



The Rosewood School

SEND Policy 2021/22

Reviewed: September 2021

Reviewed by: Interim SENCO – B. Keynes

Ratified by: Management Committee October 2021

Special Educational Needs & Disability Policy Contents:

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1. Aims

The Rosewood School (TRS, formerly Kent Health Needs Education Service) supports pupils that are identified as having physical and mental health conditions which prevent access to their school. The service is commissioned by the home school with the aim of supporting pupils in returning to mainstream education in a timely and appropriate fashion. Pupils remain on the educational roll of the home school and are registered as dual roll students in both establishments although in exceptional circumstances a minority of pupils remain in the service for longer periods of time. The intention is to reduce the overall reintegration times of Special Educational Needs and Disability (SEND) pupils to their home school or Educational Health Care Plan (EHCP) allocated provision; however the child's needs are always considered fully in the educational decisions. Due to the nature of the pupils that access our service, some may have additional SEND outside of the remit of supporting mental and physical health needs.

TRS by nature of the service is an inclusive community that welcomes and supports pupils with SEND.

We will help to ensure they can;

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing
- return to mainstream education or allocated SEND provision via EHCP

2. Legislation and Guidance

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

- Children and Families Act 2014 Part 3
- SEN Code of Practice 2014
- SEN and Disability Regulations 2014
- 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
- School Admissions Code, DfE 1 Feb 2012

This policy was developed with the engagement of representatives from the management committee, TRS leadership team, Inclusion teams and validated by thorough external parties including partnership schools.

3. Definitions

Definition of SEND

A child or young person has a 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:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.' *SEN Code of Practice (2014, p 4)*

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 (2014, p5)*

The kinds of SEND for which provision is made at the service

At TRS we can make provision for every kind of frequently occurring SEND without an EHCP, for instance; dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of SEN which do not occur as frequently and with which TRS is less familiar although we can access training and advice so that these types of needs can be met.

Due to the nature of our service TRS currently meets the needs of a range of pupils suffering from mental and physical health needs. Pupils with an EHCP should have provision provided by the Local Authority. TRS will help support the transition of pupils from our service to the named school on the Health Care Plan or back into the mainstream school.

During our admissions and referral processes pupils with special educational needs beyond their mental and physical health need are not discriminated against or disadvantaged. Information is required during the referral process to ensure the best provision is allocated to the needs of the pupil.

4. Roles and Responsibilities

4.1 The SENCO

As TRS is an interim service whereby the pupils' home schools retain responsibility for a pupil's SEND we ask parents/carers to liaise with the SENCO of the home school to ensure that a pupil's needs are best met. During the initial acceptance meeting any further evidence regarding the pupil's SEND and learning difficulties will be discussed in order to ensure all aspects of learning can be accommodated. During the pupil review meetings with the home school, inclusion managers should discuss any changes needed to be made to the provision with the home school. Any discussions around this area should be discussed with TRS SEND lead before anything is agreed or changed.

TRS SEND oversight is currently provided by:

Mrs B Keynes based at the Leybourne school 40 Teddington Drive, Leybourne, Kent, ME19 5FF (tel.) 01732 875694

They will:

- Work with the executive headteacher and SEND management committee member to determine the strategic development of the SEND policy and provision in the service

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 via inclusion managers 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 service and referring schools meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements provided by the home school
- Ensure the service and home keeps the records of all pupils with SEND up to date

4.2 The SEND management committee member

The SEND management committee member will:

- Help to raise awareness of SEND issues at management committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the service and update the management committee on this
- Work with the executive headteacher and SEND lead to determine the strategic development of the SEND policy and provision in the service

4.3 The Executive headteacher

The Executive headteacher will:

- Work with the SEND lead and SEND management committee member to determine the strategic development of the SEND policy and provision in the service
- 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 SEND lead to review each pupil's progress and development and decide on any changes to provision
- Employ Quality First Teaching (QTF) approaches to ensure the support for pupils is ingrained in their planning and delivery of lessons
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The types of SEND that are provided for

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

- Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning; for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD), personality disorders, suicidal intent, and anxiety
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cancer treatment and physical injury preventing access to education

5.2 Identification of pupils with SEND and assessing their needs

TRS does not specifically identify SEND within its provision. Pupils are referred to our service by the home school and relevant SEND information is passed to the service by them. However, all pupils referred to TRS have a mental or physical health need which means they are unable to access mainstream education for a period of time and therefore, whilst with us, they are by definition SEND. In order to support the home schools TRS uses a range of assessment and identification tools as a further measure of the SEND status of our pupils.

