

Policy for Inclusion and Special Educational Needs

The Rosewood School



Executive Headteacher Mrs T Hamer
SENCO Miss K Hales

Management Committee member with delegated responsibility for SEN: D Elliot

School Ethos

Aim High

- We will celebrate and value the achievements and contributions of all members of the school community.
- All pupils and staff will be supported and challenged to make progress regardless of their starting point, culture, gender or ethnic group.

Be Kind

- The Rosewood School is a school where we can learn and work together in harmony, free from harassment, prejudice and discrimination.
- Develop strong links and foster positive relationships with parents, carers and other members of the local community.

At The Rosewood School we also have 3 core values which are **Confidence**, **Acceptance** and **Perseverance**.

Approved by: Management Committee

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1. Aims

The Rosewood School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes whilst accessing our school.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by the Management Committee.

At The Rosewood School, a short-term provision, all pupils, irrespective of need, access a broad and balanced curriculum delivered through high-quality, inclusive teaching to enable them to make progress socially, emotionally, and academically. When required, we make reasonable adjustments to support pupils with SEND. We set high expectations and aspirations for every individual, working closely with pupils and their parents/carers to ensure that, during their time with us, they grow in confidence and independence and are well prepared to transition successfully to the next step of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found here - <https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

As a short-term provision, The Rosewood School is committed to working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support offered during a pupil's time with us is designed to contribute to this aim, and aligns with the Kent Children and Young People Outcomes Framework.



Our SEND policy should be read in conjunction with our school's policies published on our website:

- SEN Information Report: <https://trs.kent.sch.uk/key-information/special-educational-needs/>
- Safeguarding policy: <https://trs.kent.sch.uk/key-information/policies/>
- Behaviour Policy: <https://trs.kent.sch.uk/key-information/policies/>
- Equality Policy: <https://trs.kent.sch.uk/key-information/policies/>
- Attendance policy: <https://trs.kent.sch.uk/key-information/policies/>

3. Definitions

Definition of SEN

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

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

- 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 schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

Definition of Disability:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a 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'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At The Rosewood School, all pupils are placed on the SEN register due to their individual needs and the specific nature of our provision. The SENCO and Inclusion Team work in co-production with parents/carers and, where appropriate, with key external professionals to ensure that each pupil is able to fully access and benefit from the short-term provision offered at The Rosewood School.

Special Educational Needs (SEN) support:

SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. At The Rosewood School, all pupils are placed on the SEN register due to their individual needs and because, by attending our provision, they are accessing support that is different from that offered in a mainstream school. As a short-term provision, we provide a broad and balanced curriculum and targeted support that go beyond the universal offer in mainstream settings. A pupil on SEN support will not have an education, health and care plan.'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support. This will follow a statutory assessment process whereby the local authority considers the pupil's special

educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

For pupils attending The Rosewood School with an Education, Health and Care (EHC) plan, our staff will provide appropriate support to meet the child's needs during their placement with us. However, the named school on the EHC plan retains overall responsibility for the pupil's provision and progress. While a pupil is placed at The Rosewood School, we will contribute to review meetings and provide relevant information to ensure a joined-up approach that supports the child's ongoing development and successful transition.

4. Inclusion and Equal Opportunity

At The Rosewood School, we endeavour to provide, review, and continually develop high-quality inclusive opportunities that meet the needs of all pupils. As a short-term provision, we use the Graduated Approach (Assess, Plan, Do, Review) to ensure that support is tailored, effective, and responsive. Pupil needs are discussed on entry, and pupil profiles are created to ascertain needs. The pupil profiles are put in place in co-production with parents/carers and, where appropriate, external professionals. Staff then deliver high-quality teaching strategies, monitoring the impact closely. Review meetings are held regularly, involving pupils, parents/carers, and the home school, this allows us to evaluate progress, refine provision, and ensure that each pupil is well prepared for their transition back to their named school or on to the next stage of education.

5. Roles and Responsibilities – in conjunction with SEN Information Report

The Rosewood School work strategically in line with the Special Educational Needs Code of Practice 2015.

We ensure that our provision is fully aligned with the SEND Code of Practice (2015) by:

- **Embedding the Graduated Approach (Assess, Plan, Do, Review):** All pupils are assessed on entry through the referral and the preadmission meeting, provision is planned in co-production with parents/carers, pupil and, where appropriate, external professionals, implemented through high-quality teaching and targeted support, and reviewed regularly.
- **Ensuring strong leadership:** The SENCO oversees the quality of provision, maintains the SEN register, and ensures that practice meets statutory requirements.
- **Providing staff training:** All staff receive regular professional development to ensure they can deliver inclusive, high-quality teaching that meets a range of needs.
- **Promoting co-production:** Parents, carers, and pupils are actively involved in decisions about support and next steps, ensuring their voices are central.

