

Goldwyn School

Special Educational Needs and Disability Policy and Information Report

Approved: Summer 2020

Review date: Summer 2021

SECTION A - SCHOOL ARRANGEMENTS

This policy document is a statement of the aims, principles and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Bower Grove School. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

This policy is written in line with the requirements of: Children and Families Act 2014

SEN Code of Practice 2015

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 Dec 2014

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 Goldwyn policies and documents:

- Equal Opportunities Policy.
- Admissions Policy.
- Teaching and Learning Policy.
- Policy for Supporting the Behaviour of Students with Social, Emotional and Mental Health Needs.
- Supporting Students with Medical Conditions Policy.
- Safeguarding and Child Protection Policy.
- Complaints Procedure.

This policy was developed with the SEN Team and STLS based at Goldwyn School, representatives from the governing body and parents of children and young people with special educational needs and will be reviewed annually.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs (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 (2015, p16)*.

The four main areas of SEN are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and / or Sensory

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. Disability is defined as

‘...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 (2015, p16)*

The Local Offer

The Children and Families Act introduced in September 2014 requires Local Authorities to publish and keep under review all of the services available to children and young people with Special Educational Needs. This is called The Local Offer.

The Kent Local Offer provides parents and carers with information about how to access services in their area and what they can expect from those services. It lets them know how academies, schools and colleges will support them and what they can expect across the local setting.

Academies, schools and colleges are expected to publish a SEND Information Report to help parents, carers, children and young people understand how their needs will be met and how they will be supported.

What kinds of special educational need does Goldwyn provide for?

Goldwyn is a designated specialist provision for students with Special Educational Needs in the area of Social, Emotional and Mental Health. There are four separate centres that offer a variety of inclusive pathways:

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|---------------------------|--|
| • Goldwyn Ashford | Secondary Special School |
| • Goldwyn Folkestone | Secondary Special School / Nurture Provision |
| • Goldwyn Plus | Secondary Alternative Provision |
| • Goldwyn college post 16 | Post 16 provision |

A high number of the students attending Goldwyn have a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome, Attention Deficit Hyperactivity Disorder, Conduct Disorder and / or Oppositional Defiant Disorder. In addition, many students have other types of need, including but not limited to:

- Speech and Language Needs.
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Dyspraxia.
- Moderate Learning Difficulties.
- Attachment Difficulties.
- Anxiety.
- Post-Traumatic Stress Disorder.

All students at Goldwyn Ashford and Goldwyn Folkestone, and most students at Goldwyn Plus, have an Education, Health and Care Plan (EHCP).

Admission to Goldwyn is the responsibility of the Local Authority through consultation with the Principal and Heads of Centre. The Local Authority refers students whose EHCP identifies needs that meet the centre's admission criteria.

Most students will join Goldwyn Ashford or Goldwyn Folkestone at the beginning of Year 7. However, it is possible that students may join at other times in the school

year, as long as their year group is not full and their needs would not stop the effective education of the other students in their year group.

Students can join Goldwyn Plus at any point in the secondary phase of their education as long as there is a place available and their needs meet the admissions criteria.

How are special educational needs identified and assessed at Goldwyn?

Before most students join Goldwyn, their special educational needs have usually been identified and recorded in their EHCP and / or in SEN Support records at their previous placement.

However, it is also possible that a student has, or may develop, special educational needs that have not been identified before. When necessary, Goldwyn will use observations and / or further assessment to find out more about a student's individual learning needs so that the correct kind of support can be provided.

Goldwyn uses a range of ways to identify and assess SEN, including

- assessment of reading, spelling and language skills.
- student observations during teaching and learning.
- observational checklists.
- strengths and difficulties questionnaires.
- informal discussion with students and parents or carers.
- monitoring of academic / vocational progress.
- monitoring of other progress data, including social and emotional development.