Pupils and parents are also invited to an initial meeting upon acceptance to the service where the pupil will undertake the EXACT assessment which has been specifically designed to assess whether examination candidates should have access arrangements, such as extra time or use of a reader or scribe in written examinations. Both parent and pupil will be asked to complete an SDQ which is a brief, 25-item, measure of behavioural and emotional difficulties that can be used to assess mental health problems in children and young people aged 4–17 years. This allows us to assess pupils upon admission and provided a realistic progress target based on the needs of the child. Additional assessments are also available such as memory recall, visual eye stress, the Sandwell numeracy test and the YORK reading comprehension assessment.

We will assess each pupil's current skills and levels of attainment on entry via our baseline assessments, which will build on previous settings and Key Stages, where appropriate. This is in order to personalise learning and understand gaps in knowledge the students may have. 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, in discussion with the home school, relevant medical professionals and other agencies. At this point the school would be advised of the next stage of support required for the pupil upon return to the home school.

5.3 Consulting and involving pupils and parents

During the pupil's time with TRS they will have an initial meeting to provide information and plan the length of stay with the service. Any findings from the assessment will be discussed with the parent and home school. Each pupil will then have a minimum of one review meeting with the home school, parents and any other professionals working with the child in order to discuss progress and review the current educational plan. 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 and onward provision is likely to be.

5.4 Assessing and reviewing pupils' progress towards outcomes

At TRS we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points for example; baseline screening upon admission, EXACT and SDQ scores. Interventions are reviewed every 6 weeks with the pupil and member of staff delivering the intervention. If good progress has been made or a change of intervention is deemed appropriate this is applied for to the STC's and SENCO lead, outlining current intervention programmes, impact and reasons for change.

Where progress stalls, even if SEND has not been identified, we will do all we can to put in place extra support to enable the pupil to make expected progress. Due to the nature of the service and the small class sizes already in operation extra support is given by a high level of teaching assistant and teacher input, (typically 3-1 ratio). Examples of extra support include; sensitive grouping, mentoring programme, off-site tuition, and bespoke timetables.

Some pupils may continue to make less than desired progress, despite high-quality teaching targeted at their areas of weakness. For these pupils and in consultation with parents and the home school we will use a range of assessment methods to determine the cause of the learning difficulty.

In addition we have access to a pupil's home school and the external advisors they subscribe to, such as:

Educational Psychologist Assessments (for adolescents, schools and families)

Sensory and Physical

- ABAS (Adaptive Behaviour Assessment System)11
- Detailed Assessment of Speed of Handwriting (DASH)
- Movement of ABC 2 Complete Kit
- Sensory Profile
- Schedule of Growing Skills 11

Cognition and Learning

- AWMA (Automated Working memory Assessment)
- BAS3 (British Ability Scales 3rd Version)
- BPVS 11 (British Picture Vocabulary scale 2nd Version)
- CTOPP (Comprehensive Test of Phonological Processing)
- Dynamic Assessment Tests
- Dyscalculia Screener (2 software and licences = Guidance)
- Naglieri (Non-verbal assessment)

- Nepsy 11 (neuropsych assessment)
- New MacMillan Reading Analysis (Pack)
- PHAB2 Primary 2nd Edition
- Phonological assessment Battery Test Materials (folder)
- Ravens CPM/CVS Kit (non-verbal assessment)
- Ravens CPM/MHV Kit (non-verbal assessment)
- TOWRE2 (Test of Word Reading Efficiency 2nd Edition)
- WAIS 111 (Wechsler Adult Intelligence Scale 3rd version)
- WIAT 111 (Wechsler Individual Achievement Test 3rd version)
- WISC 1V (Wechsler Intelligence Scale of Children 4th version)
- Working Memory Rating Scale
- WRAT4 (Wide Range Achievement Test 4th edition)
- York Assessment of Reading for Comprehension (YARC)

