SEND Information Report

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Headteacher	Sarah Doyle
Chair of Governors	Chris Duckling
Version	4

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1	About this report

SEND Code of Practice: **6.81**

- The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year.
- This report explains how our school meets the needs of pupils with SEND and it will make reference to the county local offer.
- The local offer outlines support available for parents and families and can be found here:

  https://localoffer.eastsussex.gov.uk/

- 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 want to give us your views about the report, please contact the special educational needs coordinator (SENDCo).

Signed: *Chris Duckling,* Chair of Governors
Date:

2	Who do I contact?

SEND Code of Practice: **6.79 - Bullet Point 5**

2.1	If you are thinking of applying for a place at The Turing School. Contact the main office on: ● tts-office@swale.at ● 01323 465 700.
2.2	For all students that attend The Turing School, in the first instance if you have any concerns, we would encourage you to contact your child's: ● BASE mentors ● subject teacher ● key stage lead. Contact can be made via: ● email on the Bromcom App or directly to the addresses ● contacting the main office on the number above or via email: tts-office@swale.at This initial contact may result in a referral to the SENDCo, Chelsey Leighton via: ● an evidence of need form ● a request for an observation.

2.3	- The SENDCo is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. - The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. **Contact Details** - Chelsey Leighton (Assistant Headteacher) E: chelsey.leighton@swale.at P: 01323 465 700 ext 215 - Nevada Smith (SENDCo) E: nevada.smith@swale.at P: 01323 465 700 ext 255 - Jayne Kettyles (Assistant SENCo) E: jayne.kettyles@swale.at P: 01323 465 700 ext 317 - Di Pomfrey E: diane.pomfrey@swale.at P: 01323 465 700 ext 213

3	Which children does the school provide for?
SEND Code of Practice: **6.79 - Bullet Point 1**	
3.1	The Turing School is a Secondary School that is part of Swale Academies Trust. We admit students from age 11 - 16 years.
3.2	At The Turing School we pride ourselves on being an inclusive school, this means we provide for children with all types of special educational needs. All staff are provided training to meet the needs of the students within the mainstream classroom.
3.3	**Students with an Educational Health and Care Plan (EHCP)** If you would like your child/children to attend The Turing School and they have an Education Health and Care Plan, please contact your Assessment and Planning Officer at East Sussex County Council who will consult with us about provisions.
	Students without an Educational Health and Care Plan (EHCP) If you would like your child/children to attend The Turing School who has an identified special educational need without an EHCP you will need to apply through the normal admission channels and your application will be considered in the same way as applications from children without any identified special educational needs.

3.4	For further admission information please follow the links below:
	● The Turing School website: https://www.theturingschool.org.uk
	● East Sussex School Admissions: school admissions - East Sussex.gov.uk
	● East Sussex School Admission: 0345 60 80 192

4	**How does the school meet the needs of children with SEN and Disabilities?**
SEND Code of Practice: **6.79 - Bullet Point 5**	
4.1	● At The Turing School, we are committed to meeting the needs of the children identified 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 child delivered through quality first teaching.
	● Sometimes additional support is required to support a student's progress and achievement, making reasonable adjustments where necessary.
4.2	At The Turing School we will provide personalised support for every student at any point in their school career to unlock and maximise their potential, if they have been identified as needing additional support. To identify the students we use a graduated approach.

Review → Assess → Plan → Do → Review

This will ensure that there are clear outcomes and accountability when supporting your child.

Assess

● Data on the student held by the school will be collated by the subject teacher/Inclusion Team including the SENDCo to make an accurate assessment of the student's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes.

Plan

● If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the appropriate member of staff with advice from the Inclusion Team.

