

Hoo St Werburgh Primary School and Marlborough Centre



Special Educational Needs and Disability Policy and Information report

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Introduction

At Hoo St Werburgh Primary and Marlborough Centre we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). Our SEND policy details the aims and objectives for pupils with SEND. We are committed to inclusion in our school and work to ensure that all pupils have the opportunity to develop their skills and knowledge, working to their best ability. We value a curriculum that develops the whole child and provide opportunities for creative and sporting activities which enhances the core curriculum that is provided.

1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs.
Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Hoo we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). We believe every child deserves to be safe and loved and to have a happy and healthy childhood free from harm. By providing a safe, supportive and secure environment where self-confidence can grow, we actively encourage children to feel valued and give every child the entitlement to a sense of achievement. We aim to identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development. We involve parents, children and others in developing a partnership of support, which allows every child full access to a broad, balanced and suitably differentiated curriculum relevant to the children's needs.

Our main objectives for Special Educational Needs are as follows:

- To **identify the needs of pupils with SEND as early as possible** and to enter such children on the SEN register
- To **monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To **make appropriate provision to overcome all barriers to learning** and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the Inclusion Team.
- To **provide equal opportunities for pupils with SEND** by providing access to a broad and balanced curriculum appropriate to individuals' special needs.
- To **systematically assess children's abilities and set learning targets for them** to achieve in order that they may make optimum progress towards overcoming their difficulties.

- To **work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To **provide a clear framework for teachers and classroom assistants** to implement the Code of Practice through a staged approach.
- To **work with appropriate support services** promptly following a specific concern and when the pupils' needs cannot be met by school alone.
- To regularly **review Individual Learning Plans and EHCPs**. (Marlborough Centre)
- To regularly **meet with professionals to review progress** against targets, (Marlborough Centre)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has 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 or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language they use at home is different from the language in which they will be taught.

The government reformed the way in which provision and support is made for children and young people with special educational needs and / or disabilities in England. New legislation came into force from the 1st September 2014. A new SEN Code of Practice accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Medway that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

4. Roles and responsibilities

4.1 Head of Schools

The Head of Main School, Mrs Emma Poad, has responsibility for the day-to-day management of all aspects of the main school's work, including overseeing SEND provision throughout the main school. The Head of Main School will keep the Governing Body informed, will be responsible for the internal moderation of standards and overseeing implementation of the SEND Policy within the main school and will work closely with the SENDCo and Head of Centre.

The Head of Centre, Mrs Debbie Amato, has responsibility for the day-to-day management of all aspects of the Centre's work, including that of admissions and liaison with the Local Authority regarding placement. The Head of Centre will keep the Governing Body informed, will be responsible for the internal moderation of standards and overseeing implementation of the SEND Policy and will work closely with the SENDCo and Head of Main School.

4.2 The SEN Governor

The SEND Governor will:

Help to raise awareness of SEN issues at governing board meetings.

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

Work with the Head of Schools and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The SENDCo's

Main School: Mrs Ellie Quare **Marlborough Centre:** Mrs Nicoline Higham

The SENDCo's will:

Work with the Head of Schools and SEN Governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.

Advise on the graduated approach to providing SEND support.

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Be the point of contact for external agencies, especially the local authority and its support services.

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

Work with the Head of Schools and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the school keeps the records of all pupils with SEN up to date.

4.4 Class teachers

The class teacher is responsible for the progression and attainment for all pupils in their class, this includes those with SEND, and they should ensure lessons and learning experiences are accessible and appropriate for all as part of quality first teaching.

The class teacher will be responsible for the identification of needs and delivery of programmes of work for the pupils with SEND in the classroom including differentiation of curriculum provision as appropriate to ensure equal opportunity of access to learning for pupils with identified SEND.

The class teacher will raise any concerns regarding pupils with the SENDCo using the appropriate procedures (Please see Appendix 2).

The class teacher will liaise with parents and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary, through written contact.

The class teacher will work with their year group colleagues to ensure appropriate additional provision is made available for those pupils who, whilst not SEND, are not making expected progress.

