KINGS PARK SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILTY (SEND) POLICY

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	SIGNED	DATE
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THE NAME AND CONTACT DETAILS OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The Special Education Needs Leader Kings Park is: The Head Teacher

Contact can be made through the Kings Park office on 01233 553053

1.0 INTRODUCTION

This policy is a statement of the aims, principals and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Kings Park School. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of disability, race, gender and social origin, and to enable equality to access the curriculum in an environment where every child is cared for, valued and respected.

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

- Children and Families Act 2014
- SEN 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 September 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014

This policy should be read in conjunction with the following Kings Park policies and documents:

- Behaviour/Relationships Policy
- Complaints Procedure
- Safeguarding Policy
- Equalities Policy

This policy was developed between the Leadership Team, the Governing Body and in consideration of the Local Offer. Parents' will be taken into consideration through parent surveys and will be reviewed annually.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has Special Educational Needs and Disability (SEND) 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:
(a) Has a significantly greater difficulty in learning than most others of the same age;
or
(b) 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, p16)

3.0 DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010. Disability defined as

"…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).

4.0 THE LOCAL OFFER

The Children and Families Act, introduced in September 2014, requires Local Authorities to publish and keep under review all the services available to children and young people with Special Educational Needs and Disability. This is called The Local Offer.

5.0. SPECIAL EDUCATIONAL NEEDS AND KINGS PARK SCHOOL

5.1 WHAT KIND OF SPECIAL EDUCATIONAL NEEDS DOES KINGS PARK PROVIDE FOR?

Kings Park school has a designated specialist provision for pupils with Special Educational Needs and Disabilities in the area of Social, Emotional and Mental Health, Autism and ADHD (Attention Deficit Hyperactivity Disorder, Conduct Disorder and/or Oppositional Defiant Disorder. However, the school recognises that there will be some pupils who may not meet these criteria but will require a place in a special school in order to flourish. This may include but limited to:

- Speech and Language and Communication Needs
- Specific Learning Difficulties such as Dyslexia, Dyscalcculia or Dyspraxia
- Attachment Difficulties
- Anxiety
- Post-Traumatic Stress Disorder.

All young people are admitted to Kings Park with an Education, Health and Care Plan (EHCP) Decisions on the admission of pupils with an EHCP are made by the school and in consultation with Local authorities and parents.
Students at Kings Park School can join from the age of 7-16. It is possible that pupils may join mid-year and not just in September. This is as long as the year group is not full, and their needs would not stop the effective education of other pupils in the year group.
Kings Park School's ethos, culture and Therapeutic approach provides students with an environment that allows them to realise their academic, social and moral potential in a way that mainstream school is not able to do. Kings Park School, is an independent special needs provision, providing a service for Ashford and surrounding areas including referrals from out of County.

5.2 HOW ARE SPECIAL EDUCATIONAL NEEDS IDENTIFIED AND ASSESSED AT KPS?

Before most pupils join Kings Park School, their special educational needs and/or disability have usually been identified and recorded in their EHCP and/or in SEND Support records at their previous placement.
However, it is also possible that a student has, or may develop, special educational needs and/or a disability that has not been identified before. When necessary, Kings Park School will use observations and/or further assessment to find out more about a pupil's individual learning needs so that the correct kind of support can be provided.
Kings Park School uses a range of ways to identify and assess SEND, including:

- assessment of reading, spelling and language skills.
- student observations during teaching and learning.
- observational checklists.
- strengths and difficulties questionnaires.
- informal discussion with students and parents or carers.
- monitoring of academic progress.

- monitoring of other progress data, including social and emotional development.

At Kings Park, we also use a range of assessments with all pupils at various points including but not limited to, the following:

- Read, Write, Inc,
- Write Rose maths
- AET guidelines,
- Rising Stars initial testing,
- Leuven scales,
- OCR and AQA.
- WRAT4 (Reading and Spelling).
- BKSB (English and Maths).
- WRIT (General Ability).
- DASH (Speed of Handwriting).
- Boxall Profiles (Social and Emotional Development).

In addition, we can refer pupils to Specialist Teaching and Learning Services which can explore specific learning difficulties, such as Dyslexia and Dyscalculia. We can also refer students to access Speech and Language Therapy Services, Educational Psychology Services, Child and Adolescent Mental Health Services, Occupational Therapy Services or other external agencies for further, specialist assessment. The purpose of any assessment is to better understand a pupil's needs and the different approaches or support that may help the pupil to make better progress. This information will be shared with the pupil and their parents or carers. It will also be added to the pupil's Provision Plan, as part of their EHCP. Kings Park School ensures that all teachers and support staff who work with the individual pupil are aware of the strategies and teaching approaches best suited to meeting the pupil's needs through Pupil Profiles.