	Do
	● SEND K support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets preparing for adulthood) that encompass parent/carers' aspirations for their child. This will be recorded, and a date made for reviewing attainment.
	Review
	● Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.
	In this process we will be able to identify the best intervention for the student with support from the Inclusion and Pastoral Team.
4.3	**Review and Next Steps** ● If the child's interventions are not having the desired impact, advice will be sought from external agencies to support with identifying further strategies. If this is required permission will always be obtained from the parent/carer of the student. ● For a very small percentage of students whose needs are significant and complex, and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess the students' education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided. ● Further information on external services can be accessed via the East Sussex Local Offer: https://localoffer.eastsussex.gov.uk/
4.4	**SEND Register** ● The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.

5	**How does the school identify children's special education needs?**
SEND Code of Practice: **6.79 - Bullet Point 5**	

5.1	**Overview**
	We aim to identify children's special educational needs as early as possible, so that the child achieves the best possible outcomes:
	● a pupil has SEND where 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 children with SEN is built into our overall approach to monitor the development and progress of all pupils.
5.2	**All Students**
	The SEN Code of Practice, *2015: 6.17*, identifies less than expected progress:
	● is significantly slower than that of their peers starting from the same baseline - fails to match or better the child's previous rate of progress
	● fails to close the attainment gap between the child and their peers
	● widens the attainment gap.
	For any student that joins The Turing School, information is gathered prior to their arrival from the previous setting. During the students' time at The Turing School we identify students that need additional support through continued information gathering. We would start the investigation process for identification if:
	● concerns are raised by parents/carers, or specialist agencies working with the child.
	● additional concerns raised by teaching staff through completion of an evidence of need form – which is shared with parents/carers.
	● observations of students in the classroom that indicate that they have an additional need upon requests via an observation request form.
	● Whole school progress and attainment tracking across their subjects identifies less than expected progress
	● To assess progress and understanding the school uses a number of 'in house' diagnostics assessment tools, e.g. Speech and Language Link, CATS, reading assessments, Sound Write phonics assessment.
	We use the East Sussex County Council SEND Matrix identification tool to identify their needs, provision and strategies within the four broad areas of need. Students may have one or more of the broad areas of needs:
	● **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. We use the same process to support and identify students with behavioural difficulties who may have SEN *(6.21)* and a child with English as an additional language *(6.24).*
5.3	**Year 6 and Year 7 – identification of need** During the Year 6 transition process to The Turing School, the Transition Leads visit identified primary schools and the information gathering process will start in Term 4 and continue into Term 5 prior to the academic year of entry. The SENDCo will meet with the primary school SENDCo to gather additional information in Term 5. Information gathered from their previous schools can include KS2 SATS, personal profiles, specialist reports and attendance. To ensure we have a well-rounded picture all Year 7 students will undertake further: • NGRT Reading assessments • CATS Assessment • Dyslexia Screening (Lucid Rapid) • Language Link (Speech and Language) Parents/carers are encouraged to provide additional information at the transition evenings, and at any time parents/carers can contact their young person's BASE mentor, or SENDCo with any concerns or to share information. If a Year 6 student has been placed on the SEND register at their previous setting the students will stay on the SEND register at The Turing School with a review process in Term 3 to discuss with parents/carers if the student still requires additional SEND support. If a child has an Education, Health and Care Plan (EHC) the SENCo will work with the Local Education Authority and attend the final review at primary school. Year 6 students identified through this process are offered additional transition days in The Key which is our specialist provision to enable them to build relationships with the Inclusion and Pastoral staff who will create student support plans for the start of Year 7.

6	**How does the school teach and support students with SEND?**

	SEND Code of Practice: **6.79 Bullet Point 7**

6.1	**Quality first teaching**

Supporting our students is a whole-school approach, with high quality first teaching being the foundation of our support in ensuring our students are making progress. The expectation is that all staff differentiate to meet the needs of all learners.

Students identified with a SEND will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system and at events such as parents' evenings. The attainment of students is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.

These students are discussed to identify where further support would impact positively and a review of the impact of the differentiated strategies in the classroom. There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs. The expectation is that students will accept responsibility for their own learning and work independently where possible. Student support plans and Additional Needs Plans (ANPs) are provided for all teaching staff, informing them of barriers to learning and strategies to implement.

