



Goldwyn School

Special Educational Needs and Disability (SEND) Policy and Information Report

Review Body:	Sarah Hopker /Kerry Greene/FGB
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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 and Disability (SEND) at Goldwyn 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
- SEND 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 SEND 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 September 2021
- 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:

- Equality & Inclusion Policy
- Admissions Policy
- Teaching and Learning Policy
- Relationships & Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure

Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 - *SEND Code of Practice (2015, p16)*.

The four main areas of SEND 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 SEND may 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’ - *SEND Code of Practice (2015, p16)*.

This SEN Policy and SEN Information Report sets out how at Goldwyn School we identify, support, and celebrate our students. Our purpose is to ensure every Student receives the personalised provision they need to thrive—academically, socially, and emotionally. This report explains the systems, approaches, and values that guide our work with students, staff, families, and external professionals.

What types of special educational needs does Goldwyn provide for?

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

- Goldwyn Ashford
- Goldwyn Folkestone
- Goldwyn Plus
- Goldwyn 6th Form

A high number of the students attending Goldwyn have a diagnosis of Autism, 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, Language and Communication Needs.
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Developmental Co-ordination Disorder.
- Attachment Difficulties.

- Anxiety.
- Post-Traumatic Stress Disorder.

All students at Goldwyn School have an Education, Health and Care Plan (EHCP). Admission to Goldwyn is the responsibility of the Local Authority through consultation with the Principal. The Local Authority refers students whose EHCP identifies needs that meet the school's admission criteria.

Which staff will support my child, and what are their key responsibilities?

At Goldwyn School all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high quality training to ensure they have the knowledge and skills to meet a wide range of complex needs.

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

The SENCO of Goldwyn School is:

Mrs Sarah Hopker, Assistant Principal Inclusion / SENCO who is a qualified teacher and is accredited by the National Award for SEN Co-ordination.

The Deputy SENCO of Goldwyn School is:

Mrs Louise Ashman, Deputy SENCO

Contact can be made through the Goldwyn Ashford Main Office on 01233 622958

How are special educational needs identified and assessed at Goldwyn?

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

However, it is also possible that a student has, or may develop, special educational needs and/or a disability that has 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 SEND, 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 a range of assessment tools including but not limited to:

- CAT4 (General Ability).
- NGRT & NGST (Reading & Spelling).
- YARC (Reading & Comprehension).
- Dyslexia & Dyscalculia Screeners.
- PASS (Student Attitudes Towards Self & School).
- Boxall Profiles (Social and Emotional Development).
- Strengths and Difficulties Questionnaires (Social and Emotional Development).
- Secondary Language Link

Goldwyn has access to a Multi-Disciplinary Team, consisting of Speech & Language Therapists, Occupational Therapist and Educational Psychologist, who can provide additional, specialist advice and assessment. We can also refer students to access other services through our partner agencies in Health, Social Care and the Local Authority.

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

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.
- Monitoring of 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.
- Case sampling
- Leadership learning walks
- Intervention monitoring and tracking
- Provision plan reviews
- Annual Review process

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

Goldwyn reviews all progress data at least three times a year through Student Progress Reviews, including attendance and personal development, although this is more frequent if there are particular concerns about a student's safety, attendance, well-being or engagement in learning. Social and emotional development is monitored using a range of assessment tools, depending on the needs of the individual.

Academic progress is tracked termly against the National Curriculum Framework to 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.

Provision plans and targets are discussed with the student and their parents or carers at least three times a year, in line with the Code of Practice, although this may be more frequent if it is felt that changes need to be made to a student's provision.

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 SEND 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.

Every student will also 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.

Their progress towards achieving their EHCP outcomes is monitored and reported to Governors.

What is the school's approach to teaching students with special educational needs?

Students at Goldwyn are taught 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 planned 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 students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.'

SEND 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, take measures to improve teachers' understanding of how to identify and support vulnerable students.

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.

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.

At Goldwyn School, we are committed to providing a personalised, inclusive, and holistic approach to education. Our provision and interventions are designed to ensure that every young person can access learning, develop resilience and achieve their full potential, regardless of their starting point. This reflects our vision of supporting the 'whole child' where social, emotional and educational development are equally valued, and barriers to learning are actively removed. We recognise that all students have individual strengths and needs. Therefore, our provision is flexible, responsive and rooted in a deep understanding of each student's profile.

Goldwyn school follows a graduated approach to support, ensuring that provision evolves in response to each student's needs. Our provision is supported across three levels to ensure all students receive the right level of support:

All students have access to our Universal Provision and is part of everyday teaching and school life. Provision and interventions are woven through our core curriculum. Goldwyn is incredibly proud of our universal provision, built over a number of years in partnership with our multiagency partners.

This focuses on:

- High-quality, adaptive teaching
- Clear routines and relational practice
- Scaffolded learning and differentiated resources
- A supportive, nurturing environment

Goldwyn's Universal Provision is designed to ensure that the support outlined in Section F of students' Education, Health and Care Plans (EHCPs) is embedded into everyday practice. Our adaptive teaching, structured routines and nurturing learning environments provide the foundation for meeting the special educational needs identified in each EHCP and ensure students receive the support they need throughout the day, not only through targeted interventions.

c) 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. 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 development of Goldwyn 6th Form.

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, Speech and Language Therapy Services and Occupational Therapy Services, to ensure our environment and classroom strategies are communication friendly and take account of sensory needs.