At Goldwyn, we are experienced in using the following assessment tools:

- WRAT4 (Reading and Spelling).
- BKSBS (English and Maths).
- WRIT (General Ability).
- DASH (Speed of Handwriting).
- Boxall Profiles (Social and Emotional Development).
- PASS (Positive Attitude to Self and School - Social and Emotional Development).
- Strengths and Difficulties Questionnaires (Social and Emotional Development).
- Secondary Language Link (Understanding of Language).

In addition, Goldwyn has a Specialist Teaching and Learning Service which can explore specific learning difficulties such as Dyslexia and Dyscalculia.

Goldwyn can also refer students to access Speech and Language Therapy Services, Educational Psychology Services, Child and Adolescent Mental Health Services, Occupational Therapy Services or other external agencies for further, specialist assessment.

The purpose of any assessment is to better understand a student's needs and the different approaches or support that may help the student to make better progress. This information will be shared with the student and their parents or carers. It will also be added to the student's Provision plan, as part of their EHCP.

Goldwyn ensures that all teachers and support staff who work with the individual student are aware of the strategies and teaching approaches best suited to meeting the student's needs through Student Profiles.

Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans.

a) how does the school evaluate the effectiveness of its provision?

Goldwyn uses a holistic approach to evaluate the effectiveness of its provision. We gather information about all aspects of progress and development from the student, the parents or carers, the teaching and support staff and any other professionals involved. This may include:

- assessment and tracking data from teaching staff.
- additional assessment data, such as reading or spelling ages.
- achievement of external qualifications.
- observations of teaching and learning.
- observations of additional learning support.
- attendance data, both daily and / or sessional.
- monitoring of engagement in learning.
- monitoring of achievements and commendations.
- monitoring of social and emotional development.
- monitoring of behaviour incidents.
- informal discussion with students.
- mentoring sessions with students.
- Informal discussion with parents or carers.
- parent or carer and student questionnaires.

The data is monitored and individual progress and development is regularly reviewed so that we can check how well each student's needs are being met.

Every student will have an annual review of their needs and provision to check that it is right for them and that they are making progress towards the agreed outcomes. The collation of all annual review evaluations are reported to the governing body.

b) what are the school's arrangements for assessing and reviewing the progress of students with special educational needs?

Goldwyn tracks the academic progress of all students termly. Other progress data is reviewed up to three times per year, although this may be more frequent if there are particular concerns about a student's well-being or engagement in learning.

Pupils progress towards achieving their EHCP outcomes are reported to Governors 3x per year. Provision planning and targets are discussed with the pupil and parent 3x per year in line with the COP.

'Pupil Asset' is used to track progress against the National Curriculum framework and inform teacher assessment of the working level for each student. Formal assessments, such as end of unit tests, are used to determine student attainment at key points throughout the year.

Externally accredited and vocational courses are assessed against the criteria published by the awarding body.

Social and emotional development is monitored using the Boxall Profile, PASS (Positive Attitude to Self and School) and / or SEAL (Social and Emotional Aspects of Learning).

If these assessments or records do not show adequate progress is being made, the student's provision will be adjusted through discussion with them and their parents or carers.

The SEN Code of Practice (2015, 6.17) describes inadequate progress as

- that which is significantly slower than that of their peers starting from the same baseline.
- that which fails to match or better the child's previous rate of progress.
- that which fails to close the attainment gap between rates of progress.
- that which widens the attainment gap.

In most cases, this will mean a change to the strategies or approaches to teaching and learning used with the student. In some cases, it may mean a change to any additional support that the student receives or to the course(s) that the student is studying.

c) what is the school's approach to teaching students with special educational needs?

Students at Goldwyn are taught in small groups or individually by staff experienced and trained in working with Social, Emotional and Mental Health needs and associated, complex SEND. The curriculum is delivered by subject specialists who make sure that teaching and learning uses lots of different approaches to

meet individual students' needs. The work set is differentiated to challenge students whilst allowing them to achieve at a rate that is right for them.

We firmly believe that

'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.'

SEN Code of Practice (2015, 6.37)

The quality of teaching at Goldwyn is judged to be good or outstanding.