Information about the school's policies for making provision for pupils with special **educational needs, including how the school evaluates the effectiveness of its provision for such pupils.**

5.3 HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION?

Kings Park School uses a holistic approach to evaluate the effectiveness of its provision. We gather information about all aspects of progress and development from the pupil, the parents or carers, the teaching and support staff and any other professionals involved. This may include:

- assessment and tracking data from teaching staff.
- additional assessment data, such as reading or spelling ages.
- achievement of external qualifications.
- observations of teaching and learning.
- observations of additional learning support.
- monitoring of attendance data, both daily and/or sessional.
- monitoring of engagement in learning.
- monitoring of achievements and commendations.
- monitoring of social and emotional development.
- monitoring of behaviour incidents.
- informal discussion with pupils.
- mentoring sessions with pupils.
- informal discussion with parents or carers.
- parent or carer and pupil questionnaires.

5.4 WHAT ARE THE SCHOOL'S ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

Kings Park School reviews all progress data at least three times a year through Pupil Progress Reviews, including attendance and personal development, although this may be more frequent if there are particular concerns about a pupil's well-being or engagement in learning. Academic progress is tracked termly against the National Curriculum Framework ('Pupil Asset') to inform

teacher assessment of the working level for each student. Formal assessments, such as end of unit tests, are used to determine student attainment at key points throughout the year. Externally accredited and vocational courses are assessed against the criteria published by the awarding body.
Social and emotional development is monitored using the Boxall Profile or Strengths and Difficulties Questionnaire. Provision plans and targets are discussed with the student and their parents or carers at least three times a year, in line with the Code of Practice, although this may be more frequent if it is felt that changes need to be made to a student's provision.

The SEND Code of Practice (2015, 6.17) describes inadequate progress as:

- that which is significantly slower than that of their peers starting from the same baseline
- that which fails to match or better the child's previous rate of progress.
- that which fails to close the attainment gap between rates of progress.
- that which widens the attainment gap.

In most cases, this will mean a change to the strategies or approaches to teaching and learning used with the pupil. In some cases, it may mean a change to any additional support that the pupil receives or to the course(s) that the pupil is studying.

5.5 WHAT IS THE SCHOOL'S APPROACH TO TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

Pupils at Kings Park School are taught in small groups or individually, depending on their pathway, by staff experienced and trained in working with Social, Emotional and Mental Health needs and associated, complex SEND.
The curriculum is delivered by staff who make sure that teaching and learning uses lots of different approaches to meet individual pupils' needs. The work set is differentiated to challenge pupils whilst allowing them to achieve at a rate that is right for them. Quality-first teaching begins with our staff's ability to build strong connections with pupils and their ability to understand our young people's needs, interests and means of communication. This is re-enforced with tailored environments that meet the needs of individual pupils.

Some examples of this include the use of visuals, specialised seating and independent learning booths. Staff use a combination of formative and summative assessment which is monitored each term to ensure that each pupil is making progress. Each young person has a personalised progress tracker that reflects assessment data and targets throughout the year. Additional intervention and support cannot compensate for a lack of good quality teaching.

We firmly believe that **'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.'** SEND Code of Practice (2015, 6.37)

At Kings Park School we regularly and carefully review the quality of teaching and, where necessary, take measures to improve teachers' understanding of how to identify and support vulnerable students. Staff participate in weekly staff sharing sessions where staff reflect upon any challenges or successes a pupil is experiencing. This helps us to share best practice and implement different strategies that best support the pupil.

We are committed to the continuing professional development of all staff and there are regular opportunities to access a wide range of specialist training to develop expertise in meeting the increasingly complex needs of our pupils.

Kings Park School ensures that all teachers and support staff who work with the individual students are aware of the strategies and teaching approaches best suited to meeting the pupil's needs through Pupil Profiles.

5.6 HOW DOES THE SCHOOL ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

Kings Park School regularly reviews and adapts the curriculum and learning environment to meet the needs of our pupils. We value the contribution of ICT to supporting pupils with complex learning needs and our pupils have access to a state of the art, high speed network with individual workstations where required.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review chair of proprietors board has oversight of progress and constantly ensure, as part of the school's accessibility planning, that staff are fully trained in all aspects of safeguarding and welfare concern reporting.