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.

d) 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. Additional targeted support for students will be put in place for those who need more focused input for:

- Small group interventions (e.g. literacy, numeracy, social skills)
- Therapeutic or pastoral programmes
- Structured support delivered by trained staff

Occasionally, a student may need more expert support and require highly personalised provision to be put in place and this may include:

- Specialist interventions
- Bespoke timetables and personalised pathways
- Input from specialist professionals and external agencies

In Key Stage 4 and/or Key Stage 5, 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.

e) 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, where appropriate students may have the opportunity to integrate with mainstream students when attending alternative provisions, Duke of Edinburgh, Challenger Troop, Goldwyn 6th Form or Inclusion Programmes within mainstream settings.

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.

f) What support is available for improving the emotional and social development of students?

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 such as during daily Goldwyn Time sessions and targeted intervention but also 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 staff member 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 a range of assessment tools, depending on the needs of the individual. Emotion coaching strategies and The Incredible 5 Point Scale are used to help students develop their skills in recognising and regulating their emotions.

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

- 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 key staff.
- 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.
- Additional support in identified lessons.
- Emotional Literacy Support (ELSA).
- Outdoor Learning.
- Alternative curriculum opportunities, including Independent Living Skills.
- Additional mentoring.
- Access to the Emotional Wellbeing Team, based in school.
- Counselling.
- Therapeutic intervention.

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.

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

The school is committed to the continuing development of all staff training needs. Staff undertake a wide range of awareness level training and also have access to enhanced and specialist training both at a local and national level. Relevant training opportunities are regularly provided to all and staff are also able to identify further individual needs through the appraisal system.

New staff at Goldwyn School have access to a full induction programme which includes training in safeguarding Trauma and attachment and prevalent needs such as Autism and ADHD.

Goldwyn School also have an outreach training offer for local schools and families, delivered by internal expert staff and partners from external agencies. All staff are able to access this where needed.

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, this includes TISUK and Nurture UK practitioners actively working across the school.

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

It may be that a students' needs require additional resources, adaptations, further training for staff or external specialist expertise.

Where appropriate, we will consult with external agencies to get recommendations on what will best help access to learning and use our best endeavours to ensure these are supplied.

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 consultation twice a year, virtually or face to face. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Reports are sent home twice a year to keep parents or 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 or 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 six 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 recognises 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 staff.

Goldwyn invites students, along with their parents or carers, to attend a progress consultation twice a year, virtually or face to face. 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 and are encouraged to attend the review meeting, with support if needed, so that they can 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 a 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.

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 member of the Kent Special Educational Needs Trust (KSENT), which aims to provide a supportive network of special schools in Kent.

Goldwyn seeks to involve other bodies to help meet the needs of our students. This may include but not limited to the following:

- NHS Speech and Language Therapy Services, for direct therapy or advice.

- NHS Occupational Therapy/Physiotherapy Services, for direct therapy or advice.
- NHS School Health Services.
- NHS One You, to support students who want to stop smoking.
- Children & Adolescent Mental Health Services (CAMHS).
- NHS Talking Therapies (IAPT), to support students aged 17+ with their mental health.
- Adult Mental Health Services (AMHS).
- Social Services and Early Help, including the Youth Offending Team.
- Adult Social Care.
- Disabled Children's Services for support to families for students with high needs.
- CXC, for Independent Careers Advice and Guidance.
- EBP, for Independent Careers Advice and Guidance.
- The Education People, for employment support.
- Kooth, for wellbeing support.
- Live Well Kent, for wellbeing and employment support.
- With You / The Forward Trust, to support students involved in substance misuse.
- Rising Sun, to support students who have experienced Domestic Abuse or are at risk of being in coercive or abusive relationships.
- Project Salus HERA, to support female students who are vulnerable to sexual exploitation or coercive and abusive relationships.
- Be You Project, to support students who identify as LGBTQ+.
- The St Giles Trust, to support disengaged students at risk of criminal exploitation.
- Catch 22, to support disengaged students at risk of criminal exploitation.
- Charlton Athletic, to support disengaged students at risk of criminal exploitation.
- Kent Young Carers, to support students who are involved in the care of a sibling, parent or other family member.
- Holding On Letting Go, to support students who have experienced bereavement.
- Mind & Body, to support students who self-harm.
- The Fire Prevention Service, to support students who have an unhealthy interest or fascination with fire.
- Professional networks, including NASEN, Nurture UK, and the local SENCO Forum.
- KCC and NHS Steering Groups.

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 to Goldwyn 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. Key members of Goldwyn staff will arrange to meet with staff at the current placement and/or observe the student before the move takes place. They will also liaise with any external agencies involved with the student.

All of the information that is gathered by Goldwyn before a transition takes place, including the student's EHCP and any professional reports available, are thoroughly reviewed and used to complete a transition plan, risk assessment and Student Profile. This provides all

staff with a detailed overview of student's needs, support network, triggers, 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, Year 12 or Year 13 will be invited to transition sessions. 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. Each centre has identified staff who lead on careers and transition planning 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, Year 12 and / or Year 13.

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

Goldwyn School encourages parents/carers to discuss their concerns informally with either subject teacher(s), Inclusion Leads or a member of the leadership team as soon as the concern is raised and before a formal complaint is made. It is important that complaints are dealt with swiftly and efficiently, as this can have a negative impact on all concerned. Please refer to the school Complaints Procedure Policy for clarification.

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.

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 SEND 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 (Open Monday - Friday, 9am - 5pm)
- **Office** 03000 412412
- **E-mail** iask@kent.gov.uk
- **Website** www.kent.gov.uk/iask
- **Facebook** [Information Advice and Support Kent IASK](#)

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

Kent's Local Offer (SEND Information Hub) is published on the KCC website at:

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

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