The class teacher is responsible for ensuring that Teaching Assistants (TAs) are deployed effectively to maximise learning, particularly for pupils with SEND. This will be achieved through informed planning based on assessment for learning and a thorough knowledge and understanding of their pupils.

All staff can access:

The School SEND Policy

A copy of the full SEND Register

Guidance on identification of SEND in the Code of Practice

Information on individual pupils' special educational needs and disabilities, including pupil profiles, targets set and copies of their targeted provision map

Practical advice, teaching strategies and information about types of special educational needs and disabilities

Information available through Medway SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Staff will have the opportunity for regular training and learning opportunities on SEND which will aid the progress of children with SEND.

5. SEN information report

5.1 The kinds of SEN that are provided for

We are committed to whole school inclusion. In our school, we support children with a range of Special Educational Needs and Disabilities. Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The school benefits from having Medway's primary specialist provision for pupils with Autistic Spectrum Disorder with an EHCP, known as the Marlborough Centre. These pupils are taught mainly within the Centre, but some pupils may attend lessons in the main school classrooms. Teaching staff seek advice from each other, so main school staff have the benefit of Centre staff expertise. This helps us to develop inclusive practice, not only for our main school pupils with ASD, but also for pupils with a wider range of special educational needs. Centre children may have other special educational needs as well as autism, and they have the same access to the provisions that we access, such as the Place2B and play therapy, Occupational Therapy and Speech and Language therapy.

5.2 Identifying pupils with SEN and assessing their needs

When identifying a child's need/s, the school considers the needs of the whole child which will include not just the special educational needs of the child.

We monitor the progress of all children, three times a year to review their academic progress. Any pupils who are falling significantly outside of the range of academic achievement in line with predicted performance indicators and Key Stage expectations will be closely monitored. The class teacher will provide differentiated learning opportunities and carefully scaffolded support to enable the child to catch up. Examples of extra support are: precision teaching, rapid interventions, class based interventions and adjustments to class provision and environments. The SENDCO will be consulted as required for support and advice. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the SEND register. Any concerns will be discussed with parents informally or during parent's evenings.

Parents/carers who have a concern about their child should, in the first instance, raise this with the class teacher. They can also ask to speak to the SENDCO.

Despite high quality teaching targeted at children's areas of need, some pupils may continue to make limited progress or continue to experience barriers to learning. In these circumstances, the school may, in consultation with parents, use a range of assessment tools to determine the cause of the learning difficulty. We may also refer the pupil to an external service who are able to use specific assessments linked to their area of specialism e.g. Medway Community Health.

The following assessment tools are available to the school:

National Curriculum – Core Standards

Language link assessment

Speech link assessment

Dyslexia screening

Maths Screener

Cognitive ability assessment (via Trust SpLD Assessor)

Boxall Profile

Pupil Asset

VB – Mapping (Marlborough Centre)

MPAC (Marlborough Centre)

The purpose of more detailed assessment is to understand what additional resources and alternative approaches are required to enable the child to make better progress. This information will be shared with parents and recorded in a SEN targeted provision plan (Main school) and an Individual Learning Plan (Marlborough Centre); the plan will be reviewed regularly and revised as necessary. At this point we will have identified that the child has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available; the pupil will be placed on the SEN Register as having SEN Support. The step used to identify pupils to be placed on our register is applying the 'Assess-Plan-Do-Review' cycle. This will be an on-going

cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If the child is able to make good progress using this additional and different resource (but would not be able to maintain the good progress without it) we will continue to identify the child as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he/she will no longer be identified with special educational needs. When any change in identification of SEND is made, parents will be notified.

Pupils attending the Marlborough Centre will have their EHC Plans reviewed annually and progress against targets monitored. Interventions will be identified and put in place – these will be monitored for effectiveness and adapted as necessary to ensure the learner is making progress.

In addition the school holds an in-school review (ISR) three times a year with a number of educational professionals. Pupils who continue to be of concern to the school are discussed at the meeting and a number of strategies are discussed with the class teacher. If your child is to be discussed at an ISR you will be informed by the SENDCo.