We regularly and carefully review the quality of teaching and, where necessary, takes measures to improve teachers' understanding of how to identify and support vulnerable students.

We are committed to the continuing professional development of all staff and there are regular opportunities to access a wide range of specialist training in order to develop expertise in meeting the increasingly complex needs of our students.

Goldwyn contributed to the development of the Mainstream Core Standards by Kent County Council and, where appropriate, we use these to ensure that our teaching conforms to best practice.

Goldwyn ensures that all teachers and support staff who work with the individual students are aware of the strategies and teaching approaches best suited to meeting the student's needs through Student Profiles.

d) how does the school adapt the curriculum and learning environment for students with special educational needs?

Goldwyn regularly reviews and adapts the curriculum and learning environment to meet the needs of our students. We value the contribution of ICT to supporting students with complex learning needs and our students have access to a state of the art, high speed network with individual work stations. We also value the importance of work-related learning in engaging hard to reach young people and have recently developed our vocational offer through the expansion of Goldwyn College.

Goldwyn adopts the three main principles of the National Curriculum Inclusion Statement and strives to meet the needs of individual students by:

- setting suitable learning challenges.
- responding to students' diverse needs.
- overcoming potential barriers to learning and assessment.

When planning the content of the curriculum, teaching and learning staff ensure that

- students are at the centre of the learning.
- students are clear about what they are doing and why.
- activities are matched to age and ability and are taken at an appropriate pace.
- activities are varied and planned to develop a range of skills.
- students have the opportunity to work in a variety of groupings, according to the nature of the task.
- assessment is continuous but manageable and is used to plan the next step in each student's learning.

Teaching approaches recommended by other professionals, such as those included in students' Education, Health and Care Plans, are used to inform individual learning support strategies.

We have worked with our partner agencies SALT and OT to ensure our environment and classroom strategies are communication and sensory need friendly.

Accredited courses, including GCSEs and vocational qualifications, are carefully considered based on their content and how they are assessed so that they can be matched to the learning needs, personal interests and aspirations of each student.

Sometimes, a student may need access to a personalised learning programme, tailored to meet their individual needs and different to that of their peers. This may involve access to learning or personal development opportunities, including but not limited to vocational studies, Music, Challenger Troop, Duke of Edinburgh, Sports Awards, therapeutic learning or 1:1 / off site tuition. It may also mean a change to their educational pathway or access to an alternative provision.

e) what additional support for learning is available to students with special educational needs?

Goldwyn strives to deliver high quality teaching to meet the needs of *all* students.

However, sometimes students will not make expected progress despite high quality teaching targeted at their specific area(s) of difficulty and may need additional support. This may include support from Specialist Teachers or Teaching Assistants, within the classroom, in small groups or 1:1, focused on

- reading and spelling skills, including phonics.
- reading for meaning.
- handwriting or keyboarding skills.
- maths skills.
- speech and language skills.
- social communication skills.

Occasionally, a student may need more expert support from an outside agency such as Speech and Language Therapy Services, Occupational Therapy Services or CAMHS. In this situation, parents or carers will be contacted so that a referral

can be completed and forwarded to the appropriate agency. After a series of observations and / or assessments, a programme of support may be facilitated by specialists and / or provided to Goldwyn and advice and guidance provided to parents or carers.

In Key Stage 4, students may need extra support during exams - these are called Access Arrangements. Evidence of these needs will usually already be detailed in the student's EHCP and / or Provision Plans as the student's normal way of working. However, in some instances, there may be a need for specialist assessment.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision. Goldwyn may need to request additional funding for 1:1 learning support or consider a change to their educational pathway.

f) how does the school enable students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

Goldwyn views enrichment activities, student-led learning and educational visits as an important part of the curriculum. Such activities are regularly used as rewards, to improve social skills or to develop subject knowledge.

Additionally, students have the opportunity to integrate with mainstream students when attending alternative provisions, Duke of Edinburgh, Challenger Troop, Goldwyn College or Goldwyn Plus.

