

## **Appendix B**

### **SEND Information Report 2023-24**

At The Ebbsfleet Academy we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

#### **At Ebbsfleet Academy you will see:**

- A well-ordered and safe community
- Teachers who are passionate about pupils and their learning
- Positive relationships between staff and pupils
- A well-equipped learning environment, where all pupils have access to technology
- High quality teaching and learning
- An ethos that puts pupils first.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

#### **1) The kinds of SEND that are provided for at The Ebbsfleet Academy:**

At The Ebbsfleet Academy we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, dyscalculia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, glue ear, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, muscular dystrophy, sensory processing disorder, significant learning difficulties, speech and language needs, and social skills difficulties.

#### **2) Policies for identifying young people with SEND and assessing their needs:**

When your child first joins The Ebbsfleet Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers and SEN teams; end of key stage 2 levels; baseline testing; reading age tests; application form information; specialist colleagues and external agencies.

Our class teachers, tutors, Pastoral Leads and Key Stage Leads closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at The Ebbsfleet Academy will further identify pupils with a Special Educational Need. This identification may come from tutors, subject teachers, the Inclusion team, outside agencies, parents/carers or the pupils themselves. All staff have access to the SEND concern form: this allows for a quick assessment by the SEN team and appropriate investigations then take place. If your child needs to be assessed we would use a range of assessments depending on the area of need. These may include:

- SpLD screeners
- Lucid Exact screener
- Strengths and difficulties questionnaires
- Speech and Language assessments
- Reading age tests
- Lesson observations and work scrutinies
- Assessments by Level 7 assessors for access arrangements.

Where required, we will refer to external agencies and/or can provide letters to support identification through the GP.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be concerns raised by teachers, the Inclusion team or other's concern, underpinned by evidence, about a pupil who, despite receiving quality first teaching/learning opportunities, in-class interventions and scaffolded learning, doesn't make expected progress.

For those pupils for whom there are greater concerns, or are not making progress despite quality first teaching and wave one strategies, an Inclusion referral form can be completed. This is then reviewed by the SENCo, SEND/Inclusion Lead, Inclusion manager and Pastoral Leads during weekly meetings. This approach allows us to view the young person and their needs in a holistic manner, ensuring that all aspects are supported and ensuring that appropriate interventions, if required, are put in place.

All pupils with SEND are on the SEND or Monitoring registers which are accessible to all staff. Staff use this information, as well as Pupil Passports and targeted strategies relevant to the young person's primary and subsidiary needs, to inform their lesson planning, teaching and pupil learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

As pupils approach the end of Year 9, staff will be consulted in regards to who may benefit from access arrangement testing. Details in relation to access arrangements can be found

on the [JCQ website](#). Level 7 assessors are invited in to meet with pupils to gauge whether additional support is required in public examinations. This forms part of our assessment procedures, and parents/carers will be notified if their child receives a formal access arrangement for the public examinations.

Whilst some pupils may have a diagnosed and/or additional need, it is important to note that this will not automatically place them on the Additional Needs Register (ANR). If their needs are met through the universal offer within the school (an appropriate, adapted curriculum consisting of quality first teaching) their diagnosis/needs will be shared with staff, and teachers and the SEN team will monitor their progress.

The Leigh Academy SEND Policy can be found [here](#). Our Disability and Accessibility Policy can be found [here](#).

## **2a) The name and contact details of the SENCo and wider SEN Team:**

SENDCo: Anna Tunnard – [anna.tunnard@ebbsfleetacademy.org.uk](mailto:anna.tunnard@ebbsfleetacademy.org.uk)

Deputy SENDCo: Jessica Ammah - [jessica.ammah@ebbsfleetacademy.org.uk](mailto:jessica.ammah@ebbsfleetacademy.org.uk)

SEND Admin: Shelley Schaap - [send@ebbsfleetacademy.org.uk](mailto:send@ebbsfleetacademy.org.uk)

Senior HLTA: Rebecca Aldous - [rebecca.aldous@ebbsfleetacademy.org.uk](mailto:rebecca.aldous@ebbsfleetacademy.org.uk)

HLTA for Literacy and Language Acquisition: Kara Askew - [kara.askew@ebbsfleetacademy.org.uk](mailto:kara.askew@ebbsfleetacademy.org.uk)

HLTA for Numeracy: Jane Scott - [jane.scott@ebbsfleetacademy.org.uk](mailto:jane.scott@ebbsfleetacademy.org.uk)

Learning Support Assistants:

Rebecca Kayode - [rebecca.kayode@ebbsfleetacademy.org.uk](mailto:rebecca.kayode@ebbsfleetacademy.org.uk)

Samantha Lynn - [samantha.lynn@ebbsfleetacademy.org.uk](mailto:samantha.lynn@ebbsfleetacademy.org.uk)

Nicola Gorani - [nicola.gorani@ebbsfleetacademy.org.uk](mailto:nicola.gorani@ebbsfleetacademy.org.uk)

Response times: whilst we endeavour to respond to parents/carers as quickly as possible, please allow 48 hours for a response (this does not include weekends and holidays). At certain points in the year this may increase due to demands on the SEN team's time.

