



**Sheerness West Federation**

**SPECIAL EDUCATIONAL NEEDS  
AND DISABILITIES POLICY**

March 2018

Review Date: March 2019

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<b>Policy Review Process</b>	
Frequency of Review	<b>Annually</b>
Reviewed	<b>March 2018</b>
Reviewed By	<b>FLT</b>
Next Review Date	<b>March 2019</b>

<b>Policy Status</b>	<b>Statutory</b>
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<b>Policy Approval</b>			
<b>Policy to be approved by:</b>		<b>Governing Body</b>	
<b>Title</b>	<b>Name</b>	<b>Signed</b>	<b>Dated</b>
Chair of Governing Body	Mr D Goodwin		22/5/18
Executive Head	Mr S Davies		22/5/18
Head of Schools	Miss H Brewer		22/5/18

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## **CONTEXT**

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: Teaching and learning; Behaviour; Health and Safety; Equal Opportunities; Complaints Policy and Accessibility Plan.

This policy was developed in consultation with parents, governors and staff with explicit feedback from parent and member of the Friends Association, Governor and a parent of a child who has SEN through seeking their views when drawing up the policy. The policy will be reviewed annually.

### **Definition of SEN and Disability**

‘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: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ SEN Code of Practice (2014, p 4)

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)

### **SEN Provision within the Federation**

At the Sheerness West Federation can make provision for a wide range of special educational needs usually without a statement of special educational needs / Education, Health and Care Plan, for instance Communication and Interaction including pupils with speech, language and communication needs (SLCN), Cognition and Learning needs including moderate learning difficulties (MLD) and specific learning difficulties (including, dyslexia and dyspraxia), and those with social, emotional and mental health difficulties, those with sensory and/or physical needs and those with a physical disability (PD). Where our school has not had experience of providing support for a specific need or we require more specialist advice and support we are able to

access this via the Local Inclusion Form Team (LIFT) or from the health professionals identified in section 10.

The school currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following special education needs: Autistic Spectrum Disorder and speech, language and communication needs, in the past we have met the needs of pupils with an EHCP/statement of special educational need with a physical disability, speech language and communication needs, visual impairment, specific learning difficulties and Asperger's syndrome. Decisions on the admission of pupils with a statement of special education need/Education, Health and Care Plan are made by the Local Authority.

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

### **The Ivy Centre Speech and Language Specialist Resource Provision**

The Ivy Centre is based within West Minster Primary. It has a dedicated suite of specially rooms within the new building. The Ivy Centre has its own funding stream, dedicated staff and resources. However the Ivy Centre and the children who attended are entirely included in every aspect of the day to day life of West Minster and the wider Federation. The Ivy Centre is line managed by Nigel Cates (AHT for Inclusion) and the teacher in charge is Mrs Lucy Bradbury.

The Ivy Centre has a specific entry criteria, whereby children must have an Education, Health and Care Plan (EHCP) and will be a child:

- Whose primary difficulty is a speech and /or language disorder and where other difficulties are a direct result of this disorder
- Who has significant discrepancy between verbal and non-verbal abilities, with non-verbal skills more in line with their same age peers
- Who does not have social, emotional, behavioural or mental health difficulties as their primary need
- Who does not have a pre-existing diagnosis of autistic spectrum disorder as their primary need

### **Identification and assessment of pupils with SEN**

At the Sheerness west Federation we monitor the progress of all pupils throughout the year and formally at least six times a year to review their academic attainment and progress.

We use a range of assessments with all pupils from year R to year 6, a summary of these is set out below:

Year R: Wellcomm Screening (Baseline) Assessment; 2x a year

Year R: Foundation Stage Development Matters AS 17 areas; 6 x a year

Year 1 to year 6: Teacher Assessments in Reading, Writing, Maths (Science and Speaking and Listening); 6x year.

Year 1: Phonics Screening Test; 1x a year

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Year 2 Phonics re-test; 1x a year

Year 2 to year 6 (plus some year 1's): Accelerated Reader ongoing assessments

Year 2 SATS; Reading, Writing, SPAG and Maths 1x a year

Year 6 SATS; Reading, Grammar, Punctuation and Spelling and Maths and moderated Teacher Assessment levels for writing; 1x a year

We hold at least five formal pupil progress meetings (PPMs) throughout the year, together we put in place extra support to enable the pupil to catch up. This ranges from interventions in English and mathematics to individual pupil mentoring.