All Goldwyn students have SEND and, as such, we actively seek to ensure that everybody is able to engage in extra-curricular activities. In some cases, an individual risk assessment may mean that Goldwyn allocates additional adult support, alternative travel arrangements or other, specific resources in order to maximise the engagement in and impact of the activity for all students involved.

On rare occasions, an individual risk assessment may mean that a student cannot access an activity on Health and Safety Grounds. In this situation, targets will be identified with the student and parents or carers so that they are able to work towards accessing similar activities in the future.

Some students make exceptional progress at Goldwyn. In such cases, the possibility of reintegration into mainstream provision is explored through the annual review of their EHCP. Where appropriate, inclusion programmes are carefully planned and regularly reviewed to facilitate reintegration at a pace that is right for the individual student.

g) what support is available for improving the emotional and social development of students with special educational needs?

Goldwyn believes that an important part of education is to enable *all* students to develop emotional resilience and social skills. Emotional literacy and opportunities to develop strategies for managing emotions are built into the curriculum, through direct teaching and indirectly in every interaction students have throughout the day.

Student well-being is the responsibility of all staff at Goldwyn. However, each student has an identified Key Worker, Learning Mentor and / or Pastoral Manager who they have a regular contact with and daily opportunities to talk about how things are going.

Goldwyn monitors the social and emotional development of students using the Boxall Profile, PASS (Positive Attitude to Self and School) and / or SEAL (Social and Emotional Aspects of Learning).

The school also use Zone of regulation approaches and incredible 5 point scales for students to help them identify and regulate emotions.

The social and emotional development of Goldwyn students is supported through:

- an allocated group to promote a sense belonging.
- whole centre and organisation events to promote a sense of community.
- regular opportunities to celebrate individual and group achievements.
- informal discussions with staff.
- mentoring sessions with Key Worker / Learning Mentor / Pastoral Manager.
- supported and monitored opportunities for social interaction.
- time out facilities and opportunities for reflection.
- a clear system of reward and consequence with opportunities for reparation.
- an in-depth, student centred programme of PSHE.
- focused work on developing independence, including careers advice and life skills.

Sometimes, a student may need additional support to improve their social and emotional development. This may include:

- speech and language skills sessions.
- social communication skills sessions.
- Lego Therapy sessions.
- meet and greet on arrival.
- alternative curriculum opportunities.
- additional mentoring.
- counselling.
- therapeutic intervention.

Occasionally, a student may need additional support from an outside agency such as Speech and Language Therapy Services, School Health Services, CAMHS,

Early Help or Social Services. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and / or assessments, a programme of support is usually agreed for the student.

Goldwyn has regular contact with other professionals involved with students, including medical professionals, Early Help Workers, Social Workers and Youth Offending Team Officers. When appropriate, Goldwyn will contribute to and / or attend multi-agency meetings regarding the welfare of students.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision, and Goldwyn may need to request additional funding for 1:1 social and emotional support or consider a change to their educational pathway.

The name and contact details of the Special Educational Needs Co-ordinator.

The Special Education Needs Team at Goldwyn are:

- Kerry Greene, Vice Principal, who is a qualified teacher and has been a SENCo continuously since before 1 September 2009.
- AEN Manager Louise Ashman (Goldwyn Ashford).

Goldwyn Folkestone and Goldwyn Plus:

- Jo Chessum, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.
- AEN Support Heather Bruce (Goldwyn Folkestone)
- Deputy Head of Centre Jon Bumpus (Goldwyn Plus)

Contact can be made with SEND staff through the Goldwyn Ashford Main Office on 01233 622958.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

Goldwyn's Specialist Teaching and Learning Service provide support and expertise to mainstream schools in all areas of SEND.