## **3) Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:**

Parents/carers are encouraged to arrange an appointment to discuss their child's progress at any such time when they feel concerned or have information they feel they would like to share that could impact upon their child's success. We advise that if parents/carers have any concerns in relation to their child's learning to discuss this in the first instance with their

child's Form Tutor or subject teacher(s). Should an issue or concern arise that is pastoral, contact the pupil's Pastoral Leader or Head of Key Stage.

Should it be felt that a pupil requires more support within the school due to a SEN/potential SEN, parents/carers are encouraged to contact the SEN team for a discussion around needs and potential support. Should the school feel there are underlying needs, parents/carers will be invited into school for a meeting to discuss progress and any concerns. Parents/carers will be notified if a pupil is placed onto or removed from the ANR and the reasoning for this. They will also be notified and kept up to date with any interventions that may be put in place and the progress of these. Pupil Passports will be shared with parents/carers, allowing them to see the support pupils receive in class and contribute.

For those pupils on the Additional Needs Register, parents/carers will be invited to three meetings over the academic year, in order to discuss and review their child's SEN provision plan. This is conducted with a member of the SEN team who knows your child well, and allows for the co-production of specific targets to support their progress. Prior to the meeting, information will be gathered from class teachers, and once agreed upon, targets will be shared, ensuring that a holistic approach is taken to support your child.

Years 8 to 10 have one parent/carer's evening per academic year, whilst Year 11 have two per year. There is a Meet the Tutor event early in the academic year for Year 7 pupils, as well as the standard parent/carer's evening. Parents/carers are encouraged to attend these events, as they are a vital part of the home/school relationship. The SENCo and/or Deputy SENCo will be present at these events, and are happy to book appointments or speak to those who have concerns or queries on the night.

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending parents' evenings
- Attending any meetings specifically arranged for your child.

#### **4) Arrangements for consulting pupils with SEN and involving them in their education:**

Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.

Pupils with SEND have Pupil Passports which are written with the pupil, and help inform classroom teachers of the best way to support individual pupils. This ensures the pupil's voice, including their wishes, is at the centre of their support. Pupils are encouraged to set regular targets within their pupil passport. This ensures that we promote resilience and independence as they focus on what they need to do in order to support themselves.

Those pupils who are in receipt of an EHCP and therefore have annual reviews, are invited and supported to attend the review meeting, thus ensuring the support is created with them and not 'done to them'. For those pupils for whom this may be overwhelming, they are supported in collecting their views with a trusted member of staff so as to ensure that their voice remains a central part of the process.

#### **5) Arrangements for assessing and reviewing pupil's progress towards outcomes:**

The Academy will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of pupils with additional needs. Pupils will be assessed and reviewed in the following ways:

- All pupils on the additional needs register are monitored closely by the SEN team via data collection points; in class assessments; learning walks and observations; book scrutinies; reading age tests at three points during the year; Raising standards and RAP meetings and tailored assessments administered based on pupil need.
- All pupils identified on the additional needs register will have an individual Pupil Passport on the Provision Mapping system that clearly outlines their area of need, suggested strategies to address these needs, and objectives. This will be available to staff, parents/carers and pupils
- Pupils on the additional needs register will have regular reviews of the SEN provision plan at least three times per year through target setting days. During these meetings parents/carers will meet with a member of the SEN team to co-produce SMART targets that pupils will be supported in achieving
- Pupils with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014
- Regular 8 weekly reviews of intervention programmes will be carried out to monitor progress of pupils and effectiveness of programme and to allow for adjustment of intervention received by the pupil;
- All staff will have access to Pupil Passports and SEN Provision Plans via the provision mapping system in order to inform planning, monitoring and adaptation of work for pupils with additional needs;
- Pupils and parent/carers will receive regular feedback on progress through school reports, marking of books, target setting days, parents'/carers' evenings and annual reviews of Educational Health and Care Plans;
- Staff will have access to an Inclusion drive that provides strategies and information on meeting the needs of pupils with additional needs, as well as examples of best practice.

