



**COBHAM PRIMARY SCHOOL**

*Caring, Proud, Successful!*



# Special Educational Needs & Disabilities Policy



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## 1.0 The SEN Co-ordinator (SENCO):

The SENCO at Cobham Primary is Emma Heasman, who is a qualified teacher. Emma Heasman is available on 01474 814373 or via email - [senco@cobham.kent.sch.uk](mailto:senco@cobham.kent.sch.uk). The SENCO is a part-time role of two days a week, which are generally working on a Wednesday and Thursday.

## 2.0 Aims of the SEN & D Policy

At Cobham Primary we aim to raise the aspirations and achievements of all our pupils, regardless of their SEN status. We have high expectations of all of our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we strive to support each and every child to the best of our abilities, so that all our children can maximise their potential, despite any barriers to learning that they may have.

## 3.0 Objectives of the SEN & D Policy

- To identify pupils with SEN as early as possible;
- To make provision to support our pupils not only in their educational, but also their social and emotional needs;
- To work within the guidance provided in the SEND Code of Practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- To provide a qualified SENCO who will work with the SEN Policy;
- To provide support and advice for all staff working with pupils with SEN;
- To develop and maintain partnerships and high levels of engagement with parents;
- To ensure our pupils have a 'voice' and their opinions and views are represented and valued;
- To ensure access to the curriculum for all pupils.



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## 4.0 Definition of SEN – as defined by the SEN Code of Practice 2014

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 or mainstream post-16 institutions.

*SEN Code of Practice (2014, p 4)*

## 5.0 Definition of disability - as defined by the SEN Code of Practice 2014

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)*

## 6.0 Identifying Special Educational Needs

### 6.1 The SEN Code of Practice 2014

The SEN Code of Practice identifies four broad categories of need. These are as follows and are taken from the *SEN Code of Practice (2014, p97-98)* -

- ❖ **Communication and Interaction** – Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them to they do not understand or use social rules of communication. This will include children and young people with ASD, including Aspergers Syndrome and Autism.
- ❖ **Cognition and Learning** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with differentiation. Learning difficulties cover a wide range of needs, including: moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to



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have severe and complex learning difficulties as well as a physical or sensory impairment. This will include a range of condition such as dyslexia, dyscalculia and developmental co-ordination disorder.

- ❖ **Social, Emotional and Mental Health** - Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- ❖ **Sensory and / or Physical Needs** - Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

*At Cobham Primary while we acknowledge that the four categories of need defined above broadly identify the 'primary areas' of need, we also consider carefully the needs of the whole child. This will include not just their special educational needs, but as importantly their social and emotional wellbeing.*

## 6.2 Other areas, not SEN, that may / do impact on progress and attainment:

- ❖ Medical Conditions
- ❖ Disability
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ English as an Additional Language (EAL)
- ❖ Being in receipt of the Pupil Premium
- ❖ Being a looked-after child
- ❖ Being looked-after child, subsequently adopted
- ❖ Being a child of serviceman / woman



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## 6.3 The kinds of special educational need for which provision is made at the school

At Cobham Primary we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, developmental co-ordination disorder, dyscalculia, speech and language needs, ASD, foetal alcohol syndrome, attention deficit hyperactivity disorder, learning difficulties and social and emotional difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ASD, foetal alcohol syndrome, moderate learning difficulties and social and emotional difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

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

## 7.0 A graduated approach to SEN

This section outlines the approach through which Cobham Primary identifies and supports children and young people with SEN.

### 7.1 Identifying and assessing pupils with SEN

At Cobham Primary we monitor and assess the progress of all pupils four times a year to review their academic progress. We also use a range of additional assessments with all the pupils at various points to ascertain children's progress as follows –

- Year R base line assessment – Term 1
- Year R SpeechLink and LanguageLink screening – Term 1 and 2
- Year R BEAM screening – Term 2
- Year 1 Phonics screening test – Term 6
- Year 2 SATs Reading, Spelling, Punctuation, Grammar and Writing, Maths – Term 5
- Year 2 Additional Phonic Screening
- Year 4 CATs – Term 3
- Year 5 CATs – Term 5
- Year 6 SATs Reading, Writing, Spelling, Punctuation and Grammar, Maths – Term 6

