

# Enterprise Learning Alliance SEN Policy and Information Report



Date	Approval Date	Review Date
2 September 2022	8 December 2022	1 September 2023

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We endeavor 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 The 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).

### At the ELA we aim:

1. To create a positive and supportive environment for pupils without exception.
2. Build an ongoing, holistic understanding of our pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected small group and one-to-one interventions.
5. Work effectively with Teaching Assistants.

<p><b>1</b></p> <p>Create a positive and supportive environment for all pupils, without exception</p>  <ul style="list-style-type: none"><li>• An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</li><li>• promote positive relationships, active engagement, and wellbeing for all pupils;</li><li>• ensure all pupils can access the best possible teaching; and</li><li>• adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li></ul>	<p><b>2</b></p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p>  <ul style="list-style-type: none"><li>• Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li><li>• Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li><li>• Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li></ul>	<p><b>3</b></p> <p>Ensure all pupils have access to high quality teaching</p>  <ul style="list-style-type: none"><li>• To a great extent, good teaching for pupils with SEND is good teaching for all.</li><li>• Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li><li>• The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.<ul style="list-style-type: none"><li>– flexible grouping;</li><li>– cognitive and metacognitive strategies;</li><li>– explicit instruction;</li><li>– using technology to support pupils with SEND; and</li><li>– scaffolding.</li></ul></li></ul>	<p><b>4</b></p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>  <ul style="list-style-type: none"><li>• Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li><li>• High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li><li>• The intensity of intervention (from universal to targeted to specialist) should increase with need.</li><li>• Interventions should be carefully targeted through identification and assessment of need.</li><li>• Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <a href="#">Putting Evidence to Work: A School's Guide to Implementation</a>.</li></ul>	<p><b>5</b></p> <p>Work effectively with teaching assistants</p>  <ul style="list-style-type: none"><li>• Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li><li>• TAs should supplement, not replace, teaching from the classroom teacher.</li><li>• The EEF's guidance report <a href="#">Making Best Use of Teaching Assistants</a> provides detailed recommendations.</li></ul>
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## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO.**

The SENCO is Jenelle Harvey-Aduca

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

#### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

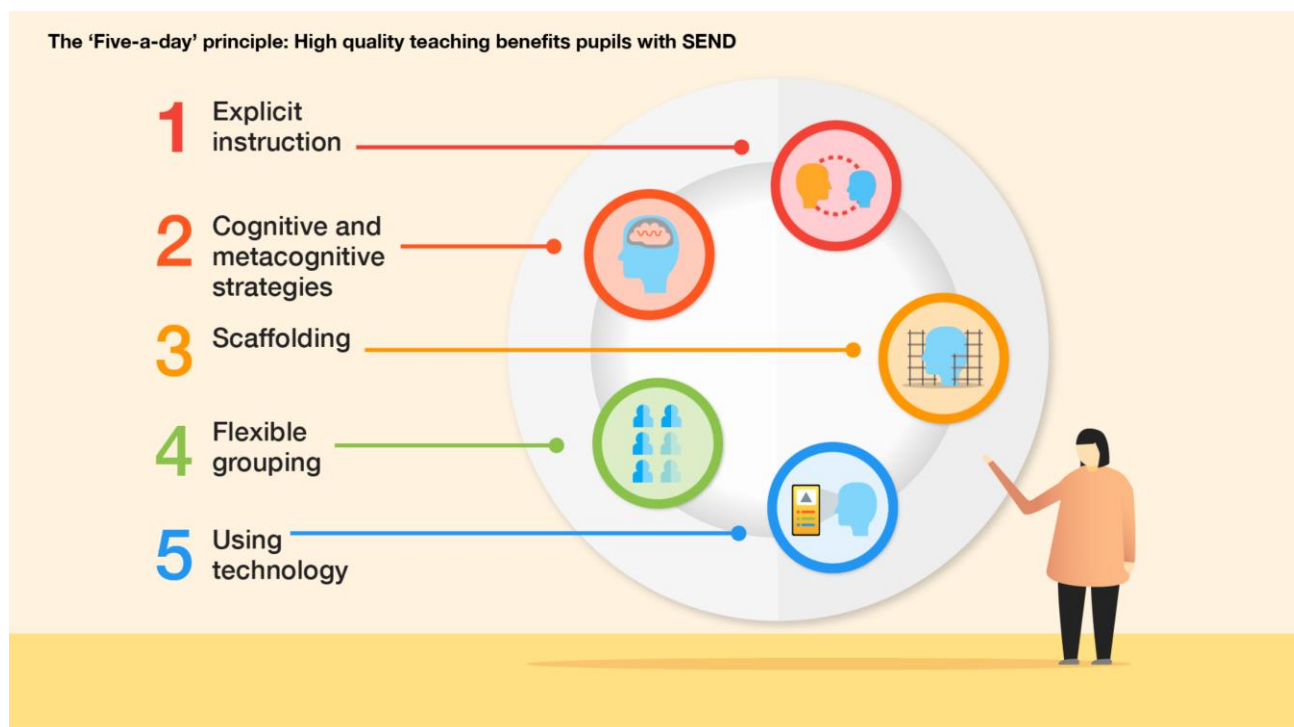
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **STAGE 1**

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

We are following the '5 a day' principle.



All vulnerable learners to be included on the ELA SEN register.

- 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 scaffolding of the usual curriculum – not a special intervention for pupils with SEN.