#### **6) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:**

##### **Primary to Secondary**

We liaise closely with primary schools in order to gather information and begin to understand your child before they even attend The Ebbsfleet Academy. Additional transition support is provided, both before your child starts and afterwards, if it is needed.

Transition from primary school can involve the following:

- The SENCo attends both the Dartford and Gravesham transition events as organised by Kent SEND team and Specialist Teaching and Learning Service
- An initial visit to the primary school in the Spring and Summer terms to ascertain specific needs and requirements (some of this information may already be known if the pupil has had a Year 5 EHCP review to which The Ebbsfleet Academy were invited)
- Follow up visits to the primary school by a member of the Inclusion team to develop a greater understanding of need and effective ways of working

Pupils have a planned programme of transition visits to Ebbsfleet Academy:

- All students are invited to attend the whole school transition day
- For those who it is felt require additional support, they will be invited to a small group SEN specific transition. This is conducted by the SEN team, and where possible, is held before the general transition day so as to minimise overwhelm and encourage positive relationships with peers and staff

Upon starting at The Ebbsfleet Academy:

- The SENCo presents those pupils with a high level of need to the general staff body on August CPD days to ensure familiarity with pupils and their needs before they start with the Academy
- Pupil Passports are completed within the first 2 weeks to ensure that staff are aware of needs and how to support new pupils in the classroom
- Regular learning walks are conducted to ensure that pupils' needs are being met and to monitor initial progress.

### **Post 16 and Preparation for Adulthood**

All children receive advice on careers and are encouraged to visit colleges to explore post-16 pupils' courses. If additional support is needed this will be put in place via the SEN team. This can involve but is not limited to:

- Working with the School's Career Advisor and/or Specialist Careers Service to ensure relevant paperwork is completed for educational transferring pupils with Statements/EHCPs
- Support and guidance when applying for post-16 options
- Transition plans created to support high needs students
- Travel training applications made for identified students
- Information is shared with colleges etc. as requested.

The Ebbsfleet Academy is eager to support pupils on their onward learning journeys. In October, contact is made with families to ensure that pupils with additional needs are still in education or training, Support is offered if required.

### **Change of School**

- Parents/carers contact admissions at the Academy
- Information is forwarded to the new school
- The SENDCo meets with parents/carers and officials from the new schools as requested

The Ebbsfleet Academy has high expectations for all pupils, including those with additional needs. We encourage pupils to think ambitiously about their future goals and develop cultural capital through an ambitious and varied curriculum, alongside cultural events and trips organised by the school. We have a robust and ambitious Life Skills curriculum, that is supported by specific interventions for those students who require further support in preparation for adulthood.

## **7) The approach to teaching pupils with SEND:**

The Ebbsfleet Academy is an inclusive establishment that offers a wide, balanced and if needed, tailored curriculum that meets the needs of all students including those students with additional needs.

Students follow the full National Curriculum with appropriate support and scaffolding. At The Ebbsfleet Academy, we do not believe in a narrowing of the curriculum or lowering of expectations for pupils with additional needs. Our teachers have high expectations of all pupils, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements, utilising quality first teaching, universal design for learning (UDL) and the The International Baccalaureate Middle Years Programme (MYP) for students in Years 7 and 8. Support and advice is provided by the Inclusion team, and is sought by external agencies if and when this is required.

Teachers have experience and are trained in scaffolding and, where needed, utilising adaptive teaching for individual needs. This may involve using different strategies, scaffolding, more practical/adaptation of resources and activities. This means your child can access the lessons fully. This will be monitored via regular observations by the SENCo and Directors of Learning (DoL). Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a pupil may be offered additional help and support, in which case you would be informed. We also provide a range of extracurricular activities that offers enrichment opportunities for all students including those with additional needs.

There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. In some cases, pupils are removed from lessons to attend interventions. If this is done, it is believed that the need that is being supported through the intervention poses a barrier to your child's academic and/or emotional development. All interventions are carefully monitored and tracked for effectiveness. Should an intervention not, upon review, be effective or the right choice for a pupil, they will be removed from it and another, more appropriate provision considered.

When your child is in Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

A provision mapping system will be accessible to all staff providing details of all pupils with special educational needs. Staff will use this system to inform their planning and ensure that they are addressing the needs of pupils on a daily basis. It will also be used to track and

monitor pupils on intervention programmes and provide parents/carers with a clear report in terms of cost, hours and interventions provided.