Communication and Interaction

- ACE (Assessments of Comprehension and Expressions) 6 – 11 years
- CARS2 Complete Kit
- Children’s Communication Checklist 2
- Clinical Evaluation of Language Fundamentals (CELF)
- SRS – 2 (Social Responsiveness Scale)
- Vineland (Social Communication Assessment)

Social, Emotional and Mental Health

- Becks Youth Inventory
- Bene-Anthony Family relations Test
- Boxall Profile Manual – School Age
- BRIEF (Behaviour Rating Inventory for Executive Function)
- CONNORS 3rd Edition
- Early Childhood Environment Rating Scale Rev Edition Manuals
- Measures of Children’s Mental Health & Psychological Wellbeing
- PASS (Pupil’s Attitudes to Self and School)
- Parent-Child relationship Inventory
- Resiliency Scales Manual
- The Resiliency Framework
- The Self Image profiles (SIP)
- Psychology in Education Portfolio

Specialist Teaching and Learning Service

- Standardised scores for Reading , Spelling, Comprehension and Maths
- Verbal and Non-Verbal reasoning tests
- Standardised score in Vocabulary acquisition
- Phonological battery of tests for segmenting, blending, auditory processing and sounds knowledge
- High frequency word test

Speech and Language Therapist

- receptive language
- expressive language

- speech production
- social interaction
- social communication

We also utilise a range of specialist staff that work for or with TRS e.g. mental health clinicians or Children and Young Peoples Services (ChYPS).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress both whilst attending TRS and eventually transitioning to their next educational provision. These will be shared with parents and home school, put into a SEND support plan and reviewed regularly, then refined/ revised if necessary at the pupil's review meetings. Generally pupils will be identified by the home school and placed on their SEND register before the pupil is referred to the service. However if the school has not identified the pupil's SEND needs TRS will inform them of any needs that arise during their time with TRS. This is often the case when pupils are in a smaller learning environment where a need can be more easily identified.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having an SEND. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with SEND. When any change in identification of SEND is proposed by TRS we will consult with the home school, parents and other professionals involved with the pupil's care.

We ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This will typically be in the form of a confidential file identifying the pupils and providing strategies to support individual students in class.

5.5 Supporting pupils moving between phases and preparing for adulthood

At TRS we work closely with the educational settings used by the pupils before they transfer to our service, in order to seek the information that will make the transfer as seamless as possible. This includes a referral panel meeting to discuss the pupil's needs before being accepted on roll, TRS level support as required, inclusion managers meeting with parents/carers, outreach workers developing a relationship with pupils before commencement of any additional support.

We also contribute information to a pupil's onward destination by providing information to the next setting. This includes ongoing dialogue between the referring home school, TRS staff and inclusion manager to discuss progress, use of the Individual Reintegration Plan and ensuring outcomes are met, training and support for the pupil's home school from TRS to allow for a successful return. During Key Stage 4 the service has two Progression and Participation managers who support students with applications through Kent Choices, and work closely with post 16 SEND educational providers in each hubs local area. They have the responsibility for tracking a student's forward progression at post 16 and support students at risk of being Not in Education, Employment or Training (NEET). They also support the pupil's application and CV writing interview processes ensuring the pupils are fully prepared for the Post 16 process and meet regularly with all year 11 pupils across the service in order to plan and secure a forward placement at post 16.

Examples of providers our students are able to access are:

Princes Trust, The Fairbridge programme, Young Enterprise, Reynolds training academy, Grow to Grow, Superjam, Kent training and apprenticeship programmes, supported internships, Runway training, Horizon project, and Catch 22.

