



THE
HOLMESDALE
SCHOOL

Special Educational Needs/Disability Information Report

Date of Approval	September 2024
Date of Review	September 2025
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Chair of Governors	Anna Lawrence
Version	1

Contents

1.	About this Report
2.	Who do I contact?
3.	Which pupils does the school provide for?
4.	How does the school meet the needs of pupils with SEN and disabilities?
5.	How does the school identify pupils 'Special Educational Needs
6.	How does the school teach and support pupils with SEND?
7.	How will the curriculum and learning environment be matched to pupils' needs?
8.	How are Parents and carers involved in reviewing their child's progress and planning support?
9.	How are pupils involved in reviewing their progress and planning their support
10.	How does the school prepare and support pupils to transfer to a new school/college or the next stage of education and life?
11.	What training do school staff have?
12.	How does the school measure how well it teaches and support pupils with SEND?
13.	How accessible is the school and how does the school arrange equipment or facilities that pupils need?
14.	How are pupils with SEND included in activities with other pupils including school trips?
15.	What support is there for pupils' overall wellbeing and their emotional, health and social development
16.	What specialist services does the school use to support pupils and their families?
17.	Where can I get information, advice and support?
18.	What do I do if I am not happy or want to complain?

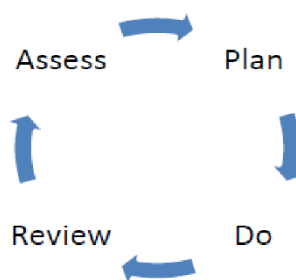
1.	<p style="text-align: center;">About this REPORT (SEND CoP 6.81)</p>
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year.</p> <p>This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.kent.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report will be published on our school website and reviewed annually. We will gather the views of parents and pupils to inform this report. If you wish to give us your views about the report, please contact the SENDCo on 01634 240416.</p>	
2.	<p style="text-align: center;">Who do I contact? (SEND CoP 6.79 Bullet 5)</p>
<p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have an Education Health Care (EHC) plan.</p> <p>The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>The SENCO at The Holmesdale School is Miss Rebecca Moody. To make contact with Miss Moody please either contact the School Office or THS-send@swale.at. The best time to contact is Monday – Friday 9am – 4pm. Calls and emails will be returned within 24 hours wherever possible.</p>	
3	<p style="text-align: center;">Which pupils does the school provide for? SEND CoP 6.79 Bullet 1</p>
<p>We are a Secondary School. We admit pupils from age 11 to 19. We are a mainstream school with a Specialist Resource Provision for Autistic Spectrum Condition. We are an inclusive school. This means we provide for children with all types of special educational needs such as: dyslexia, dyspraxia, autism, learning difficulties.</p> <p>The school also currently meets the needs of pupils with an Education Health Care Plan with the following kinds of Special Educational Needs: Autistic Spectrum Condition (ASC) Social, Emotional and Mental Health (SEMH) Specific Learning Needs, (SPLD) Hearing Impaired, (Hi) Visually impaired (VI) Physically disabled (PD).</p> <p>If you wish a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at Kent County Council. https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact#tab-1</p> <p>If you wish a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.</p> <p>The Holmesdale School admissions policy can be accessed on the school website. The Holmesdale School - Admissions Kent School admissions information can be accessed via Kent.gov.uk. Contact Information for Families for admissions advice is 0345 60 80 192</p>	
4.	<p style="text-align: center;">How does the school meet the needs of pupils with SEN and disabilities? (SEND CoP 6.79 Bullet 5, SEND CoP 6.80 re Looked After child)</p>

Our School Vision

Achievement is a focus for all within an inclusive and supportive school community. We develop confident, happy, ambitious students who take pride in their learning and flourish. Students will be socially aware and leave our school being academically successful, having the skills and qualities to face new challenges. To achieve this, students follow our ECCO values of Engagement, Character, Community and Ownership. These values underpin the qualities we aim our students to develop and demonstrate through their time at The Holmesdale School to support their future learning and to strive for personal excellence on their own unique learning journey.

Special Educational Needs and Disabilities (SEND) are classified as Students with an Educational Health Care Plan (EHCP) and students without an EHCP that have a SEND need. This group of students are then identified into two categories: SEND students with support and SEND students without support. SEND students with support are part of a SEND register which is reviewed and updated termly. SEND students without support may have previously been part of the SEND register and moved to an AEN register to allow the SEND team to monitor progress.