Our school adopts the three main principles of the National Curriculum Inclusion Statement and strives to meet the needs of individual students by:

- setting suitable learning challenges.
- responding to students' diverse needs.
- overcoming potential barriers to learning and assessment.

When planning the content of the curriculum, teaching and learning staff ensure that:

- Pupils are at the centre of the learning.
- Pupils are clear about what they are doing and why.
- activities are matched to age and ability and are taken at an appropriate pace.
- Activities are varied and planned to develop a range of skills.
- Pupils have the opportunity to work in a variety of groupings, according to the nature of the task.
- Assessment is continuous but manageable and is used to plan the next step in each pupils learning.

Teaching approaches recommended by other professionals, such as those included in pupils' Education, Health and Care Plans, are used to inform individual learning support strategies. We will work with agencies, Speech and Language Therapy Services and Occupational Therapy Services, to ensure our environment and classroom strategies are communication friendly and take account of sensory needs.

Accredited courses, including GCSEs, are carefully considered based on their content and how they are assessed so that they can be matched to the learning needs, personal interests and aspirations of each pupil.
Sometimes, a pupil may need access to a personalised learning programme, tailored to meet their individual needs and different to that of their peers. This may involve access to learning or personal development opportunities, including but not limited to Music, Challenger Troop, Duke of Edinburgh, Sports Awards, therapeutic learning or 1:1 / off site tuition. It may also mean a change to their educational pathway or access to an alternative provision.

5.7 WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

At Kings Park School we provide an inclusive provision for all pupils as we are a designated Special Needs School providing Quality First Teaching in small classes.
We strive to deliver high quality teaching to meet the needs of all pupils. However, sometimes pupils will not make expected progress, despite high quality teaching targeted at their specific area(s) of difficulty and may need additional support. This may include support from Specialist Teachers or Teaching Assistants, within the classroom, in small groups or 1:1, focused on:

- reading and spelling skills, including phonics.

- reading for meaning.
- handwriting or keyboarding skills.
- maths skills.
- speech and language skills.
- social communication skills.
- Drama and Art therapists

Occasionally, a pupil may need more expert support from an outside agency such as Speech and Language Therapy Services, Occupational Therapy Services or CAMHS. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and / or assessments, a programme of support may be facilitated by specialists and / or provided to Kings Park and advice and guidance provided to parents or carers.

In Key Stage 4, pupils may need extra support during exams - these are called Access Arrangements. Evidence of these needs will usually already be detailed in the pupil's EHCP and / or Provision Plans as the pupil's normal way of working. However, in some instances, there may be a need for specialist assessment.

Sometimes, a pupil will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision.

5.8 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

Kings Park views enrichment activities, pupil-led learning and educational visits as an important part of the curriculum. Such activities are regularly used as rewards, to improve social skills or to develop subject knowledge.
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.

5.9 WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

Kings Park School believes that an important part of education is to enable all pupils to develop emotional resilience and social skills. Emotional literacy and opportunities to develop strategies for managing emotions are built into the curriculum, through direct teaching and indirectly in all interaction pupils have throughout the day.

Pupil well-being is the responsibility of all staff at Kings Park. However, each pupil has an identified Key Worker, Learning Mentor, Pastoral Manager and / or Lead Tutor who they have a regular contact with and daily opportunities to talk about how things are going.

Kings Park School monitors the social and emotional development of pupils using the Boxall Profile or Strengths and Difficulties Questionnaire. Emotion coaching strategies, Zones of Regulation and The Incredible 5 Point Scale are used to help pupils develop their skills in recognising and regulating their emotions.

The social and emotional development of Kings Park pupils is also supported through:

- An allocated group to promote a sense belonging.
- Whole centre and organisation events to promote a sense of community.
- Regular opportunities to celebrate individual and group achievements.
- Informal discussions with staff.
- Mentoring sessions with Key Worker/Learning Mentor/Pastoral Manager/Lead Tutor.

- Supported and monitored opportunities for social interaction.
- Time out facilities and opportunities for reflection.
- A clear system of reward and consequence with opportunities for reparation.
- An in-depth, pupil centred programme of PSHE.
- Focused work on developing independence, including careers advice and life skills.

Sometimes, a pupil may need additional support to improve their social and emotional development. This may include:

- Speech and language skills sessions.
- Social communication skills sessions.
- Lego Therapy sessions.
- Meet and greet on arrival.
- Alternative curriculum opportunities, including Independent Living Skills.
- Additional mentoring
- Counselling
- Therapeutic intervention.