When pupils are able to return to the home school this is carefully planned and reviewed with all parties. This will follow medical and professional advice if available and the current mental or physical health situation. Pupils moving between Key Stage phases will have had the education provision discussed upon the initial inclusion meeting with the referring school.

Pupils transitioning to post 16 provision will have a series of meetings with our careers guidance team. TRS does not provide post 16 provisions, however our careers guidance team will continue to track pupils at risk of NEET and support where possible to ensure post 16 education is accessed.

TRS has developed a careers programme which is inclusive of all our pupils and ensures they are able to access a wide range of opportunities, the aim of which is to better equip them for their futures. It is our belief that the successful implementation of the careers programme will have a direct impact on positive post 16 destinations. Please refer to the document entitled 'Careers Programme Summary', which can be found at the following link <https://trs.kent.sch.uk/curriculum/careers-education-information-advice-guidance/>

It is our aim that whilst pupils are educated by TRS, they continue to have access to CEIAG (Careers Education, Information, Advice and Guidance) as if they were accessing mainstream education. Effective CEIAG raises aspirations, encourages participation in further education, supports pupils' academic progress and promotes equality of opportunity.

Pupils transitioning to a specialist school placement will have a planned programme of integration between TRS inclusion managers and the new school placement.

During transition to home schools, TRS staff will support with the integration programme where necessary and appropriate.

5.6 Our approach to teaching students with SEND

5.6a How the service evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be made by the home school with support and input from TRS, the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether appropriate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inappropriate 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 an EHCP there will be an annual review of the provision made for the child, with the home school and TRS inclusion manager relevant to the pupil, which will enable an evaluation of the effectiveness of the special provision. Pupils with an EHCP naming a specialist provision should be integrated to the provision in a timely and supportive manner.

Whilst with our service pupils are assessed by SDQ scores and improvement in attendance and wellbeing before a decision is made about the forward educational route. Before attending the service all students are informed of the limited timescale of the service and a plan is made based around the ideal integration time frame. Due to the individualised nature of the service this may not always follow

the designated pathway. The final decision on when a pupil returns to their mainstream school is made in conjunction with external medical/mental health professionals, the home school and the parents. All parties meet and arrange the reintegration process. TRS support the pupil by providing the reintegration teaching assistants and a graduated timetable which transitions between TRS and the home school. At each step a dialogue is held between all parties in order to ensure a successful transition.

During our Quality Assurance (QA) process data is collected based on the pupil's time within the service and how many students have transitioned during each term. This data is used to measure the effectiveness of the service in the various hubs and provide discussion points for the service's pupil review meetings.

5.6b the service's arrangements for assessing and reviewing the progress of pupils with SEND

Every pupil in the service has their progress tracked six times per year. In addition to this, pupils with SEND may have more frequent assessments of reading age, spelling age etc. We have regular pupil progress meetings to track pupils' academic and social progress. 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 appropriate progress is being made the SEND support plan will be reviewed and adjusted.

5.6c The service's approach to teaching pupils with SEND

'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.' *SEN Code of Practice (2014, 6.37)*. The service's QA process identifies standards of teaching and pupil progress. This is reviewed and feedback is given to inclusion managers and staff via meetings in order to improve the overall quality of the service provision. 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. This is in line with the SEND code of practice. (*SEN Code of Practice (2014, 6.37)*)

5.7a How the service adapts the curriculum and learning environment for pupils with SEND.

At TRS we follow the advice in the Mainstream Core Standards and the home schools on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEND/EHCP. Where appropriate, TRS can provide a smaller school environment, tuition and a modified curriculum in order to support pupil progress. This change of provision must be presented to our referral panel and considered on merit from the evidence provided. Our curriculum is specifically design to support engagement in education and preparation for specific learning experiences. Pupils attending TRS study a curriculum that comprises of English, Mathematics, Science, Citizenship, Enrichment, Personal Finance, home school optional subjects in KS4 and Physical Education. Pupils working remotely have a modified curriculum dependent on the need of the pupil which includes English, Maths and Science. Pupils are entered for exams at a level that is appropriate to their needs ranging from functional skills to GCSE. During the delivery of lessons differentiation is vital to the academic progress of our pupils. Teachers are aware of the pupils with SEND needs in their classroom, via the SEND register as well as the SEND pupil snapshot, assessment centre profiles and subject intervention sheets and make appropriate plans for those students' needs.