- We are committed to meeting the needs of pupils with SEND as part of a whole school approach with our duties described under the Children and Families Act 2014, and the Equalities Act 2010.
- We provide an appropriate and high-quality education for every pupil, delivered through Quality First Teaching.
- Every student in the school has their progress tracked three times per year, (four times in year 11). In addition to this, students with special educational needs may have more frequent assessments based on interventions they are receiving. We anticipate that this will be reviewed every three months and feedback to parents under the graduated approach, as outlined in the Code of Practice 2015.
- Sometimes additional support is required to support a pupil's progress and achievement, making reasonable adjustments where necessary but we ensure all students have full entitlement to the curriculum.
- Where a pupil is identified as having special educational needs, the school will use a four-part cycle of support. – Assess, Plan, Do, Review (APDR)



- An analysis of a pupil's needs is carried out and evidence is gathered in collaboration with parents/carers and the pupil where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the SEND teams and the teaching staff.
- The effectiveness of support and progress made is reviewed at agreed intervals and next steps planned, including referrals to external and specialist agencies and our Local Inclusion Forum Team (LIFT) as required.
- If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

- Each review of the SEND support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

At the Holmesdale School we have a Specialist Resourced Provision for students who have Autistic Spectrum Condition which has been part of our provision since September 2015.

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

For SEND students, with or without an Education Health Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

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

5.

How does the school identify pupils; Special Educational Needs

SEND CoP 6.79 bullet 5

We aim to identify pupils' special educational needs (SEND) as early as possible, so that every pupil achieves the best possible outcomes.

At The Holmesdale School we monitor the progress of all students three times a year to review their academic progress. We also use a range of assessments with all the students at various points.

A pupil is categorised as having special educational needs or a disability if their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age. The identification of pupils with SEND is built into our overall approach to monitor their development and progress. We encourage staff to make a referral to the SEND department if they have identified any specific needs or wish for the department to carry out assessments to ensure the student has the necessary support which is required.

We gather information about any additional needs or concerns relating to individual pupils during transition meetings with parents and previous education providers before pupils enter the school. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them. We then assess pupils' current skills on entry with a CATs and reading assessment, building on information from previous settings and, where applicable, continue the provision and support necessary.

Class teachers, supported by the senior leadership team, monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points, such as assessing spelling ages and reading ages at the end of each academic year to support the development of skills in learning across the curriculum.

The school has access to a number of 'In house' diagnostic assessment tools namely LUCID EXACT, dyslexic and dyscalculia screeners, to establish any underlying needs of a student. For high levels of need we draw on support from Local Inclusion Forum Team (LIFT) to obtain support, and advice from our Specialist Teaching Service

We work with parents/carers and the pupil when appropriate as part of the assessment and to agree the desired outcomes. This is also the case for a pupil with behavioural difficulties who may have SEN (6.21) and a pupil with English as an additional language (6.24).

Pupils may have one or more broad areas of special educational need:

Communication and interaction – including speech and language difficulties and autism

Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional, and mental health difficulties – including difficulties with behaviour, attention deficit hyperactivity disorder, an attachment disorder or anxiety.

Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

The *SEND Code of Practice (2015, 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 the child and their peers
- widens the attainment gap

6.

**How does the school teach and support children with SEN?
(SEND CoP 6.78 Bullet 5)**

High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. The teaching of students on the SEND register is a whole-school responsibility. The majority of students will learn and progress with Quality First Teaching and Learning provided by the school. However, some students will require an enhanced level of provision. A range of additional support is available to meet the additional needs of our students.

These include:

- In Class Support through effective deployment of Teaching Assistants (TAs)
- Learning in small groups
- Personalised Learning Programmes

We provide Quality First Teaching to meet the needs of pupils with SEND according to the SEND Code of Practice, 2015, 6.19. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. Core standards can be found at <http://www.kelsi.org.uk>

Additional intervention and support cannot compensate for a lack of good quality teaching. Code of Practice, 6.37. Teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling, and explanation. Challenging learning opportunities are adapted to meet the abilities of the group and individuals.

At The Holmesdale School we have a rigorous Quality Assurance Programme to ensure the quality of teaching remains consistently high.

Pupils with an EHCP have bespoke plans based on the targets and provision in their individual Provision plans.

Teaching staff consider the needs of the pupils with SEND sensitively when determining working partners, seating arrangements and groupings. The SEND team provides strategies for staff and a first contact for obtaining more specific advice as required, including external professionals. There is an emphasis on learning through discussion and regular opportunities for pupils to talk both individually, in groups and in pairs is provided.

There is the expectation that pupils will accept responsibility for their own learning and work independently whenever possible. Teachers remain responsible and accountable for the development of progress of the pupils in their class, including when support from teaching assistants or specialist staff is in place.