6.3	**Monitoring**

The quality of classroom teaching provided to students with SEND is monitored through:

- classroom observation by the senior leadership team, the SENDCo, external verifiers
- ongoing assessment of progress made by students with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to student need
- teacher meetings with the SENDCo or Assistant SENDCo to provide advice and guidance on meeting the needs of student with identified SEND
- Layer 3 provision management for each year group identifies additional and different interventions with SMART targets to meet the needs of groups or individuals according to the four broad areas of need
- student and parent/carer feedback on the quality and effectiveness of interventions provided as part of the SEND graduated approach of assess, plan, do, review
- attendance to lessons and behaviour records.

These discussions and observations ensure we embed our high expectations amongst staff about quality first teaching and the application of a differentiated approach to teaching and learning using AMS outcomes. We make it a point to discuss aspirations with all our learners.

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

SEND Code of Practice: **6.79 Bullet Point 8**

| 7.1 | **Curriculum Support**

All students will have access to a broad and balanced curriculum which is suitable for all children. We will set high expectations for all students. Students are placed in groups appropriate to their ability in maths and mixed ability in all other subjects. The students' subject teachers will ensure that work is differentiated to meet the needs of the students.

Teachers plan using students' achievement and target levels, differentiating tasks to ensure progress for every student in the classroom through their identified pathways.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum:

- they demonstrate sensitivity to the needs of students with SEND when determining learning partners, seating arrangements and groupings
- they will use a multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning
- teachers will make meaningful cross-curricular links between subjects in the curriculum when appropriate. Real life, practical links are made wherever possible to ensure that children see the 'big picture'
- the teaching staff will use reasonable adjustment to support the students in lessons in accordance with the student support plan or the Additional Needs Plan (ANP)
- if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help
- strategic, adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support children's additional needs, including the use of teaching assistants
- teachers remain responsible and accountable for the development and progress of the children in their class, including when children access support from teaching assistants or specialist staff. |

| 7.2 | **Learning Environment**

Please see The Turing School's current accessibility plan and equalities objectives which can be found on the school's website. According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We offer:

- The Key has been developed to improve inclusion in the mainstream classrooms for vulnerable students
- a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement
- resources are clearly marked and arranged so that they can be found easily
- periods of quiet reflection for students in a safe space away from the main learning environment to help reduce levels of anxiety and frustration
- a designated workstation for periods when a student is unable to cope at a shared table or with classroom activity and noise levels
- specialist equipment or resources may be sourced by the Inclusion Team to enable identified children to access all aspects of the curriculum, e.g. a C-Pen Reader, Chromebook
- access arrangements during examinations. |
|---|---|

8	**How are parents and carers involved in reviewing children's progress and planning?**
SEND Code of Practice: **6.79 - Bullet Point 3 & 5**	
	A positive home/school partnership is crucial to promote the success of our students. As well as being open and transparent, we provide regular, structured opportunities for communication about how your child is progressing.

Reviewing Plans
- Parents/carers are actively involved in the construction and review of additional needs plans (ANP) and they are invited to attend annual review meetings to evaluate their child's progress in relation to an education, health and care plan (EHCP) targets.
- EHCPs are reviewed every 12 months as one of the three review meetings.
- Parents/carers are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including:
  - children looked after (CLA) reviews
  - individual health care plan construction
  - risk reduction planning
  - children protection review conferences |

○ core group meetings and family support meetings.
- Parents/carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) three times a year. This may be adjusted if the provision for the child needs to be amended.
- In addition to parents' evenings once a year (twice in year 11) to discuss their role in supporting their children at home, parents/carers can also make an appointment to meet with a member of the Inclusion Team to discuss specific provisions and any SEND related issues.

Parent/carer and student voice
- Parent/carer questionnaires enable the school to receive constructive feedback.
- Student voice will be completed with the students regularly.
- Parental forums and student voice that is fed back to parents/carers of students with SEND.
- Parental/carers seminars led by specialist professionals to support an understanding of their child's needs.