Occasionally, a pupil may need additional support from an outside agency such as Speech and Language Therapy Services, School Health Services, CAMHS, Early Help or Social Services. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and/or assessments, a programme of support is usually agreed for the pupil. For some pupils we also can provide the following: mentor time with a member of senior leadership team, well-being resources and an individually designed curriculum with bespoke timetables and support.

Kings Park School will ensure they have regular contact with other professionals involved with pupils, including medical professionals, Early Help Workers, Social Workers and Youth Offending Team Officers. When appropriate, Kings Park School will contribute to and/or attend multi-agency meetings regarding the welfare of pupils.

6.0 INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND HOW EXPERTISE WILL BE SECURED.

All Kings Park staff have had the following awareness training:

- Child Protection, including Online Safety and Prevent.
- TEAM TEACH: Positive Approaches of Handling Challenging Behaviours
- Trauma & the Effect on Brain Development.
- Trauma & Attachment.
- Improving Behaviour & Culture Through Relational Practice.
- Neurobiology & Learning.
- Support for Learners with ASD.
- Emotion Coaching.
- De-escalation Strategies.

Identified staff maybe required to have the following awareness training:

- Anxiety Based School Avoidance.
- Suicide Prevention.
- Child Sexual Abuse & Grooming.
- DUST (Drug Use Screening Tool).
- Adverse Childhood Experiences (ACEs).
- Bereavement.

- Lived specialist Experiences of Social Care.
- Trauma Informed Schools.
- Social Use of Language.
- Lego Therapy.
- Selective Mutism.
- Supporting Memory.
- Dyslexia.
- Dyscalculia.

In addition, some staff will have the enhanced and specialist training:

- Designated Safeguarding Lead.
- Epic Minds (Psychosis Awareness).
- Counselling.
- Youth Mental Health First Aider.
- Emotional Literacy Support Assistant (ELSA).
- Drawing & Talking.
- Nurture Groups.
- Masters in SEND.
- National Award for SEN.
- Certificate in Psychometric Testing and Access Arrangements (CPT3A).
- Senior Irlen's Screener Certificate.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we may approach are REAL Training, Educational Psychology Services, Speech and Language Therapy Services, Dyslexia Specialists, HeadStart, Clinical Psychologists and National Bodies such as SEBDA, National Autistic Society and Nurture UK.

7.0 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 purchase it using the school's budget. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

8.0 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION.

Kings Park School is committed to working in partnership with parents and carers and believes that their involvement is fundamental to pupils achieving their potential. As such, we strive to develop an open and mutually supportive relationship with parents and carers.

Kings Park School regularly contacts parents and carers, either by telephone, email or letter, to celebrate achievements or if there are issues or concerns. Parents and carers are similarly encouraged to contact Kings Park and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

Kings Park invites parents, carers and pupils to attend a progress review day at least four times a year. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Reports are sent home twice a year to keep parents or carers informed of pupils' progress.

As part of our normal teaching arrangements, all pupils will access some additional interventions to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents, as appropriate, but at least at the regular reviews.

Kings Park School values the opportunity to be involved with multi-agency working and actively supports the link between parents or carers and other agencies that may be involved with pupils.

When appropriate, Kings Park will contribute to and / or attend meetings with agencies such as CAMHS or Social Services and encourage parents or carers to attend too.

Parents and carers are invited to contribute to and attend an annual review of the pupil's EHCP which, wherever possible, will include any other agencies involved with the pupil. Further evaluation of progress and support throughout the year will be informed by the views of the pupil and their parents or carers at least three times a year.

Kings Park School publishes a newsletter at least once a term to let parents and carers know about school events and activities as well as what has been going on in daily life at Kings Park School. Parents and carers are also invited to achievement assemblies, presentations, end of term concerts, charity events and other events throughout the year.

Parents and carers of pupils at Kings Park School will be asked to complete a survey throughout the year.

9.0 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION.

Kings Park School values each pupil as an individual with the right to be involved in discussing and making decisions about their education. However, we also recognise that there can be times when it is in a pupil's best interests for adults to discuss and make decisions for them, such as when they are at risk of harm or when difficult decisions about their education have to be made. Kings Park School provides pupils with opportunities to learn how to express their views and opinions with confidence throughout the curriculum including, but not limited to, the PSHE programme of study.