5.7b How the service enables pupils with SEND to engage in activities of the TRS (including physical activities) together with children who do not have SEND

All clubs, educational visits and activities offered to pupils at TRS are available to pupils with SEND either with or without an EHCP. Activities are risk assessed and where it is necessary, the service will use the resources available so they can provide additional adult support to enable the safe participation of the pupil in the activity.

5.8 Additional support for learning

We have two teaching assistants per TRS school who are experienced in working with pupils with specific physical and mental health needs. Teachers and support staff in all hubs have had the following awareness training as the need dictates;

- Mindfulness
- Positive handling
- Epilepsy
- Epi-pen
- Mental Health First Aid
- ASD training
-

The service also commissions support from NELFT clinicians

5.9 Expertise and training of staff

TRS interim SEND lead has worked as a SENCo in Alternative Provisions for over 10 years, prior to retirement. The SEND lead has gained the qualification of Certificate of Competence in Educational Testing (equivalent to Level 7) and is a registered test user of the British Psychological Society.

Staff have been trained in high quality teaching for ASC pupils, ASC Cues, ASC Strategies, OCD, PTSD, grief, ADHD, Understanding locus control, De escalation and practical strategies for anxiety related behaviours including practical strategies and grounding techniques. Safeguarding, KCSIE 2021 and for designated staff training on insulin administering for type 1 diabetics.

Aspects of those training sessions are supported by the following services:

- Free membership of LIFT for access to specialist teaching and learning service A Service Level
- Agreement with Educational Psychology service for 30 days per year
- 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
- Ability to make ad-hoc requests for advice from Communication and Assistive Technology Team,
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

In meeting the Mainstream Core Standards TRS employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching groups all of which are integral to the service provision.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the TRS does not have, we will seek to source the funding for purchases or loaning of equipment from the home school. For students with specific medical needs requiring specialist equipment we will seek support to use the

notional SEN funding, or seek it by loan from the home school. For highly specialist communication equipment the service will seek the advice of the KCC Communication and Assistive Technology team. In extreme circumstances students will be allocated outreach or tuition dependant on the need of the child. The home school will then be advised to complete an EHCP application with support from TRS.

5.11 Evaluating the effectiveness of SEND provision within the service

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every 6 weeks in collaboration with parents and home school
- Using pupil questionnaires during our Quality assurance (QA) process
- Monitoring of teacher understanding and use of aids during QA process
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- School Improvement Partner meetings
- Leadership 1:1 reviews of SEND lead and by weekly meetings

5.12 How the service enables pupils with SEND to engage in activities within TRS (including physical activities) together with children who do not have SEND

All clubs, educational visits and activities offered to pupils at TRS are available to pupils with SEND either with or without an EHCP. Activities are risk assessed and, where it is necessary, the service will use the resources available to it to provide additional adult support to enable the safe participation in the activity.

5.13 Support that is available for improving the emotional and social development of pupils with SEND

At TRS we understand that an important feature of the service is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. mentoring programme, mindfulness, curriculum delivery such as enrichment, tutor time and also indirectly with every conversation adults have with pupils throughout the day.

For pupils with the most need for help in this area we also work very closely and co-operate fully with existing Children and Young Peoples Services (ChYPS) support, facilitate meetings with Early Help, home schools, Annual EHC plan reviews and Educational Psychologist interventions. We also seek guidance from clinicians at Oakfields to support panel decisions and additional training support. Each TRS school can provide additional time out space for pupils to use when upset or agitated, use of quiet rooms for a quiet area, additional support from the senior leadership team and the development of sensory activities. There are three therapy dogs at TRS who engage with the pupils and benefit their mental wellbeing.

Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. TRS help identify and support pupils in need of High Needs Funding (HNF) or EHC plans working closely with the home schools to develop a successful application by the home school for a specialist placement.