9	How are children involved in reviewing their progress?

SEND Code of Practice: **6.79 - Bullet Point 4 & 5**

9.1	● Wherever possible, the school will always encourage children with SEN to be involved in the decisions regarding their learning experiences.
	 ● We will:
	     ○ listen to the views, wishes and feelings of the children
	     ○ provide them with appropriate information and support to help them make decisions
	     ○ nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.

9.2 We will achieve this through the use of:

Activity	Who is involved?	How often?
Self Assessment	Student & Subject Teachers	Daily
Student Leadership	Students & Pastoral Team	1 x Per Term
Student Voice	Students	1 x Per Term
ANP Reviews	Students, Parents/Carers, Inclusion Team	3 x Per Year

Annual Reviews - EHCP	Students, Parents/Carers, SENCO	1 x Per Year
Trusted Adult Check In	Student, Trusted Adult	1 x Per Week

10	**How does the school prepare and support children to transition to a new education setting?**
	SEND Code of Practice: **6.79 Bullet Point 6**

10.1	**On entry** ● A planned introduction programme is delivered in Term 5 and 6 to support transfer for students starting school in September. ● Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. ● The SENCo meets with all new parents/carers of students who are known to have an identified area of need to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. ● If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
10.2	**Year 6 Transition** • The transition programme in place for students provides a number of opportunities for students and parents/carers to meet the Inclusion Team and BASE Mentors in the new school. These opportunities are further enhanced for students with SEND with additional transition days put in place. If there is significant need, a personalised transition will be put in place for a student. • The annual review in Year 5 and Year 6 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice. • Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. • Accompanied visits to other providers may be arranged as appropriate. • For students transferring to local schools, the SENDCo from both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition. • The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

10.3	**Post-16 Transition**
	- For all students with an EHCP or an ANP, all reviews from Year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society - *SEND Code 9.179 9.184.* - As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. - Year 11 students with an EHCP will have a phase transfer review meeting at the beginning of October, where the school will work in conjunction with the Local Authority, Parent/carers and the student to identify a post-16 provider that can meet the needs of the student. - All Year 10 students are invited to a taster day at East Sussex College so that students can sample the different courses available. Staff from the Inclusion Team will be part of the process and offer/provide support and guidance. - All Year 10 students are provided with the opportunity to attend a week of work experience with local companies, to gain valuable experience in the workplace. - The school also works closely with local companies who support a Year 11 Interview day and provide individual feedback to students. - We work very closely with the SEND Personal Advisor from the transition team to make sure all information and support is shared between school and college and that a transition plan with parental support is put in place. - Outside companies provided further support for the students in Year 11 to support transition to college, e.g. National Citizen Service and the Youth Employability Service (YES), who provide the students with further guidance. - Parents/Carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareers.service.gov.uk/ - For further statutory guidance. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools If a student should transfer to another school all information will be passed on and conversations will be held between key leaders of both schools

11	**What training do the staff have?**
SEND Code of Practice: **6.79 - Bullet Point 9**	
11.1	**Overview**
	When we plan support for a student, 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 Assistant Headteacher, Miss. Chelsey Leighton has gained a Postgraduate Certificate in Professional Practice: National Award for Special Educational Needs Coordination.
11.2	**Whole Staff CPD** Teaching and support staff have participated in a range of continued professional development opportunities: • How to support students with dyslexia and literacy needs • How to support students on the autistic spectrum • How to support students with presenting social emotional and mental health needs • How to support students with speech, language and communication needs • How to support students with attachment disorder • Mental Wellbeing in Children and Young People • Adverse Childhood Experiences • Staff Mental Health and Well-being • The graduated approach • How to use the East Sussex SEND Matrix • Developmental trauma All staff have access to online training course via: E-learning service - https://www.educare.co.uk/
11.3	**Pastoral and Inclusion Team CPD** Specialist training has been provided to the Inclusion and Pastoral Teams on: • Cognitive Behaviour Therapy • Emotional Literacy – language to support de-escalation supported by the educational psychologist • Emotional Literacy support assistant • Mental Health First Aid • Team teach positive handling • Manual Handling to support toileting via the Disability Team • First aid including, epilepsy, diabetes, Epi-Pens • Administration of medicines • Therapeutic Model - How to support all students needs • Sounds Write phonics programme • Precision Teaching for literacy and numeracy Each member of these teams has a bespoke training package to ensure we are meeting the range of presenting needs in school.