- **Maintaining clear communication with named schools and the Local Authority:**
As a short-term provision, we share assessment information, progress updates, and strategies to support pupils' reintegration or transition.

Through these approaches, we uphold the principles of the Code of Practice, ensuring that pupils with SEND receive high-quality support and are well prepared for their next step of education or life.

At The Rosewood School, we ensure that our approach to SEND and alignment with the Code of Practice is clearly communicated to all stakeholders. Staff receive regular updates through training sessions, staff meetings, and access to policy documents, ensuring they understand pupils' individual needs, and inclusive strategies. The Management Committee are kept informed by the SENCO, policy reviews, and meetings. Parents and carers are fully involved through regular meetings, consultations, reports, and our SEN Information Report on the school website, keeping them informed of provision, progress, and any changes affecting their child. This open communication ensures that everyone understands their role in supporting pupils with SEND and maintaining high-quality provision.

The Rosewood School will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible.

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

A SENCO must be a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

As The Rosewood School is a short-term provision, the pupils' home schools retain overall responsibility for their SEND. We ask that parents/carers liaise with the SENCO of the home school to ensure that each pupil's needs are effectively met. During the preadmission meeting, any additional evidence regarding the pupil's SEND and learning difficulties will be requested and reviewed to ensure that all aspects of learning can be accommodated. Throughout the pupil's placement, review meetings with the home school provide an opportunity for inclusion managers to discuss any adjustments needed.

At The Rosewood School our SENCo is Kayleigh Hales. Email – k.hales@trs.kent.sch.uk

She has 7 years of experience in this role and has worked as a teacher in primary, secondary and specialist settings before taking the role as SENCo.

She achieved the National Award in Special Educational Needs Co-ordination in 2017.

The SENCO has an important role to play with the executive headteacher and management committee with regards to the strategic oversight and implementation of The Rosewood School's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN providing feedback to the child's home school for review meetings.
- Monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers in relation to a child's SEN.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- As the Designated Teacher, I liaise closely with the home school and relevant staff to ensure that the needs of any looked-after child or young person with SEN are fully understood and effectively supported.
- Liaise with the child's home school, other schools (where applicable), educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Maintain an overview of reintegration to support smooth transitions for pupils returning to their home school or moving to their next educational destination.
- Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Executive Headteacher

The Executive Headteacher will:

- Work closely with the SENCO and SEN link management committee member to determine the strategic development of the SEN policy and provision across The Rosewood School.
- Work with the SENCO and Management Committee to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.

5.3 Management Committee

Our Management Committee have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The Management Committee member will:

- Help to raise awareness of SEN issues at Management Committee meetings.

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the executive headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Pupil Referral Unit

Children with special educational needs and disabilities (SEND)

In line with maintained schools the Management Committee have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Management Committee have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the Management Committee and the lead committee member in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

Our SEN Management Committee lead is Graeme Bowden

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.

- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff.
- 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.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through review meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at The Rosewood School are encouraged to share their views through review meetings, pupil voice activities, questionnaires, and, because of the strong relationships they develop with staff, through informal feedback.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which can be found on the school website here - <https://trs.kent.sch.uk/key-information/special-educational-needs/> this sets out how this policy is implemented during a child's time at The Rosewood School.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

The Rosewood School is a short-term provision for pupils with a health need. Pupils are referred to our provision by their home school. Following a referral, a panel of staff from The Rosewood School, together with external education professionals, meets to review the pupil's needs and determine whether our school is the most appropriate placement. This process ensures that each placement is suitable and that the support provided will enable the pupil to

make progress and successfully transition back to their home school or to their next educational setting. During the initial acceptance meeting, the pupil's needs, including any SEND or learning difficulties, are discussed and relevant evidence is reviewed to ensure that appropriate provision is in place from the start of their placement.

The Rosewood School is committed to providing an environment that is accessible to all pupils. Physical accessibility is considered to ensure that all pupils can safely access classrooms, facilities, and resources. The curriculum and teaching approaches are designed to be inclusive, providing adaptive learning opportunities tailored to individual needs. Reasonable adjustments are made to ensure that pupils with SEND can fully participate in all aspects of school life, including educational, social, and off-site activities. The school continually reviews accessibility measures to remove barriers to learning and participation and to promote equality for all pupils.

8. Our school approach to SEN provision

The Rosewood School provides short-term, high-quality provision for pupils with a health need. A key objective is to re-engage students in education by creating a supportive learning environment tailored to their individual needs. Through high-quality, inclusive teaching, targeted support, and close collaboration with pupils, parents/carers, home schools, and external professionals, we help students rebuild confidence, motivation, and a positive attitude towards learning. We aim to enable pupils to make measurable progress academically, socially, and emotionally, develop independence and resilience, and successfully reintegrate into their home school or transition to the next stage of education. By following the Graduated Approach and Mainstream Core Standards, and fostering strong relationships, The Rosewood School ensures that every pupil is supported to achieve their full potential during their time with us.