### **8) How adaptations are made to the curriculum and the learning environment of pupils with SEND:**

Most of our pupils follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include but is not limited to:

- Option choices;
- Additional literacy lessons;
- Intervention groups;
- Number of qualifications studied.

We strive to ensure that all pupils access a broad and balanced curriculum in order to support them in the most effective manner for their future ambitions. Resources are allocated based on evidence of need and effectiveness. Use of specialist equipment and interventions are implemented as and when required. This is ascertained through regular progress checks and the school's monitoring of both their academic and social progress. Students with an EHCP have resources allocated as outlined in their statement or plan. LSAs are allocated, where resources allow, supporting students in lessons. Unless explicitly stated in an EHCP, it is unlikely that a pupil will receive 1 to 1 support at all times. Staff liaise closely with LSAs to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

A range of numeracy, literacy, behavioural and social skills interventions will be offered to students who have been identified as having additional needs in these areas as required. These will be reviewed every 8 weeks and sustained/adapted as needed.

As an IB Middle Years Programme school we recognise and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. We recognise that our students come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to teaching and learning. Varied teaching strategies are utilised to scaffold so that all students have equal access to the curriculum.

The following practices require us to demonstrate our support for a diversity of learning:

#### **A9 The school supports access for students to the IB programme(s) and philosophy.**

The MYP is the only curriculum offered in years 7 and 8. The principles of the IB are delivered throughout all year groups in various formats.

#### **B1:5 The school develops and implements policies and procedures that support the programmes.**

This is evident via staff training and development where the policies and procedures are made transparent and explicit to all.

#### **B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.**

An example of this can be seen via the Quality First Teaching strategy that the school



follows. Numerous interventions are available if required, as well as LSA support where needed. The needs of our students are communicated regularly to staff via various methods. Regular training and development and the sharing of resources are part of the SEND ethos and daily practice.

**C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.**

An example of this can be seen during inset days, where teaching staff work closely with the SEND team to ensure that lessons are inclusive to all and that strategies for differentiation are utilised effectively.

**C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.**

An example of this can be seen in lesson planning and regular lesson observations. This in turn enables our students to progress and experience a positive learning environment.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access upper floors; disabled toilets; wide corridors and equipment to help with reading and writing. Where needed, we work with specific departments within the Local Authority SEN team (Vision impairment, Hearing impairment etc.) to seek advice and implement appropriate strategies to support students.

Our accessibility statement can be found here:

<https://ebbsfleet.academy/accessibility-statement/>

Our curriculum plans can be found here:

<https://ebbsfleet.academy/curriculum/curriculum-plans/>

**9) The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:**

The Academy's CPD programme is adaptive and responsive to the training needs of staff and designed to ensure that staff are skilled to meet the needs of the young people in our care.

The following provision is in place to ensure that all staff are aware of and can meet the needs of students with additional needs:

- The SENCo/deputy SENCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability
- Staff have access to an inclusion drive that provides links and information on Special Educational Needs and Disability
- Experts are invited into the Academy to deliver training sessions to all staff on identified areas of Special Educational Needs and Disability
- Members of the SEN team regularly attend CPD offered via the Local Authority and/or the Leigh Academy Trust to further develop

- All Pupil Passports contain bitesize CPD links to support staff members' understanding of specific diagnosis.

The SENCo/Deputy SENCo/Inclusion Manager work closely with our commissioned services to ensure that pupils at the Ebbsfleet Academy receive specialist support where appropriate:

- Place2Be <https://www.place2be.org.uk/>
- Words First (SALT) <https://www.wordsfirst.uk/>
- You Life Guidance (Life coaching) <https://youlifeguidance.co.uk/>
- Educational Psychologist <https://www.creativepsych.co.uk/>

The SEND team will also make referrals to Local Inclusion Forum Team (LIFT) if it is felt that further support from other SENCos and professionals is required:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

### **10) Evaluating the effectiveness of the provision made for pupils with SEND:**

The Ebbsfleet Academy is dedicated to ensuring that it provides the highest level of service to students and parents/carers. It is constantly striving to improve the service it provides and this includes the SEND practices within the Academy.

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the Academy's assessment, recording and reporting policy. Teachers regularly formally assess and review progress and attainment which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

All students with an Education, Health & Care Plan have an Annual Review. All pupils on the ANR receive three assess, plan, do, review meetings a year where they meet with a member of the SEN team to set targets and discuss progress. Information from teachers is gathered prior to these meetings to inform discussions and setting of targets.