12	How does the school measure how well it teaches and supports children with SEND?
SEND Code of Practice: **6.79 - Bullet Point 10**	

12.1	**Review and evaluation**
	● We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.
	● We complete an annual self-evaluation of our SEND provision and use it to inform interventions for the following year and to develop an inclusion action plan. Please also see the *East Sussex SEN Self Review Tool.* *https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.*
	● Leaders review the quality of teaching and learning for all children with SEND through lesson observations, learning walks, book looks and pupil voice. This is to evaluate whether teaching and programmes of support have made an impact on children's progress within the four broad areas of need.
	● The Swale SEND Leadership Review Group completes an annual review of the quality of provision in school to meet the needs of students who have been identified with SEND.
	● The Quality of Education Team holds regular meetings with the SENDCo to maintain a strategic overview and to facilitate a consistent, professional dialogue between senior leaders. Meeting minutes are cross referenced and recorded according to standing agenda items: safeguarding, behaviour, teaching & learning, SEN, health & safety, staffing and AOB.
	● The SENDCo meets with the SEND governor to review provision and progress against the annual inclusion action plan. A report is then submitted to the local governing body for scrutiny.

12.2	**Monitoring of Progress**
	● The attainment and progress of all students is shared through parent evening and regular reports three times a year.
	● The students participate in formal assessments to ensure that the information that is provided is accurate.

12.3	**Monitoring of Interventions**
	● The school has a three layered provision management system. Layer one provides a strategic overview of all interventions taking place from Year 7 to Year 11 according to the four broad areas of need in the SEN Code of Practice, 2015.
	● Layer 2 identifies quality first teaching strategies and intervention entry/exit data to

	meet the additional needs of groups or individuals in each year.
	- Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2. - Intervention delivery is monitored by the Inclusion Team using drop in sessions with written feedback provided. Layer 2 interventions and exit data are rag rated to measure the impact of interventions and to agree on next steps.
12.4	**Feedback** - We invite parents/carers to provide feedback using structured conversations, pastoral support meetings and the Ofsted parent view website: https://parentview.ofsted.gov.uk/. - We send home a parent questionnaire every year then summarise the results and feedback. This information helps to inform the inclusion action plan.

13	**How accessible is the school and how does the school arrange equipment or facilities children need?**
Children and Families Act 2014: **Section 69**	
13.1	**Environment** Our current accessibility plan and equalities objectives can be found on the school's website. According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We offer: - a Lift system to access both floors, alternatively we are able to use the lift facility in Hazel Court if our facility is not functioning - disabled parking spots marked and located next to the school reception - all steps edged with yellow to ensure they are easier for those with visual impairments to negotiate - disabled toilets that have been adapted to ensure accessibility for any person with a disability, two toilets are equipped with an overhead hoist facility - wider doorways and corridors to enable wheelchair access - a medical room has been provided in order to enable a safe place for insulin testing/injections. - assistance with personal care will be supported by trained members of staff who will approach each case in a sensitive and professional manner. Please also see a copy of our current policies for further information: - Supporting Pupils with Medical Conditions - Children with health needs who cannot attend school

Medication is supervised and issued to students by our Reception staff and parents/carers will be required to complete relevant forms. All medicines must be boxed with clear instructions and stored in a locked cabinet in our first aid room.

The Key has been developed to improve inclusion in the mainstream classrooms for vulnerable students. Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy will visit the school and/or provide support to teachers and other staff working with identified children. If there are further developments that you feel we could make please do not hesitate to contact the SENDCo.