Pupils have frequent opportunities to discuss any issues with Key Workers, Learning Mentors, Pastoral Leaders, Class Teachers or Teaching Assistants. Mentoring meetings are also held throughout the year to discuss progress, targets and strategies.

Kings Park School invites parents or carers, to attend a progress review day where the child can show them their learning. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Pupils are asked to contribute their views to the Annual Review of their EHCP and are encouraged, where appropriate to attend the review meeting, with support if needed, so that they can be involved in discussing and deciding on any changes in their SEND or to their outcomes or provision. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times a year.

Kings Park School has an elected Student Leadership Team which consists of:

- Head boy and Head girl.
- Student Council

They meet regularly to raise issues with the Leadership Team. All Kings Park pupils are asked to complete a survey about their education at least once a year.

10.0 HOW THE GOVERNING BODY /PROPRIETOR? INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH STUDENTS.

Kings Park School will endeavour to engage with the following bodies:

- Local Inclusion Forum Team (LIFT).
- Make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- NHS Speech and Language Therapy Services, for direct therapy or advice
- NHS Occupational
- NHS School Health Services.

- NHS One You, to support students who want to stop smoking.
- Children & Adolescent Mental Health Services (CAMHS).
- NHS Talking Therapies (IAPT), to support students aged 17+ with their mental health.
- Adult Mental Health Services (AMHS).
- Social Services and Early Help, including the Youth Offending Team.
- Adult Social Care.
- Disabled Children's' Services for support to families for students with high needs.
- CXK, for Independent Careers Advice and Guidance.
- EBP, for Independent Careers Advice and Guidance.
- The Education People, for CPD support.
- Kooth, for wellbeing support.
- Live Well Kent, for wellbeing and employment support.
- With You / The Forward Trust, to support students involved in substance misuse.
- Rising Sun, to support students who have experienced Domestic Abuse or are at risk of being in coercive or abusive relationships.
- Project Salus HERA, to support female students who are vulnerable to sexual exploitation or coercive and abusive relationships.
- Be You Project, to support students who identify as LGBQT
- The St Giles Trust, to support disengaged students at risk of criminal exploitation.
- Catch 22, to support disengaged students at risk of criminal exploitation.
- Charlton Athletic, to support disengaged students at risk of criminal exploitation.
- Therapy/Physiotherapy Services, for direct therapy or advice.
- Kent Young Carers, to support students who are involved in the care of a sibling, parent or other family member.
- Holding On Letting Go, to support students who have experienced bereavement.
- Mind & Body, to support students who self-harm.
- The Fire Prevention Service, to support students who have an unhealthy interest or fascination with fire.
- Professional networks, including NASEN, Nurture UK, and the local SENCO Forum.
- KCC and NHS Steering Groups.

11.0 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL.

Where parents have concerns about Kings Park provision, they should first raise their concerns informally with the class teacher, SENCO or SLT. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the head teacher in the first instance. They will be handled in line with the school's complaints policy (This can be found on our website or can be requested from the office).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. To find out about disagreement resolution and mediation services in our local area, you can contact the local SEN team.

12.0 THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND CHILDREN AND YOUNG PEOPLE WITH SEND

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for

- parents of a disabled child
- parents of a child with special educational needs

- children and young people, up to age 25, who have a special educational need or disability.

Staff trained in the legal framework for SEND can provide information and support on educational matters relating to special educational needs and disabilities, including health and social care. IASK aims to help parents, children and young people:

- understand the system so they can take part fully in discussions.
- have the confidence to share their views and wishes about education.
- make informed choices and decisions.

IASK can be contacted on:

- HELPLINE 03000 413000 (Open Monday - Friday, 9am - 5pm)
- Office 03000 412412
- E-mail iask@kent.gov.uk
- Website www.kent.gov.uk/iask
- Facebook Information Advice and Support Kent IASK

13.0 THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING.

At Kings Park School we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible.

New referrals to the school will have a programme of planned transition.

All pupils have at least two transition sessions in the summer term with their new staff team and are provided with age-appropriate transition materials such as photos of staff, their new classroom etc. We also tailor the transition programme depending on the individual needs of the child. Transition planning is thorough, and staff are fully involved in Key Stage to Key Stage transitions.

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

Kent's Local Offer (SEND Information Hub is published on the KCC website at www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access or with any questions about the Kent Local Offer are welcome to contact Kings Park School Main Office on 01233 553053 for further support or advice.