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Some examples of, but not limited to, extra support provided are:

- additional small group phonic sessions;



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- small group adult supported maths and literacy sessions;
- adult supported daily reading;
- Better Reading Partnership;
- Lexia Reading Programme;
- Making Numbers Count Maths programme;
- Time to Talk;
- Lego Play Therapy;
- BEAM (Balance, Education and Movement) and BEAM Plus;
- Clever Fingers;
- Sensory Circuits.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Cobham Primary we are experienced in using the following assessment tools. Some examples, but not limited to are –

- SpeechLink and LanguageLink,
- Dyscalculia on-line screening,
- Dyslexia on-line screening,
- BEAM and BEAM Plus.

In addition, we can access external advisors such as Speech and Language, Specialist Teachers, Educational Psychologists, Paediatricians, the School Nurse who are able to use more specific and detailed assessment tools to ascertain the nature of a child's barriers to learning.

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. These will be shared with parents, put into a SEN support plan (Personalised Learning Plan, PLP) and reviewed, refined and revised regularly (three times a year). At this point we will have identified that the pupil has a special educational need, because the school is making special educational provision for the pupil which is '*additional and different*' to what is normally available.

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 a special educational need. If the pupil is able to maintain good progress without the '*additional and different*' resources, he or she will not be identified with special educational needs. When any alteration regarding the identification of SEN is made, parents will be notified in writing.

We will 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.



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## 7.2 Making provision for pupils with SEN with and without EHC Plans, including -

### 7.2.1 How the school evaluates the effectiveness of its provision for such pupils:

Each review of the SEN support plan (Personalised Learning Plan) will be informed by the views of the pupil, parents and class/subject teachers and include assessment information from teachers, which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan, there will be an additional annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. This will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made. The collation of all annual review evaluations of effectiveness will be reported to the Governing Body in the SENCO's Annual Report.

### 7.2.2 The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments to ascertain progress. Using these it will be possible to see if pupils are increasing their level of skills or making progress in key areas.

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

### 7.2.3 The arrangements for consulting parents of children with SEN about, and involving them in, their education:

All parents of pupils at Cobham Primary are invited to discuss the progress of their children on three formal occasions a year and receive a written report at least twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class based Provision Map, which will be shared with parents three times per year.



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If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **7.2.4 The arrangements for consulting young people with SEN about, and involving them in, their education:**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Their views on the support provided will be recorded three times a year as part of the Pupil Plan and Individual Provision Map assessment and review procedure. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **7.3 The school's approach to teaching pupils with special educational needs:**

High quality good to outstanding teaching, appropriately differentiated and resourced 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. Cobham Primary school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement through formal and informal lesson observations, book and planning scrutiny. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In Cobham Primary the quality of teaching is judged to be outstanding in our last Ofsted inspection and the school continues to work to maintain and improve our standards.

We follow the Mainstream Core Standards ([Kent County Council - Mainstream Core Standards documentation](#)) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. speech and language support, one to one support, precision teaching, small group support, Lexia Reading Support program, Toe by Toe, Colourful Semantics, tutoring / precision teaching / mentoring, use of ICT software learning packages. These are delivered by teaching staff employed partly as a result of funding provided to the school as 'notional SEN funding'.



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## 7.4 How Cobham Primary ensures that pupils with SEN are not treated less favourably than other pupils

- We ensure that all staff are aware of the responsibilities as teachers of children with SEN under the SEN Code of Practice 2014 and Teachers' Standards 2011 through staff training, performance management and pupil progress meetings
- We track the progress of our most vulnerable children, including those with SEN to ensure that they are making progress in line with their peers
- If they are not making progress in line with their peers we identify additional support which can be provided whether on an individual basis or a small group and this detailed on the class provision map and communicated and agreed with parents via individual pupil plans and provision maps
- We ensure that as a school we uphold the core values of inclusive practice to ensure that all children have equal access to the curriculum and this includes extra-curricular activities such as Breakfast Club, after school clubs, school trips and residential trips
- We ensure that we have an Accessibility Plan in place which is reviewed at least annually and when required based on the needs of the children in our care
- We ensure that our Caring Cobham Code is adhered to by all staff and pupils so that all staff and pupils are aware that it is not acceptable to discriminate against anyone based on their level of ability or disability, race, colour, gender, sexual preference or socio-economic background
- We promote positive relationships through our PSHE / SMSC curriculum and TRUST values to develop an understanding of diversity and equality in all its forms
- We promote an understanding of the rights and responsibilities of individuals through our PSHE / SMSC curriculum and TRUST values
- We ensure that lessons are differentiated and resourced appropriately to meet the needs of all our learners of all ability levels so that they can succeed, progress and are challenged daily across the curriculum
- We adapt the learning environment to meet the needs of our most vulnerable children including those with SEND
- We listen to the pupil and their parents regarding their additional needs to ensure they are satisfied with the level of care and quality of education provided