7.

How will the curriculum and learning environment be matched to the child's needs?

(SEND CoP 6.79 bullet 8)

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils.

- We will set high expectations for all pupils and aim to provide all students with a full entitlement to the curriculum
- We adapt teaching to support all SEND students to access the curriculum. This is done through adaptive teaching strategies for example scaffolding tasks, providing specific teaching strategies which support specific learning needs as outlined in the Mainstream Core Standards. We have a SEND Non-Negotiables document ([10 for SEND](#)) which staff follow, and leaders use to ensure all students with SEND are supported and can make progress in lessons. All staff have high expectation of all students but understand some need different strategies and support to achieve personal excellence and have a unique learning journey.
- We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. At The Holmesdale School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. [The Holmesdale School Curriculum](#)
- We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review). (This is from SEND Code 6.12).
- We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health Care Plans.
- Training on the Kent Core Standards for staff and use of these in classroom practice.
- Staff training on the changes to the SEND Code of Practice.
- Development and refining of a Personal Evacuation Plan for a physically impaired student, as required
- Teaching Assistants have received training in a specific area of need e.g., Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) and Cognitive Behaviour Approaches (CBA). Training is also accessed through Kelsi KCC support
- The school is fully compliant for physical access as per D.D.A.

8.

How are parents and carers involved in reviewing children's progress and planning support?

(SEND CoP 6.79 Bullet 3 and 5)

The Holmesdale School is committed to working in partnership with parents and carers.

All parents of students at The Holmesdale School are invited to discuss the progress of their children at various times during the year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times.

Provision Plans are in place for SEND students.

- The provision for SEND students will be recorded, tracked, and evaluated on a Provision Plan which will be shared with parents three times per year. 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.

- EHCPs are reviewed at the Annual Review process every year. In addition, at least two further meetings as part of the Do Plan Review Process.
- Parents of students with an Educational Health Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents. We also provide the opportunities for two further meetings each year. Provision is planned to ensure children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.
- When required, parents/carers are given the opportunity to meet with external agency professionals to discuss their child's needs during multi agency meetings, including Looked after Children Reviews (LAC) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
- All EHCP students' parents and carers are encouraged to participate in our support cycle – Assess, Plan, Do and Review (APDR) three times each year.
- There is a comprehensive transition plan in place for incoming year 7 that includes Student Support Manager and Senior leader visiting feeder primary school and SENDCo liaising with incoming students that have an identified SEND need.
- Structured conversation meetings are arranged with parents and SENDCO during this time and the views of the parent and students are discussed and confirmed in Student Support Notes that are created by the SEND team.
- As part of our normal teaching arrangements, all students 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 student has a special educational need.
- Reading tests are quickly put into place to determine any catch-up intervention that may be required.
- There is an overview of the curriculum for each year group available and Heads of Departments that is distributed to parents to ensure the parents and carers are aware of what is being taught each term.
- Parents are encouraged to support their children with homework activities and by attending any key events in school.
- An annual written report will be received by parents or carers each academic year in addition to an interview with each of the student's teachers. Students with a special educational need will have additional meetings arranged by the SEND department.
- Parental questionnaires enable the school to receive constructive feedback.
- We also offer termly coffee mornings for an opportunity for Parents to socialise and meet with the school SENDCo.

9. How are pupils involved in reviewing their progress and planning support?
(SEND CoP 6.79 bullets 4 and 5)

Wherever possible the school will always encourage pupils with SEND to be involved in the decisions regarding their learning.

We will:

- Listen to their views, wishes and feelings.
- Provide our pupils with appropriate information and support to help them make decisions.
- Nurture all aspects of their development so they achieve the best possible educational and wide outcomes in preparation for adult life.

We will achieve this by:

Activity	Who's involved?	How often?
Self assessment	Pupil, class teacher	Daily

<i>School Council</i>	<i>Class, class teacher/ Assistant Headteacher</i>	<i>Termly</i>
<i>Pupil Voice</i>	<i>Pupil, SENDCo, class teacher, Student Support Manager</i>	<i>At least once a year</i>
<i>SEND support review meetings</i>	<i>Pupil, parents, class teacher/Student Support Manager supported by SENDCo</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENDCO, class teacher, Student support manager, Key worker support services, local authority.</i>	<i>Once a year</i>

10.	How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life? (SEND CoP 6.70 bullet 6)
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The Holmesdale School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to specific needs. Parents and carers and pupils are invited to an induction meeting and transition activities are arranged for all pupils.