- All vulnerable learners will be included on a detailed ELA SEN provision map 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.
- 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 the SEN register and 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 staff 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 vulnerable monitoring register).
- 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 Teachers/ TA's and SENCo
    - 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 however we as a PRU do not have access to High Needs Funding.
- An Education Health and Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support 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.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and available to their parents.

The majority of our pupils are on the SEN register on referral from their home school settings, where it is deemed a pupil is to be added to the SEN register whilst with us we will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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:

Sam Burton: Guidance Coordinator

Mobile 07702 901252

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

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils, with Roshenshine's principles of instruction underpinning practice.

We will also provide the following interventions:

- Family wellbeing support
- Learning Mentors
- Reciprocal reading approach
- Paired reading
- Emotional literacy/ Zones of regulation
- 1:1 tuition (2 week catch up)
- Offsite engagement tuition (time limited)
- Peer mentoring
- Behaviour mentors within each setting
- School counselling service
- Time out card
- Language for learning strategies embedded to create language friendly environments.
- Specialist Teacher and assessor SpLD
- Pre teaching and over learn opportunities
- Drawing and Talking therapy
- GCSE booster sessions

- Emotional regulation group
- Behavior contract/ report system.
- Mental health lead for whole school.
- Trauma informed practice

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. #
- Scaffolding
- Effective use of TA's to promote self-scaffolding and independence in learning.

### **5.8 Additional support for learning**

We have 12 teaching assistants, 3 Behaviour leads and 4 Learning mentors who are trained to deliver interventions within the Communication and Interaction, Social emotional and mental health and cognition and learning areas of need.

Teaching assistants and Learning mentors work with pupils on a 1:1 and/ or within a small group context. Learning mentors also work within our referring mainstream schools to help avoid referrals to the offsite ELA provisions and to support reintegration's back to mainstream schools.

We work with the following agencies to provide support for pupils with SEN:

- Counselling Services, STLS, Mainstream referring schools, Educational Psychologists, Speech and Language Therapists, Early Help, Social services, We are with you, Police, PCSO's, Attendance and Inclusion, Virtual schools.

### **5.9 Expertise and training of staff**

Our SENCO has 7 years' experience in this role and is a qualified Teacher with the National Award for SEN Coordination, she has worked as a Teacher and managed the complex needs centre within The ELA. The SENCo has completed a postgraduate certificate in SpLD along with the CTP3A course meaning she is a specialist assessor and able to assess for access arrangements. She is currently undertaking the Diploma in Trauma and mental health with Trauma informed schools UK.

They are allocated five days a week to manage SEN provision, and be Designated Teacher for CiC.

We have a team of 12 teaching assistants, in addition to four Learning Mentors.

In the last academic year, staff have been trained in QFT/ mainstream core standards, SEN – ADHD, ASD, and Dyslexia, Nurture, Trauma and attachment. The pivotal approach is used within our school and we are currently undertaking further training in restorative approaches.

We have trained and qualified counsellors who deliver talking therapy and interventions with students on a weekly basis.

## 5.10 Securing equipment and facilities

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.

## 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and marksheets to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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 ACF meetings
- Termly RSL meetings and Subject leads meetings for each department.
- 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 HoC's, SENCO and the Headteacher
- Headteacher's report to parents and management committee

Each review of the SEN support plan will be reviewed through the use of the IEP review process, this is done on parent consultation days and the IEP's have explicit sections for parent/ Carer and pupil views therefore the whole process will 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.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) if applicable, residential camping trips are sometimes undertaken by pupils on certain vocational courses but not always.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

### **5.13 Support for improving emotional and social development**

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 Zones of Regulation and through PSHE 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 (School counsellors), staff trained in teaching the of The Zones of Regulation, access to school counsellor, mentor time with appropriate member of staff, external referral to CAMHS, 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 ELA have a wide range of emotional, 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, social and communication needs as well as learning needs.

Many students starting at The ELA 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.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We at The ELA work closely with a variety of other agencies to secure the best outcomes for our pupils.

LIFT meetings are accessed very regularly by the SENCo, whereby advice and expertise can be accessed by other SENCo's, Educational Psychologist, STLS, Early help and Speech and Language

therapists. We also work with CHATTS and CAMHS where a therapy and/ or mental health need is identified.

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; Specialist Teaching Service for Thanet and Dover, Educational Psychologist, Speech and language therapist, occupational therapists, physio-therapist and dyslexia specialists. Virtual school also aid us in sourcing training – we have undertaken Trauma and attachment training at a whole school level and two members of staff the SENCo and Mental health lead are undertaking the Diploma in Trauma and Mental Health this year.

### **5.15 Complaints about SEN provision**

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, Head of Centre, SENCo, Senior Leadership Team 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 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

### **5.16 Contact details of support services for parents of pupils with SEN**

Information advice and support kent (IASK) provide information, support and advice for parents of a child or young person with special educational needs or a disability. Their contact details are:

**Helpline: 03000 41 3000**

**Office: Shepway Centre, Oxford Road, Maidstone, Kent, ME15 8AW**

**Office Tel: 03000 412 412**

**Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)**

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

### **5.17 Contact details for raising concerns**

Claire Elshaikh – Westwood Head of Centre – 01843 210049

Terri Mansfield – Northwood Head of Centre – 01843 210053

Joanne Nixon – Southwood Head of Centre KS3&4 – 01304 279779

### **5.18 The local authority local offer**

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>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by Jenelle Harvey- Aduca SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Teaching and Learning