## 7.5 How Cobham Primary adapts the curriculum and learning environment for pupils with SEN:

At Cobham Primary, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Educational Health and Care Plans.

The school has an Accessibility Policy with accompanying plan which is updated and reviewed biannually and as required to meet the needs of our pupils.

## 7.5 Additional support for learning that is available to pupils with SEN:



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As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer at any time is on the school Provision Map.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs. Above this amount the Local Authority will provide additional resourcing by way of Higher Needs Funding, which must be applied for on an annual basis per child.

## **7.6 How the school enables pupils with SEN to engage in activities of the school (including physical activities) together with children who do not have SEN:**

All clubs, trips and activities offered to pupils at Cobham Primary are available to pupils with SEN either with or without an EHC Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

## **7.7 Support that is available for improving the emotional and social development of pupils with SEN:**

At Cobham Primary we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE / SMSC (Personal, Social, Health and Emotional: Social, Moral, Spiritual and Cultural), P4C (Philosophy for Children), our school TRUST values and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g., Time to Talk, mentor time with a member of senior leadership team, external referral to CAHMs, time-out space for a pupil to use when upset or agitated, non-verbal communication cards, Lego Play Therapy, Sensory Circuits, social skills support, lunchtime nurture club etc

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

This will usually require additional and different resources, beyond that required by pupils who do not need this support.

## **7.8 Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured:**



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All teachers and teaching assistants have had the following awareness training - Safeguarding and Child Protection Training, Mainstream Core Standards and classroom strategies for teaching children with SEN. We also draw upon our strong relationship with our link specialist teacher at Ifield school when needs.

In addition, some or all teaching assistants have been trained to provide the targeted support and interventions listed in 7.1.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching and Learning Service who specialise in the four categories of SEN, Ifield Smile Centre, Ifield School of Severe and Profound Special Needs, NHS Speech and Language Therapy Service, Kent Educational Psychologist Service, in school Speech and language therapist, NHS Occupational Therapy Service, Physiotherapists, the School Nurse etc. The associated cost of any training is covered by the notional SEN funding.

## **7.9 Information about how equipment and facilities to support children and young people with SEN 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 notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **7.10 The school's arrangements for supporting pupils with SEN in transferring between phases of education:**

At Cobham Primary we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make this transition as seamless as possible. Where possible we will visit the child's existing setting on a number of occasions as deemed appropriate. This may include the Head Teacher, SENCO, class teacher and any relevant support staff as we deem necessary. In addition, we would encourage the parents and child to come and visit us before the transfer date to familiarise themselves with the school environment and working school day. A number of planned visiting days can be arranged as deemed necessary by ourselves, the parents and child.

We also contribute information to a pupils' onward destination by providing information to the next setting. We welcome and actively encourage the pupil's onward setting to visit us to discuss the needs of the pupil and to observe / meet with the pupil in school.

## **8.0 The School's Admission Policy for Children with SEN & D**



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If your child has already been identified as having a special educational need or disability before they enter school, they will be admitted to Cobham Primary School in line with the school's admissions' policy, which follows the over-subscription criteria for all Kent Community and Voluntary Controlled primary schools.