The SENDCO discusses each student identified as having special educational needs with the SENCO at the previous setting before transition from KS2 to KS3 or in year transition, for older students. The SENDCO, wherever possible, will attend the annual review at year 6 for all pupils with an EHCP. For transition from KS4 to KS5, or for in-year transfers, the SENCO will arrange meetings and transfer of records to the appropriate person in the new setting. The careers advisor will provide support in completing applications to college or 6th form and can provide support with producing CVs.

The SENCO will liaise with the careers advisor on supporting students with EHCPs to ensure a transition can be arranged with the new setting at the earliest possible opportunity. The SENCO will hold a review meeting for EHCP students to discuss the options that are available for post 16 and the support that will be needed to transition to the new education provider.

11.	What training do school staff have? (SEND CoP 6.79 bullet 9)
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When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Training is planned to reflect expectations in the school strategic plan, which is reviewed annually by senior leaders, governors, and staff.

The SENDCO is working towards the completion of the National Award in Special Educational Needs Co-ordination.

Teaching and support staff have participated in a range of continued professional development opportunities. For example, ASC Training, ADHD Training, Sensory Circuits, Zones of Regulation, Training on the Code of Practice, SEMH specialist Training. All teaching staff have received training on the Mainstream Core Standards with regular training to reinforce and develop our provision of these standards. At The Holmesdale School we have in place a structured and thorough CPD programme for all staff which is carefully monitored by CPD Co-ordinator and Assistant Headteacher responsible for Teaching and Learning.

We access our educational psychologists for bespoke training as required e.g., Cognitive Behaviour Approaches.

We have a wide range of training available to us:

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

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 Services for Tonbridge and Malling, including their Educational Psychologists; Bower Grove Special School, Grange Park Special School, Five Acre Wood; through NHS referrals speech and language therapists, occupational therapists and physiotherapist.. The cost of training is covered by the notional SEND funding.

12	How does the school measure how well it teaches and supports children with SEND? (SEND CoP 6.79 bullet 10)
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We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We measure entry data at the beginning of an intervention, and at the end of an intervention to establish impact and allow the identification of the next steps.

- We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to place those that are less so.
- Every pupil in the school has their progress tracked and discussed at Pupil Progress Meetings with Heads of Departments and Senior Leaders.
- Swale Academy Trust SEND Leadership Group supports regular self-evaluation and this informs our School SEND action plan.
- Senior leaders review the quality of teaching and learning for all pupils, including those with SEND through lesson observations, learning walks, book looks and pupil voice.
- They evaluate the teaching and learning and programmes of support to ensure that there has been a positive impact on the pupils' progress within the four broad areas of need.
- Senior leaders hold regular meetings with the SEND team to maintain a strategic overview and to facilitate a consistent, professional dialogue to plan next steps. This ensures that there is quality assurance of the provisions in place.
- The school has a three-layered provision management system:

Layer 1 provides a strategic overview of all interventions taking place according to the four broad areas of need in the SEND CoP, 2015

Layer 2 identifies Quality First Teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals as required.

Layer 3 is used by support staff to record intervention.

- We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.
- Intervention delivery is monitored by Senior leaders and the SEND team using drop-in sessions and observations with written feedback provided.
- Layer 2 interventions and exit data are RAG rated (Red, Amber, Green) and discussed during strategic review meetings to inform further planning.
- The SEND team maintains regular contact with the SEND governor to review provision against strategic priorities.

- We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.
- We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. **How accessible is the school and how does the school arrange equipment or facilities children need?**
(Section 69 Children and Families Action 2014)

The Holmesdale School is a modern school building which is fully wheelchair accessible. It has disabled changing and toilet facilities and a lift. When your child first joins the school, we will ask you to let us know of any access issues you or family members have. (Please see the accessibility plan found in the policies section of our website.)

We are subject to the Equalities Act and make reasonable adjustments and provide auxiliary aids and services to prevent disabled students being disadvantaged. Students with complex medical conditions have a health and personal care plan which outlines the actions taken by the school to ensure the health, safety, and inclusion of these students.

- Our current accessibility plan and equalities information and objectives can be found on the school's website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.
- Please also see a copy of our current policies: supporting pupils with medical conditions and pupils with health needs who cannot attend school.
- There is an integrated lift and outside areas are tarmacked and level.
- Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Needs Support Service, Occupational Health, and Physiotherapy. They will visit the school and/or provide support to teachers and other staff working with identified pupils
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum, (e.g., hearing loops, specialist frames and chairs). These resources will be purchased using the notional SEN funding

14. **How are children included in activities with other children, including school trips?**
(SEND CoP 6.79 bullet 11)

Our current accessibility plan and equalities objectives can be found on the school's website.

