA provision map for vulnerable learners
* identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support and those with statements of Special Educational Need or Education Health and Care plans
* advising core teachers on provision for children with special educational needs
* liaising with and advising teachers from pupil’s home school
* managing other staff involved in supporting vulnerable learners
* overseeing the records on all children with Special Educational Needs
* liaising with parents of children with SEN, in conjunction with core teachers
* contributing to the in-service training of staff
* Alongside core teachers, implementing a programme of Annual Review for all pupils with an Education Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
* Supporting core teachers and home schools in carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention , that a pupil may have a special educational need which will require significant support,
* evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
* meeting **at least** termly with core teachers at panel meetings to review and revise learning objectives for all learners with identified SEN in their case load.
* Supporting core teachers in liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
* attending area SENCO network meetings and training as appropriate.
* liaising with the PRU’s Inclusion committee member, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within the ELA).
* liaising closely with a range of outside agencies to support vulnerable learners.

The SENCO at The Enterprise Learning Alliance is Jenelle Harvey-Aduca, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination

Jenelle Harvey-Aduca is available on [jharvey-aduca@ela.kent.sch.uk](mailto:jharvey-aduca@ela.kent.sch.uk)

**Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our ELA and is working towards statutory accreditation.

The SENCO will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the team improvement plan and annual schedule of continuous professional development. A calendar of awareness training has been set up for all staff, in order to keep up to date with the best practice in relation to SEN.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the ELA from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher will be responsible for reporting to management committee on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Where a training need is identified beyond this we will find a provider who is able to deliver it, such as St Anthonys for emotional, behavioural and mental health training, Laleham Gap for cognition and learning and Foreland for communication and Interaction. Training providers we can approach are; Specialist Teaching Service for Thanet and Dover, Educational Psychologist, Speech and language therapist, occupational therapists, physio-therapist and dyslexia specialists.

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

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

**The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

The ELA aims to work in partnership with parents and carers. We do so by:

* working effectively with all other agencies supporting children and their parents
* giving parents and carers opportunities to play an active and valued role in their child’s education
* making parents and carers feel welcome
* encouraging parents and carers to inform the ELA of any difficulties they perceive their child may be having or other needs the child may have which need addressing
* instilling confidence that the ELA will listen and act appropriately
* focusing on the child’s strengths as well as areas of additional need
* allowing parents and carers opportunities to discuss ways in which they, the home school and the ELA can help their child
* agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
* keeping parents and carers informed and giving support during assessment and any related decision-making process
* making parents and carers aware of the Parent Partnership services.
* providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

All provision will be monitored and tracked in conjunction with parents/carers through the IEP review process.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend at least three mid-year provision reviews in addition to an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

* state their views about their education and learning
* identify their own needs and learn about learning
* share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
* self-review their progress and set new targets through the mentoring process
* (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Learning Plan.

**The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at The Enterprise Learning Alliance are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the form tutor, centre manager, SENCo or Executive Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, 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 a Statement of SEN 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 governing body 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 governing body have 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 local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
* Membership of professional networks for SENCO; SENCO forum.

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

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

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

[**http://www.kent.gov.uk/kpps**](http://www.kent.gov.uk/kpps)

**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**

* We will ensure early and timely planning for transfer to a pupil’s next phase of education. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at 6 weekly review meetings convened by the school and form teacher.
* A transition timeline will be produced, with specific responsibilities identified.
* Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase where appropriate but may also be offered additional transition visits or have their individual lessons on the new site.
* Pupils and parents will be encouraged to consider all options for the next phase of education and the ELA will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
* Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

The Transition support team for the Enterprise Learning Alliance can be contacted on:

Tina McMillian: Guidance Coordinator

Tel 01843 231758

Mobile 07702 514668

E-mail [tmcmillian@ela.kent.sch.uk](mailto:tmcmillian@ela.kent.sch.uk)

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

Kent's Local Offer information can be found on [www.kent.gov.uk](http://www.kent.gov.uk/) through the following link: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Updated on 05.09.2016

Approved by on ………………………………………………

Next review on ……………………………………………….