5.14 How the management committee involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

The management committee have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service A Service Level Agreement with Educational Psychology service for 30 days per year
- 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
- Ability to make ad-hoc requests for advice from Communication and Assistive Technology Team,
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

5.15 Complaints about SEND Provision

The normal arrangements for the treatment of complaints at TRS are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with a teacher, Inclusion Manager or the Executive Headteacher of TRS and the home school to resolve the issue before making a formal complaint to the Chair of the management committee.

Interim Executive Headteacher:

Tina Hamer

40 Teddington Drive, Leybourne, West Malling, ME19 5FF, Tel: 01732 875694

If the complaint is not resolved after it has been considered by the management committee, 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 (SENs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

5.17 Contact details for support services for parents with SEN

Kent Parent Partnership Service (KPPS) and Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with SENs or disabilities (0-25). They empower parents to play an active and informed role in their child’s education. The following contact details may be useful:

Organisation	Kent Parent Partnership Service (KPPS)	Information Advice and Support Kent (IASK)	BEAMS (previously known as Parents Consortium)
Helpline	03000 41 3000	03000 41 3000	0300 011 0151
Office number	03000 333 6474	03000 412 412	01322 668 501
Minicom	0300 333 6484		

E-mail	kentparentpartnershipservice@kent.gov.uk	iask@kent.gov.uk	info@iskent.org
Website	www.kent.gov.uk/kpps	www.kent.gov.uk/education-and-children/specialeducational-needs/whoto-contact/InformationAdvice-and-SupportKent/about-InformationAdvice-and-Support-Kent	www.wearebeams.org.uk

Services that can be contacted by parents directly are :

Kent Autistic Trust-

Wendy Boorman: Family Support Officer wendy@kentsutistic.com 01634 405168
<https://www.kentautistictrust.org/> Head Office: 14 High St, Brompton, Gillingham, ME7 5AE

Young We are With You (formerly Addaction) Kent- Unit H, Jubilee Way, Faversham, ME13 8GD United Kingdom [01795 500881](tel:01795500881)

Other supporting agencies can be found on our website: <https://trs.kent.sch.uk/pupils-parents/health-emotional-well-being/>

5.17 Contact details for raising concern

The Rosewood School	Woodview, 40 Teddington Drive, Leybourne, West Malling, ME19 5FF. Tel: 01732 875694
Executive Headteacher	Tina Hamer – t.hamer@trs.kent.sch.uk
Deputy Headteacher	Mrs C Walmsley – c.walmsley@trs.kent.sch.uk
Assistant Head Teacher: Leybourne, Tonbridge, Gravesend	Mr J Fewtrell – j.fewtrell@trs.kent.sch.uk
Assistant Headteacher: Canterbury	Mrs K Holden-Smith – k.holden-smith@trs.kent.sch.uk
Assistant Headteacher: Remote & Outreach	Mrs R Sharma – r.sharma@trs.kent.sch.uk
Assistant Headteacher: Oakfields	
Interim SEN Lead	Mrs B Keynes – b.keynes@trs.kent.sch.uk
Referrals Manager	Mrs M Bignell – m.bignell@trs.kent.sch.uk
Inclusion Manager – Leybourne	Mr M. Pegg – m.pegg@trs.kent.sch.uk
Inclusion Manager – Tonbridge	Mrs C. Labrom - c.labrom@trs.kent.sch.uk
Inclusion Manager – Canterbury	Mrs T. Stead – t.stead@trs.kent.sch.uk
Website	http://trs.kent.sch.uk/

5.18 The local authority offer

The local authority's local offer is published on www.kent.gov.uk and parents/carers without internet access can make an appointment with the SEN Lead for support to gain the information they require. <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND Lead every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the management committee

7. Links with other documents and policies

This policy should be read in conjunction with the following TRS policies:

Behaviour Policy

Equalities Policy

Safeguarding Policy

Homework Policy

Complaints Policy

Attendance Policy

Provider Access Policy

Work Experience Policy

CEIAG Policy