We have a commitment to every pupil being included in all activities, including physical activities, extra-curricular activities, and school trips.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

- The destination and nature of off-site visits will be taken into account when considering the needs of pupils with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and pupils to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- Parents may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.

- Reasonable adjustments are made to ensure that pupils with SEND are able to participate alongside their peers during performances or sports days.

[The Holmesdale School Accessibility Plan](#)

15.	What support is there for children's overall well-being and their emotional, mental and social development? (SEND CoP 6.79 Bullet 12)
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The Holmesdale School is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our pupils.

We will monitor and review progress as part of the SEND support planning cycle of 'assess, plan, do, review' (APDR).

For some pupils with the most need for help in this area we can also provide the following:

- access to a counsellor,
- access to an early help key worker
- access to the head of Year
- pastoral team
- external referral to CAMHS,
- time-out space for pupils to use when upset or agitated.

The school may work with external services to support pupils: CLASS, ESBAS, Ed Psych, CAMHS. Thrive outreach support is extended to individual children in the school.

- Provision groups are established: daily lunchtime nurture group, social skills, worry busters, peer mediation to develop confidence and positive social interactions.
- There is also support offered by our Mental Health Practitioner, Mrs Emma Beal who supports identified families.
- Young carers are supported by the Young Carers Support organisation.
- The school accesses local support for pupils suffering a bereavement.
- The early help key worker (EHKW) or a family support worker may be used to work with pupils and their families for an agreed period of time.
- Emphasis is placed on regular and well-planned personal, social and health education (PSHE) teaching, using the Jigsaw scheme of work.
- A daily breakfast and after school club are available for pupils.
- A robust positive behaviour policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The school council meets regularly to discuss a range of issues relating to school management.
- The school also participates in events such as the anti-bullying week, a recognised national week on the SEND calendar, mental health day and e-safety week.
- 1:1 adult support may be given for pupils with complex needs within the learning environment or during transition times and to support personal care.
- Pupil voice questionnaires may be carried out to gain an understanding of a pupils' perceptions and views.
- Trusted adults are used to check in with pupils to enable them to discuss any worries.
- Individual behaviour plans are also constructed to maximise opportunities for de-escalation as well as steps for how to respond when supporting pupils.

- Staff are informed via teaching/support staff meetings and whole-staff briefings of specific, individual needs to ensure there is a consistency of approach, for example for risk reduction plans.
- Themed assemblies are used to address topics such as personal safety, online safety, anti bullying, disability, peer pressure, friendships, and ASD.

Please also see our current policies available either on the school's website or upon request. These include:

- Safeguarding and Child Protection
- Accessibility plan
- Equalities statement and objectives
- Supporting pupils with medical conditions
- Children with health needs who cannot attend school

16

What specialist services does the school use to support children and their families?

(SEND CoP 6.79 bullet 13)

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents and carers will be involved in any decision to involve specialists and their consent will be sought. Specialists from a range of support services might be working with a pupil on a regular basis over a set period of time. E.g., weekly for one term.

The school has developed positive links with a number of external agencies in order to support pupils with SEND:

- School Nurse
- Educational Psychology Service
- Speech and Language Therapy Service
- Behaviour and Attendance Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Integrated Therapy Service
- English as an additional language (EAL)Service
- Virtual Schools Kent (VSK)Looked After Children)
- Social Services

The designated teacher for looked-after children is Emma Beal . Responsibilities include:

- the management of additional needs plans (ANPs)/ Personal Education Plans (PEPS),
- attendance at CLA review meetings to discuss educational progress and targets
- regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
- The designated safeguarding lead coordinates risk reduction and planning for safeguarding issues and attends core group meetings and multi-agency strategy meetings.

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

There is information about the support that the Local Authority and other services provide in the Kent Local Offer for SEND.

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

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

Parent Information Contact

The SENDCo at The Holmesdale School is Ms Rebecca Moody (rebecca.moody@swale.at)

Best time to contact Monday – Friday 9am – 4pm. Calls and emails will be returned within 24 hours wherever possible.

The School Office contact email is THS_Office@swale.at

17

What do I do if I am not happy or want to complain?
(SEND Cop 6.79 Bullet 14)

The normal arrangements for the treatment of complaints at The Holmesdale School are used for complaints about provision made for special educational needs following our Complaints policy:

- In the first instance, you should contact the class teacher, or a member of the SEND team and we will work with parents or carers to resolve any issues you may have.
- If this is not resolved, please contact the Senior Leadership Team and/or Head of School.
- If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Educational Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school about the provision made at the school.