Some pupils may continue to make inadequate progress, despite high quality teaching targeted at addressing 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 Sheerness West Federation we are experienced in using a range of assessment tools including:

- DST (Dyslexia Test) when needed to monitor a pupil's memory, spelling, semantic fluency, verbal fluency, writing and ability to identify rhyming strings
- Boxhall profile when a more detailed assessment of a pupil's emotional needs is needed
- Communication and interaction scales to monitor a child who has Speech and Language difficulties
- BPVS (The British Picture Vocabulary Scale) when a test of hearing and receptive language is needed for a pupil
- Irlen screening: This is a screening, which is carried out when pupils have problems reading due to what appears to be text moving or disappearing.
- Sensory processing assessment when a pupil shows signs that there may be sensory processing needs.
- E.A. Morris well-being and self-esteem assessment. This monitors a pupil's emotions and gives intervention support to improve confidence and well-being.
- PhAB2: Phonological assessment
- SCQ (Social communication questionnaire): Assesses the level of communication a child makes with people in different situations.
- Short Term Memory assessment
- Sensory Checklist
- Auditory processing performance scale
- Well-being Tool kits 1 & 2
- Leuven Scales

We will also undertake further analysis of individual assessments and we have regular review meetings to study the children's attainment and progress and respond accordingly.

We also have access to external advisors and specialists via the Local Inclusion Forum Team (LIFT) and commissioned Health Services who are able to use a wider range of assessment tools. 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, and put into a SEN support plan/Individual provision map and /or class provision map reviewed regularly, and be refined or revised if necessary. 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 change in identification of SEN is changed parents will be notified. 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.

Each review of the SEN support plan 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 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 the rate of progress of the child and their peers
- Widens the attainment gap

For pupils with or without an Education, Health and 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## **Assessment and Review**

Every pupil in the Federation has their progress tracked at least six times a year. In addition to this pupils with special education needs may have more frequent assessments of reading age etc. The assessments we use at the Federation are identified in section 2. Using these assessments it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted accordingly.

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## Teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. 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 SEN Code of Practice (2014, 6.37) We follow the Kent Mainstream Core Standards (Kelsi.org.uk) to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs a range of additional teaching approaches, as advised by internal and external assessments e.g. small group teaching, one to one teaching and mentoring etc.

## The curriculum and learning environment for pupils with special educational needs

At Sheerness West Federation 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 Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, **the recent new buildings** and other developments have incorporated:

### At West Minster:

- Fully accessible classrooms on each level
- Accessible toilets are in place and located within the main body of the building.
- Adjacent outdoor areas have been developed.
- The KS1 playground area has been improved.
- A new garden with a pond area has been installed to replace the one lost when the hall was extended.
- The new building entrances and classroom doors meet accessibility requirements.
- A lift is available to wheelchair users or children or adults with temporary or permanent needs that make climbing stairs difficult.
- The Ivy Centre Speech and Language Specialist Resource Provision has its own dedicated suite of rooms built and equipped for purpose.
- A range of outdoor seating and other outdoor resources have kindly been provided via the PTFA.

## **At Rose Street:**

- Fully accessible classrooms on each level
- Accessible toilets are in place and located within the main body of the building.
- A lift is available to wheelchair users or children or adults with temporary or permanent needs that make climbing stairs difficult.
- A fully accessible breakfast club and dining area with own kitchen.
- The new building entrances and classroom doors meet accessibility requirements.

## **Increasing access for pupils with SEND**

- Providing bespoke resources for individual pupils with identified needs to enable them to access the curriculum e.g. individual coloured overlays, angled desk tops, individual writing supports, iPad read write app, maths manipulatives, Clicker 6, Widgit, Kore stool, weighted pads, individual fiddle items etc.
- Providing staff training on phonics, better reading partnership, reciprocal reading, Inspire Maths, precision teaching, Makaton training, metacognition, behaviour management, dyslexia, dyscalculia, ASD, Early Bird ASD training, AD(H)D, the use of maths manipulatives etc. to support teaching and learning, Selective Mutism, ADHD and ODD, 5 point scale, Lego Intervention, Well-being Tool kits 1 & 2, Team Teach, Reaching Resilience, PDA, Attachment Disorder; Video Interactive Guidance.
- Providing staff training on Makaton, Language Enrichment, Cued Articulation, Colourful Semantics, Communication in Print and ongoing training from speech and language therapist to improve communication and interaction for those with speech and language needs.
- Specific programmes to develop speech and language: Talk Blast; Talk Boost; HOLLA
- Providing staff training on the use of different ICT programmes, including Apple apps
- Acting on specialist advice and recommendations from a range of specialists including educational psychologists, physiotherapists, occupational therapists, specialist teachers etc. to support teaching and learning and access to wider opportunities.
- Additional support systems have been put in place or resources have been purchased, where needed, to enable pupils with a disability to participate in a whole range of different activities

- Individual risk assessments have been undertaken and where needed alternative support systems have been put in place to ensure all disabled pupils can access school trips and residential trips.