14	How are children included in activities with other children, including school trips?
	SEND Code of Practice: **6.79 - Bullet Point 11**

At The Turing School we have a commitment to every child being included in all activities, including physical activities, extra-curricular activities and school trips. The Inclusion Department will always support staff to ensure that students with SEND are included on any trips or activities.

This will be achieved through careful planning and reasonable adjustments, children 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 children with SEND and the relevant risk assessments will be written to reflect any additional needs.

We work with parents/carers and children to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation. Reasonable adjustments are made to ensure that children with SEND are able to participate alongside their peers during performances or sports days. If required, additional staff support will be made available to accompany students. If at any point you are concerned about your child participating in a trip please do contact the trip organiser and the Inclusion Team.

15	What support is there for children's overall well-being and their social, emotional and mental development?
	SEND Code of Practice: **6.79 - Bullet Point 12**
15.1	Our vision is to create an inspiring and ambitious community of learners who make a profound and valued contribution to the world. We pride ourselves on ensuring that we

	support all students' overall well-being. The school offers a variety of provisions for the students and the support provided is student focused.
	- An evaluated Social Public Health Economics Religious Education (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. - Student voice to ensure that we are making decisions with the students at the heart of the process. - Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups within The Key. These aim to support improved interaction skills, emotional resilience and well-being. - Students who find unstructured social times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. They are able to access The Key or a Calm Club at social times. - Student led groups e.g. bullying ambassadors and school council from a range of year groups to develop a package of support that all students feel safe at school. - Trained mental health staff, to advise staff on types of language to use with the young people, especially the students whose needs are linked to Mental Health. - Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans. There are also opportunities for students to participate in alternative provision offsite to support the students specifically working with students identified with Social Emotional and Mental Health needs. Our positive behaviour policy is based upon a therapeutic model approach which is linked to our vision, its foundations are rooted in our aspirations that the community will be proud to be a part and want to belong.
15.2	**Specific Interventions** - Breakfast club for all students - Mental health first aiders - Meditation techniques - Emotional Literacy Support (ELSA) - School Health Team - Cognitive behaviour therapy - Draw and Talk - Social Skills - Dragonflies bereavement service - Allsorts

15.3	These provisions are monitored by the Inclusion Team and The Pastoral Team. If at any time you are concerned about your child please do contact the:
	Pastoral Team
	- Head of Year 11 - Mrs R Lattimer - rebecca.lattimer@swale.at - Head of Year 10 - Mr C Saltmarsh - chris.saltmarsh@swale.at - Head of Year 9 - Miss J Collis - jen.collis@swale.at - Head of Year 8 - Mr C Pitman - craig.pitman@swale.at - Head of Year 7 - Mrs K Freeland-Jones - katherine.freelandjo@swale.at - Pastoral Assistant Managers of Key Stage - Miss L Dees - lauran.dees@swale.at - Miss M Gallop - millissa.gallop@swale.at - Miss K Netwon - katie.newton@swale.at - Miss M Sargent - melinda.sargent@swale.at - Miss J Turner - jade.turner@swale.at
	Inclusion Team
	- Assistant Headteacher – Miss C Leighton – chelsey.leighton@swale.at - SENDCo - Mrs N Smith - nevada.smith@swale.at - Assistant SENDCo – Mrs J Kettyles - jayne.kettyles@swale.at - Practitioner for SEMH – Mrs D Pomfrey – diane.pomfrey@swale.at - Literacy Lead - Miss E Scrivens - emma.scrivens@swale.at

16	**What specialist services does the school use to support children and their families?**
	SEND Code of Practice: **6.79 - Bullet Point 13** SEND Code of Practice: **6.80 - Reference: Looked after Children**
16.1	Our inclusion team at the school continues to grow and has become a central part of the school. The team has a wealth of knowledge and training, which is shared across the staffing body and used to support all children. However, if there is a significant persistent need that is identified as part of the assess, plan, do, review cycle, we will access external expertise to meet the specific need of the student. We currently have access to a range of support. **Education East Sussex** Educational Psychology Service (EPS)