Review and Monitoring

Review meetings are held regularly to discuss each pupil's needs, progress, and short-term outcomes. These meetings are led jointly by the home school and The Rosewood School, with input from the pupil, parents/carers, and relevant assessment information. Reviews are formalised through meetings and completion of the appropriate documentation. The child's SEND will be a key focus of discussion, and any observations, adaptations, or changes to provision will be highlighted and addressed as necessary.

Mainstream Core Standards

As a short-term provision, The Rosewood School follows the Mainstream Core Standards when supporting pupils. This ensures that pupils continue to access a curriculum aligned with mainstream expectations and that their learning and development are supported in line with children of the same age in mainstream schools.

Education, Health, and Care Plans (EHCPs)

For pupils with an EHCP, reviews are conducted by the home school, with the TRS SENCO providing feedback and contributing to discussions. This ensures that the provision provided at The Rosewood School complements the child's EHCP and supports their progress while in our care.

8.1 The kinds of special educational need for which provision is made

At The Rosewood School, provision is made to support pupils with additional needs, regardless of whether a pupil has an Education, Health, and Care Plan (EHCP), in line with the Continuum of Provision and Need and using the Graduated Approach. We will make our 'best endeavours' to meet the needs of pupils with an EHCP during their time with us. While the school primarily supports children with health needs, we recognise that some pupils will also have other special educational needs, including Cognition and Learning Difficulties, Communication and Interaction needs, Sensory and/or Physical Needs, and Social, Emotional, and Mental Health (SEMH) needs.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at The Rosewood School are identified as either having SEN with support, or having a SEN with an Educational Health and Care Plan.

At The Rosewood School progress is closely monitored throughout a child's time with us and feedback is given by teaching staff prior to a review meeting.

Teachers carry out regular diagnostic testing and class assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to make progress
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

We also use a range of assessments with all the pupils at various points for example; subject assessments, EXACT and CAT4. Students are supported within the classroom setting to achieve their outcomes and further discussions will take place should the student require further intervention. 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. Examples of extra support include; sensitive grouping, equine facilitated learning and access to counselling services.

Teachers at The Rosewood School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

Due to the short term nature of The Rosewood School, teachers and the SENCO work closely to identify need and place support in the classroom should this be required.

For some students a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, the home school and will be regularly reviewed, refined, and revised. Teachers will be informed throughout the process and training will be delivered to ensure any provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through this will be through the pupil profiles.

8.3 Consulting with Parents/Carers

At The Rosewood School, we value the crucial role of parents and carers in supporting their child's education and wellbeing. We are committed to working in genuine partnership and ensuring that parental voice is central to all decisions about provision and support.

➤ Consultation and Parent Voice

Parents/carers are consulted at every stage of their child's placement, beginning with the preadmission meeting where needs and expectations are discussed.

Parent voice is gathered through regular review meetings, questionnaires, and informal conversations with staff.

➤ Co-Production Opportunities

Parents/carers are active partners in setting short-term outcomes and identifying strategies that work best for their child during review meetings.

➤ Clear Communication of Next Steps

Following review meetings, outcomes and next steps are clearly documented and shared with parents/carers, home schools, and relevant staff.

Communication is delivered in a transparent and timely way, ensuring all parties understand the agreed actions and responsibilities.

By building strong relationships and maintaining open channels of communication, The Rosewood School ensures that parents and carers feel listened to, valued, and confident that their child's needs are being met.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

The school's best endeavours through, for example:

- Gather information from the home school through the referral documentation and pre-admission meeting, supported by ongoing dialogue throughout the pupil's placement.
- Teacher assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour from home school
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Kayleigh Hales every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the Management Committee and available to read and refer to on the school's website.

10. Complaints about SEND Provision

We are committed to working in partnership with parents and carers whilst your child attends The Rosewood School. If you have any concerns about the support your child receives for their special educational needs, we encourage you to raise them as soon as possible.

Step 1: Talk to the SENCO

- In the first instance, please speak to the SENCO (Special Educational Needs Coordinator). Most concerns can be resolved quickly through discussion.

Step 2: Escalation to the Head of School

- If you are not satisfied with the response, you may contact a member of the Head of School. They will review your concerns and seek to resolve the issue.

Step 3: Formal complaint

- If the matter remains unresolved, you can make a formal complaint following our school's Complaints Policy, which is available on our website

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.

The complaints policy can be found here - <https://trs.kent.sch.uk/key-information/policies/>

11. Glossary and SEND Acronyms – REVIEW and add to other school/academy information is added

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

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