All Goldwyn teachers and teaching assistants have had the following awareness training:

- Attachment & Trauma Training
- Support for Learners with ASD
- Emotional Coaching and De-escalation Strategies
- Child Protection
- Prevent Strategy
- HeadStart
- Mental Health First Aid Lite

In addition, a number of staff have received the following enhanced and specialist training:

- MA in Learning and Teaching
- MA in Childhood Autism
- Certificate in Psychometric Testing and Access Arrangements (CPT3A)
- Designated Safeguarding Lead
- Intensive Mindfulness
- Art Therapy
- Counselling
- Emotional Literacy Support Assistant (ELSA)
- Youth Mental Health First Aider
- Read, Write, Inc
- Social Use of Language
- Lego Therapy

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we regularly approach are REAL Training, Educational Psychology Services, Speech and Language Therapy Services, Dyslexia Specialists, HeadStart, Clinical Psychologists, National Bodies such as SEBDA, National Autistic Society and Nurture UK.

Additionally, Goldwyn prides itself on being able to provide and access training opportunities on a national level so that staff have the most up to date awareness covering a wide range of SEND.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it or seek it by loan.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

Goldwyn is committed to working in partnership with parents and carers and believes that their involvement is fundamental to students achieving their potential. As such, we strive to develop an open and mutually supportive relationship with parents and carers.

Goldwyn regularly contacts parents and carers, either by telephone, email or letter, to celebrate achievements or if there are issues or concerns. Parents and carers are similarly encouraged to contact Goldwyn and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

Goldwyn invites parents, carers and students to attend a progress review day once a year. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Reports are sent home three times a year to keep parents and carers informed of students' progress.

If there are concerns about a student's progress or engagement in learning at any point in the year, Goldwyn will contact their parents or carers and may invite them in for a meeting. This will sometimes result in a change to the strategies used to support the student or the agreed use of internal or external assessments to help further understand the student's needs.

Goldwyn values the opportunity to be involved with multi-agency working and actively supports the link between parents and carers and other agencies that may be involved with students. When appropriate, Goldwyn will contribute to and / or attend meetings with agencies such as CAMHS or Social Services and encourage parents or carers to attend too.

Parents and carers are invited to contribute to and attend an annual review of the student's EHCP which, wherever possible, will include any other agencies involved with the student. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times a year.

Goldwyn publishes a newsletter three times a year to let parents and carers know about school events and activities as well as what has been going on in daily life at Goldwyn. Parents and carers are also invited to achievement assemblies, presentations, end of term concerts, charity events and other events throughout the year.

Parents and carers of students at Goldwyn are asked to complete a survey throughout the year. There are parent and / or carer representatives on the Goldwyn governing body. The Learning and Inclusion Committee of the governing body is responsible for reviewing the policy for special educational needs and reporting to parents annually.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Goldwyn values each student as an individual with the right to be involved in discussing and making decisions about their education.

However, Goldwyn also recognise that there can be times when it is in a student's best interests for adults to discuss and make decisions for them, such as when they are at risk of harm or when difficult decisions about their education have to be made.

Goldwyn provides students with opportunities to learn how to express their views and opinions with confidence throughout the curriculum including, but not limited to, the PSHE programme of study.

Students have frequent opportunities to discuss any issues with Key Workers, Learning Mentors, Pastoral Managers, Subject Teachers or Teaching Assistants. Formal mentoring meetings are also held throughout the year to discuss progress, targets and strategies.

Goldwyn invites students, along with their parents or carers, to attend a progress review day once a year. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff.

Students are asked to contribute their views to the annual review of their EHCP by completing a Section A form, with support as necessary. They are encouraged to attend the review meeting so that they can share their views and be involved in discussing and deciding on any changes in their SEND or to their outcomes or provision. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times per year.

Each Goldwyn centre has a Student Council of elected representatives. They meet regularly to raise issues with the Leadership Team and Governing Body.

All Goldwyn students are asked to complete a survey about their education every year.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Goldwyn uses the same arrangements for complaints about the provision made for special educational needs as for any other complaint.

In the first instance, parents or carers are encouraged to discuss any concerns with their child's Pastoral Manager, Learning Mentor or Subject Teacher(s).