### **Delivery of information to pupils with SEN**

Some of the systems that have been implemented and/or are in use within the federation to facilitate the improved delivery of information to pupils with SEN include:

- The use of Makaton, Cued Articulation
- Language for Learning-a range of resources to support pupils' learning
- The use of visual supports – symbols and pictures to support learning, transition and social communication and interaction.
- The use of verbal social stories and social cartoons.
- The provision of additional adult support to enable improved delivery of information.

### **Additional support available to pupils with special educational needs**

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. We draw on a range of excellent programmes and interventions to support children to reach their potential both academically and socially and emotionally. The programmes selected form part of a holistic package of support which is underpinned by excellent quality first teaching. We look carefully at what works within school, how the child presents, what research supports and we actively encourage parents to support their child's learning.

### **Interventions that can be used to meet individual needs:**

- Speech & language programmes to develop articulation of specific sounds delivered one to one or within a small group.
- Letters and Sounds supported through a range of resources designed to support reading, spelling and writing delivered through the use of the interactive whiteboard
- Small group literacy intervention or one to one tuition to focus on teaching specific skills led by intervention TAs/HLTAs or CT to provide additional focused support either within the class or in a withdrawn setting to focus on key skills. The frequency of intervention matches identified need and resources.

- Write Dance Programme– to promote gross and fine motor skill development for children aged 3 to 5 years.
- Clever Hands & Clever Fingers Programme – to promote fine motor skill development. Activities are usually undertaken within the class in a small group setting
- One to One reading to a key adult to develop decoding skills and or comprehension skills/to develop an understanding of new vocabulary.
- Reciprocal reading sessions specifically to develop higher order thinking and fluency with decoding and reading longer texts.
- Gross motor skills programmes e.g. Beam & Fizzy Programmes designed to develop ball skills, balance and co-ordination.
- Sensory Circuits – to support co-ordination, balance and focus and attention.
- A professionally equipped Sensory Room (Rose Street)
- Clicker 6 – a reading and writing software tool
- Mathletics – an ICT based programme designed to be used both within school and at home to develop and deepen mathematical understanding.
- Small group maths intervention work or one to one work to focus on teaching specific skills led by intervention TAs/HLTAs or CT to provide additional focused support either within the class or in a withdrawn setting to focus on key skills. The frequency of intervention matches identified need and resources.
- 1,2,3, Magic Effective Discipline for 3-12 year olds a programme to support good behaviours both within school and at home has been or can be delivered to parents who request it.
- A Circle of Friends- a programme to support pupils aged 5 to 11 years with friendships and social interaction.
- Time to Talk- a programme to support pupils aged 4 to 5 years with friendships and social interaction.
- Beyond Boxall- a programme to develop pupils’ social interaction and well-being.
- Well-being Tool Kit- a programme to develop pupils’ emotional well-being.
- Team Teach- a graduated set of strategies to support pupils’ behaviour and well-being
- Drawing and talking- a programme to enable pupils to talk about emotional difficulties.

- Troubled children Approach- Exercises to use with children in 1:1 situation to lower anxiety/anger/stress
- Interactive Resilience Framework- a Range of support interventions to support pupils with emotional difficulties.
- Breakfast Club. At a nominal cost, this support, is available for all pupils, including those with SEND pupils.

In a 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, and above that amount, the Local Authority should provide top up to the school's notional SEN budget. School will apply for High Needs Funding where resources exceed the specified figure. **NB As at March 2018 KCC is reviewing High Needs Funding**

### **Enabling SEND pupils to engage in all school activities**

The federation recognises the importance of enabling SEND pupils to engage in all school activities, including physical activities, together with children who do not have special educational needs.

All clubs, trips and activities offered to pupils at The Sheerness West Federation are available to pupils with special educational needs either with or without an Education, Health and Care 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

### **Emotional and social development of pupils with SEND**

At Sheerness West Federation we understand that an important feature of school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for example Personal, Social, Health Education (PSHE) and indirectly with every conversation adults have with pupils throughout the day. Various strategies enhance the children's emotional wellbeing and resilience. For some pupils we use the Boxall Profile in conjunction with the Specialist teaching and learning Service (STLS). For some pupils with higher levels of need we can provide more specialist support e.g. pastoral support via a member of the Wellbeing team and /or referral to specialist services, i.e. Community Paediatrician, CAMHS, Early Help. 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.