The school has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and monitored for the need for intervention. The SENCo/Deputy SENCo perform regular learning walks in order to monitor the effectiveness of quality first teaching. These are regularly completed with DOLs in order to dovetail subject specific focus and the need to support our pupils with additional needs.

The SENCo and relevant support staff also regularly monitor and review targeted interventions in order to ensure both the efficacy of the intervention, and the progress pupils make whilst engaging in these support programmes.

The SENCo regularly meets with the Principal and wider Senior Leadership Team to discuss and review SEND policies and practices. The SENCo attends the Raising Standards meetings to present on the progress of SEN and ensure that it is a focus for all leaders

within the school. The SENCo also attends weekly Raising Aspiration and Progress (RAP) meetings for KS4.

**11) How pupils with SEND are enabled to engage in activities available with pupils in The Ebbsfleet Academy who do not have SEND:**

All our pupils are encouraged to take part in the wider aspects of academy life. Pupils with SEND are encouraged to attend our enrichment programme, held during lunch and after school. This includes a wide range of activities, both extra-curricular and academic. They do this with planned support as is appropriate to their needs. This may involve LSAs walking them to the club, pre-meeting the member of staff who runs the activity, buddy support, or in select cases, being supported by an LSA whilst at the enrichment activity. Some after school clubs are also run by the SEN team to support attendance by pupils with additional needs.

We also run a Meet and Greet morning session in the Hub, which supports pupils with SEND in preparation for the day, and an afterschool homework club in the library, which provides small group support for homework completion. In some cases, students may be supported with homework in the Hub, by a member of the SEN team.

**12) Support for improving emotional and social development:**

All students, including those with SEND, have access to pastoral support from their tutor and Head of Key Stage and Pastoral Lead. We also have a number of designated safeguarding leads throughout the school in order to ensure all pupils are safeguarded. The pastoral team has a wealth of training to support them in these roles. They know the pupils well, helping to quickly identify if needs have arisen. Numerous staff members are also trained as mental health first aiders.

A range of behavioural and social interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 8 weeks. Learning Support Assistants will develop, deliver and monitor behavioural and social skills intervention programmes in order to address the additional needs of identified students. This will be delivered on a 1 to 1 or small group basis.

The Ebbsfleet Academy works with Place2Be, a children's mental health charity that helps pupils explore their emotions and feel better about themselves. Place2Be gives young people an opportunity within school to express their thoughts and feelings through talking and creative arts activities. Pupils are referred by staff members to the Inclusion team, or pupils are able to self-refer through Place2Talk.

Ebbsfleet also works with You Life Guidance, a mentoring and life coaching service. This ensures that students who are unsure of next steps, struggle with confidence or are perhaps disengaged with traditional schooling are provided with an opportunity to receive 1:1 or group work sessions to develop skills around resilience, self-confidence and consider the next step in their life.

We have a zero-tolerance approach to bullying. There are members of staff on duty during all social times to monitor peer engagement. We encourage students to report any instance of bullying as soon as it has happened, either to their teacher, tutor or a member of support

staff. The academy's policy on bullying can be found here:  
<https://ebbsfleet.academy/about-ebbsfleet-academy/policies/>

### **13) How The Ebbsfleet Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils's SEND and supporting their families:**

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

As a school we can access a range of services including:

- Educational Psychology Service;
- Occupational Therapist;
- Physiotherapists;
- NHS School Nurse Service;
- Social Care;
- Virtual School
- Visual Impaired Service;
- Hearing Impaired Service;
- Local Inclusion Forum Team
- Speech and Language Therapists;
- North West Kent Alternative Provision Service;
- CAMHS;
- Early Help Team;
- Specialist Careers Advisor.

The Ebbsfleet Academy will liaise and consult with the above mentioned agencies to create an effective local and Academy offer that jointly commissions all agencies. It will then adhere to the local and Academy offer to ensure that parents and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Delivery Group, Multi Agency Group and Leigh Academies Trust through the specified referral routes.

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will help parents and young people to understand the range of services and provision in the local area and contribute to a more equal partnership in planning for the needs of children with SEND. Follow the link below for more details:

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

Provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools is known as The Mainstream Core Standards. Guidance for schools, parents and carers is contained in the link below:

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

**14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:**

Should you have a complaint, please contact the Principal in the first instance via her PA, Mrs Coe, by email [naiomi.coe@ebbsfleetacademy.org.uk](mailto:naiomi.coe@ebbsfleetacademy.org.uk)

If you deem your complaint to still be unresolved after the academy has responded, please [submit a formal complaint](#) to the Trust's Academies Director.