Details of these can be found at:

<http://www.kent.gov.uk/education-and-children/schools/school-places/primary-school-places>

or for advice –

telephone: 03000 41 21 21

email: [kentonlineadmissions@kent.gov.uk](mailto:kentonlineadmissions@kent.gov.uk)

At Cobham Primary we aim to raise the aspirations and achievements of all our pupils, regardless of their SEND status. We have high expectations of all of our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we strive to support each and every child to the best of our abilities, so that all our children can maximise their potential, despite any barriers to learning that they may have. Therefore, we will use the induction meetings prior to the child formally starting at school to work closely with parents to ascertain how we as a school can best meet the child's specific needs.

We ensure that no child is discriminated against and has equal opportunities to achieve their full potential regardless of race, colour, gender, sexual preference, disabilities, special educational needs or socio-economic background.

## 9.0 Admission for Children with Education Health and Care Plans or Statements of Special Educational Need

The admissions arrangements for children with Statements of Special Educational Needs or Education, Health and Care Plans are the responsibility of Kent County Council. For advice on the arrangements to admit your child into school, you should contact your local SEN Officer through your local Additional Educational Needs and Resources offices, which is listed below:

### **Districts of Dartford, Gravesham and Sevenoaks**

Address: North Kent SEN Team, Joynes House, 1 - 4 New Road, Gravesend, Kent DA11 0AT

Telephone: 03000 419345

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

Please note - If your child is going through statutory assessment you should not assume an EHCP will be issued. You should therefore apply for a school place at primary school in line with the Kent Education Authority over-subscription criteria detailed above in Section



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8 above. If you fail to do so and your child does not receive an EHCP you may not get a place later when you do apply for the school of your preference as all the places may be filled.

## 10.0 Role and Responsibility of the Governing Body

### 10.1 Designated SEN Governor and their role:

The designated SEN Governor is Mr David Edwards

His role is primarily to develop and maintain an awareness of special educational needs provision in the school on behalf of the Governing Body, support the implementation of the school's SEN Policy ensuring it is linked to the School Improvement Plan and is adequately funded through the school budget and share information and champion SEN throughout Governing Body meetings.

To do this he will endeavour to:

- Understand how the responsibilities for SEN provision are shared within the school;
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy;
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEN children;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The governing body oversees the school's involvement with outside bodies including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs in supporting the families of such pupils.

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### 10.2 Dealing with complaints:

The normal arrangements for the treatment of complaints at Cobham Primary are used for complaints about provision made for special educational needs. We encourage

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.



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

## 10.3 How the school with the support of the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils:

The school have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Free access to the Early Help Team to enable the engagement of specialist services such as Family Action, Young Healthy Minds, Porchlight etc
- A Service Level Agreement with NHS Speech and Language Therapy service for 10 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to make ad hoc requests for advice from Educational Psychology Team, Communication and Assistive Technology Team, etc
- Membership of professional networks for the SENCO eg NAS, SENCO forum, SENCO local consortium, NASEN etc

## 11.0 Roles and Responsibilities in school

Other important roles and responsibilities are as follows –

- Designated Teacher for Child Protection – Head Teacher, Ms Jacqueline Saunders
- Secondary Designated Teacher for Child Protection – Mr Phil Burns
- Designated staff responsible for managing pupil premium funding - SENCO, Emma Heasman

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

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

They can be contacted on -

**HELPLINE:** 03000 41 3000

**Office:** 03000 412 412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)



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<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

## 12.0 Information on where the Local Authority's Local Offer is published:

The Local Authority's Local Offer is published on ([Kent County Council - Local Offer](#)) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## 13.0 About this Policy

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

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51– Information to be included in the SEN information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- SEN Information Report,
- Admissions Policy,
- Caring Cobham Code (previously Behaviour Policy),
- Equalities Policy,
- Safeguarding and Child Protection Policy,
- Teaching and Learning Policy,
- Medical Conditions and Disabilities Policy,
- Data Protection and Confidentiality Policy,
- Homework Policy,
- Complaints Policy,
- Accessibility Policy and accompanying Accessibility Plan.



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This policy was developed with direct involvement of, and in participation with the SEN Governor and parents of children with and without Special Educational Needs, to ensure as far as possible that this policy represents the view point and the needs of parents of children at Cobham Primary.

This policy will be reviewed annually.

This policy was originally drafted and agreed in consultation with the SEN Governor, parents of children with and without SEN, the Head Teacher, SENCO, Senior Leadership Team and all staff with teaching responsibility at Cobham Primary.