### **Key staff and Governors**

The SEN Co-ordinator SENCO at Rose Street Primary School is Jemma Williams, who is a qualified teacher and SENCO. Jemma Williams can be contacted on 01795 663012 or email [j.williams@swfed.co.uk](mailto:j.williams@swfed.co.uk)

The SEN Co-ordinator SENCO at West Minster Primary School is Michelle Davies, who is a qualified teacher and SENCO. Michelle Davies can be contacted on 01795 662178 or email [m.davies@swfed.co.uk](mailto:m.davies@swfed.co.uk)

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The Federation Senior Leader with responsibility for Inclusion (which incorporates SEND and Wellbeing) is Nigel Cates, who is a qualified teacher and SENCO.

The Governor with responsibility for SEND is Charlene Newton.

### **Expertise and training of staff in relation to pupils with SEND and how specialist expertise will be secured**

We are a highly inclusive Federation. Staff recognise that the best support for all pupils, including our SEND cohort, is provided in class through Quality First Teaching. CPD on the ramifications of the Sutton Trust Reports, and the Education Endowment Foundation has taken place. The majority of our teachers, teaching assistants and support staff have had some or all of the following awareness training: ADHD, ASD, Epilepsy, diabetes, first aid, behaviour management training. All staff have accessed training specific to awareness of and supporting speech and language needs, as well as basic Makaton training. Ivy Centre specialist teachers and TAs and West Minster SENCO have undertaken the two day introductory Makaton Course as well as training in cued articulation. In addition our staff develop skills alongside specialists e.g. we have twice weekly SALT input and ongoing training. We have had support from specialist teachers to support with ASD, behaviour, communication, visual impairment and other disability issues. We have OT input for specific children and providing advice and guidance around sensory issues. All of our staff - CTs and TAs - attend weekly or fortnightly CPD sessions to raise their skills and knowledge in identified areas. In addition the key SEN staff have accessed Team Teach Training. Where a training need is identified beyond this we will seek to up-skill ourselves as appropriate. Training can be accessed in various ways including via the Local Inclusion Form Team from specialist teachers, EPs and local authority training sessions and health service providers as well as through extensive in house training.

### **Specialist equipment and facilities to support pupils with SEND**

Where external advisors recommend the use of equipment or facilities which the school does not have, where appropriate we will provide 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.

### **Consulting parents of pupils with SEND about, and involving them in, their education**

All parents of pupils attending the Sheerness West Federation are invited to discuss the progress of their children on three formal occasions a year and an end of year report. In addition we are happy to arrange meetings outside these times. We operate an open door policy to ensure staff are always available to meet parents. As part of our normal teaching arrangements, all pupils are likely to access some additional interventions 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 Provision Map. This is shared with parents at parents' evenings. If following this universal and targeted 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 and the parent will be

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invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. Parent's views on what outcomes they would like for their child are sought and incorporated into their child's plans. 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.

### **Consulting with pupils with SEND 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. The views and aspirations of the pupil with SEN are collected three times a year and these, where appropriate, feed into their outcomes and individual targets. 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.

### **Complaints**

There is a Governor nominated to have oversight SEN and Disability matters. The normal arrangements for the treatment of complaints at the Sheerness West Federation are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher. If parents need further advice they are invited to meet with the SENCO. If they feel their child's needs are still not being met they should arrange to see the Head of School or Inclusion Lead to resolve the issue before making the complaint formal to the Chair of the governing body.

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 Education Health and 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

### **The Governing Body**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to advice and support from a range of services including specialist teaching and learning service
- Membership of professional networks e.g. Swale SENCO Forum.
- This academic year we have again entered into a 15 day Service Level Agreement with the Educational Psychology Service.

- Link to Disabled Children's Service for support to families for some pupils with high needs.
- We have a traded service, for two days a week across the Federation, agreed with "Everybody Talks" - Speech and Language Therapy, advice and training
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Service level agreements with Occupational Therapy service for pupils with a requirement for direct therapy and or advice.

### **Support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32 (parent partnership services)**

Advice and Support Kent (IASK) supports families of children and young people (0-25years) with SEN or disabilities. They provide confidential advice and support, impartial and independent from the council. They 'hope to empower parents to make informed choices about their children's education and communicate confidently'. HELPLINE: 03000 41 3000 Office: 0000412412 and Minicom: 03000 413030 Web: <http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>.

### **Transition Arrangements**

At Sheerness West Federation 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 the transfer as seamless as possible. Pre-school to primary links are firmly established. The SENCO and /or Early Years Manager visit the main feeder pre-school settings as a matter of course and visit other local pre-school settings where we are informed that a pupil has identified needs, with parent's permission, to plan and prepare, where needed, individual transition programmes.