Alternatively, each Goldwyn centre has a SEN Lead:

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| • Goldwyn Ashford | Louise Ashman, AEN Manager |
| • Goldwyn Folkestone | Sarah Miller, Head of Centre |
| • Goldwyn Plus | Jon Bumpus, Deputy Head of Centre |

If the concerns cannot be resolved through informal discussion, parents or carers should contact the Head of Centre for further discussion and, if necessary, information about the Goldwyn Complaints Policy.

A copy of the Complaints Procedure can be found on the Goldwyn website at <http://goldwyn.kent.sch.uk/> or requested from the Goldwyn Ashford Main Office on 01233 622958.

In some cases, usually for children and young people with an Education, Health and Care Plan, 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 Goldwyn.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

Goldwyn is a lead member of the following bodies

- the Kent Association of Special Schools (KASS), which aims to champion SEN provision in Kent.
- the Kent Special Educational Needs Trust (KSENT), which aims to provide a supportive network of special schools in Kent.
- the Kent Learning Alliance for Special Schools (KLASS), which aims to develop excellence in teaching for SEN across Kent.

Goldwyn's Specialist Teaching and Learning Service provide support and expertise to mainstream schools in all areas of SEND.

Goldwyn have also engaged with the following bodies:

- the Local Inclusion Forum Team (LIFT).
- NHS Speech and Language Therapy Services for direct therapy or advice.
- NHS Occupational Therapy / Physiotherapy Services for direct therapy or advice.
- School Health Services.
- Social Services and Early Help, including the Youth Offending Team.
- Disabled Children's' Services for support to families for students with high needs.
- professional networks, including NASEN, Nurture UK, SEBDA and the local SENCo Forum.

The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND.

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for

- parents of a disabled child.
- parents of a child with special educational needs
- children and young people, up to age 25, who have a special educational need or disability.

Staff trained in the legal framework for SEN can provide information and support on educational matters relating to special educational needs and disabilities, including health and social care.

IASK aims to help parents, children and young people

- understand the system so they can take part fully in discussions.
- have the confidence to share their views and wishes about education.
- make informed choices and decisions.

IASK can be contacted on

- **HELPLINE** 03000 413000
- **Office** 03000 412412
- **E-mail** iask@kent.gov.uk
- **Website** www.kent.gov.uk/iask

The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Goldwyn recognises that transitions can be difficult for any student and especially those with SEND. In order to make sure that a move goes as smoothly as possible, we ask for data, files and records from the student's previous placement so that we have all the background information available. Sometimes, a member of Goldwyn staff will arrange to meet with staff at the current placement and / or observe the student before the move takes place.

All of the information that is gathered by Goldwyn before a transition takes place, including their EHCP and any professional reports available, are thoroughly reviewed and used to complete a risk assessment and Student Profile. This provides all staff with a detailed overview of student's needs, support network, triggers and strategies to support appropriate behaviour and what works best in terms of teaching and learning.

The student and their parents or carers will be invited to an Admissions Meeting where they will be shown around the centre and introduced to key members of staff. This also provides the opportunity to complete the admissions paperwork and to talk further about the student's needs and what works best for them.

Students joining Goldwyn at the beginning of Year 7 will also be invited to two transition days. This gives them an opportunity to meet other members of staff and be introduced to the daily routines. Transition for students joining Goldwyn in other year groups or at other times in the year will be agreed at the Admissions Meeting.

Goldwyn also contributes information to the next placement when a student moves on. Data, files and records are shared so that the new staff are fully aware of the student's needs, progress and achievements and the kind of support that they might require.

Due to the complex needs and extreme vulnerability of many Goldwyn students, moving on to post-16 placement or employment can be particularly difficult. We have a designated Transition Co-ordinator to work across all centres so that throughout a student's time at Goldwyn, they will receive guidance and support towards securing an appropriate placement in college, 6th Form, work-based learning or employment. This will be fully discussed and recorded at the Annual EHCP Review in Year 11 and / or in Year 12 or above.

Information on where the local authority's local offer is published.

Kent's Local offer is published on the KELS website and can be found at

www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access or with any questions about the Kent Local Office are welcome to contact the Goldwyn Ashford Main Office on 01233 622958 for further support or advice.