	- Children's Integrated Therapy and Equipment Service (CITES) for Speech and Language, Occupational Therapy and Physiotherapy - Sensory Needs Service (SNS) - Teaching and Learning Provision (TLP) - English as an Additional Language Service (EALS) - Communication, Learning and Autism Support Service (CLASS) - Assessment and Planning (A&P) - Children;s Disability Service (CDS) - Spectrum - Team Around the School and Setting (TASS) **Other specialists** - Youth Justice Service - School Nurse and Mental Health Team - Child and Adolescent Mental Health Service (CAMHS) - School Police Liaison Officer - U25 Substance Misuse Team - Youth Employability Service (YES) - Young Carers Service - WiSE **Additionally** - The Virtual School for Children who are Looked After (CLA) - Children's Services: Single Point of Advice (SPOA) and Multi-Agency Safeguarding Hub (MASH) o Early Help Key Worker
16.2	**Children that are Looked After** Chelsye Leighton (Assistant Headteacher) is the designated teacher for Children that are looked after. Their responsibilities include: - the management of additional needs plans (ANPs) - 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.
16.3	**Safeguarding** - The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings. If the designated safeguarding lead is unavailable one of the Deputy Designated Safeguarding Leads will substitute. - The SENDCo (DDSL) will lead on the students identified with SEND.

16.4	**Further Information**
	If we identify that we need to make a referral to any of these services we will always discuss with parents/carers and seek their permission before a referral is completed.
	Any further information can be found via East Sussex Local Offer.
	https://localoffer.eastsussex.gov.uk/

17	**Where can I get information, advice and support?**
SEND Code of Practice: **6.79 - reference: Local Offer** Children and Families Act - **Regulation 51, Schedule 1 (11) - reference: Advice**	
17.1	**Local Offer**
	East Sussex Local Offer (on the internet) shows advice and advocacy services for children, young people, parents and carers.
	To access East Sussex Local Offer visit: https://localoffer.eastsussex.gov.uk/
17.2	**School Contacts**
	Subject Specific Concerns
	● Contact your child's subject teacher via Bromcom App (email service)
	Student-centered Concerns
	Pastoral
	● Head of Year 11
	○ Mrs R Lattimer - rebecca.lattimer@swale.at
	● Head of Year 10
	○ Mr C Saltmarsh - chris.saltmarsh@swale.at
	● Head of Year 9
	○ Miss J Collis - jen.collis@swale.at
	● Head of Year 8
	○ Mr C Pitman - craig.pitman@swale.at
	● Head of Year 7
	○ Mrs K Freeland-Jones - katherine.freelandjo@swale.at
	● Pastoral Assistant Managers of Key Stage
	○ Miss L Dees - lauran.dees@swale.at
	○ Miss M Gallop - millissa.gallop@swale.at
	○ Miss K Netwon - katie.newton@swale.at
	○ Miss M Sargent - melinda.sargent@swale.at
	○ Miss J Turner - jade.turner@swale.at
	Inclusion Team
	● Assistant Headteacher – Miss C Leighton – chelsey.leighton@swale.at

- SENDCo - Mrs N Smith - nevada.smith@swale.at
- Assistant SENDCo – Mrs J Kettyles - jayne.kettyles@swale.at
- Practitioner for SEMH – Mrs D Pomfrey – diane.pomfrey@swale.at
- Literacy Lead - Miss E Scrivens - emma.scrivens@swale.at

The above people will be able to sign post you to further external agents if they are not able to support you with your query.

18	Complaints procedures

SEND Code of Practice: **6.79 - Bullet Point 14**

In the first instance, you should contact the following people:
- **BASE Mentor** - via Bromcom App
- **Pastoral Team** - contact details above
- **Inclusion Team** - contact details above

If the parent/carer continues to be unhappy with the level of support, they can access the Swale Academies Trust complaints policy using the following link -

https://www.swale.at/page/?title=Policies&pid=30