5.3 Consulting and involving pupils and parents

Hoo St Werburgh Primary School and Marlborough Centre has a commitment to working in partnership with parents. Parents are valued for their knowledge, experience and support. We aim to provide a warm, welcoming environment to all parents. We believe that good home-school links are particularly important in the case of pupils with SEND. Hence, parents and guardians are invited to parents' evenings and additional review meetings in order that they may be kept fully informed about their children's progress. Parents are encouraged to support children through homework tasks. We respect parental wishes to discuss their child's progress with any member of staff and support them in doing so. Parents' views are sought and acknowledged as part of the identification, assessment, provision and review cycle of SEND support.

Parents will be provided with relevant information regarding provision made for their child by the School and the Local Authority.

At all stages of provision, the School will involve the parents by:

- Reacting promptly to parental concerns over their child's progress.
- Seeking parental comments about their child's health and general development.
- Seeking parental comments about their child's performance, progress and behaviour.
- Seeking parental comments about factors that may be contributing to the child's difficulties.
- Seeking views from other agencies or individuals that the parents would like to be involved.
- Offering advice to parents on how they can help their child at home.

Parents will always be informed of the outcome of periodic reviews and will be invited to contribute if they so wish. Parents will always be told, either in person or in writing, of any changes to their child's SEND status.

The School will endeavour to be explicit about the child's needs, current support and the support structure in school. The School will provide information on voluntary organisations and support groups and on parents' rights in relation to a request for statutory assessment.

The School is committed to a policy of integration of pupils with Special Educational Needs and Disabilities wherever this is in the child's best interests.

5.4 Assessing and reviewing pupils' progress towards outcomes

'Assess-Plan-Do-Review'

Assess This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as views and experiences of parents. The pupils views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and the interventions being used are developing and evolving as required. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan This will involve consultation between the teacher, SENDCo and the parents to agree the adjustments, interventions and support that are required, the impact on progress, developments and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate to re-enforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do The class teacher remains responsible for working with the child on a day to day basis. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account of the views of the pupils and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

Referral for an Education, Health and Care plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Before a child is considered for Statutory Assessment, an 'In School Review' (ISR) takes place whereby all agencies involved with the child discuss the benefits and appropriateness of an EHCP to meet the pupil's needs and a decision is made as to whether a request for Statutory Assessment is required.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social care
- Health care professionals

Medway LA will consider the school's application for a statutory assessment leading to a possibility of an EHCP. If Medway consider statutory assessment an appropriate route, then assessments are carried out by key professional agencies which inform the outcome of the statutory assessment. Once all the advice requested has been received, Medway must decide whether to draw up an EHCP. Medway may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require that Medway determine the child's SEND

provision through an EHCP. Parents have the right to choose a different education provider. Parents are fully informed throughout the statutory assessment process.

Education, Health and Care plans (EHC Plan)

Following statutory assessment, an EHC plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC plan. They may also appeal against the name of the school in the plan if it differs from their preferred choice.

Once the EHC plan has been agreed and completed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupils. The annual review enables provision for the pupil to be evaluated and where appropriate for changes to be put into place, for example – to reduce or increase the level of support given.

5.5 Support for pupils with emotional, social and behavioural difficulties

The school has a number of support strategies in place for pupils who have emotional, social and behaviour difficulties.

- Reward charts and Behaviour Support Plans are put in place by the class teachers and SENDCo as required.
- There are buddies on the playground at lunch time for those pupils who find it difficult to make friends.
- The main school runs a Sanctuary at lunchtimes where pupils can go to play board games or do craft activities.
- There are additional lunchtime nurture groups where pupils can go to play outside in an adult small supported environment.
- Class PSHE and Circle Times.
- In the Marlborough Centre there is targeted play provided by the Play Therapist and Teaching Assistants. In addition to this, a Lunchtime Lego group is available.
- The school have the Place2Be (P2B) counselling service on site, pupils can request a fifteen minute slot to talk about something that is bothering them, there are longer on going sessions for pupils who need a more sustained input. There is also a service for parents.
- The school holds a weekly pastoral meeting to discuss pupils who may be of concern due to emotional or social difficulties and a number of strategies are discussed, including regular 1:1 talk time with a particular adult.

5.6 Support for pupils with medical needs

- Individual healthcare plans are written for pupils who have ongoing medical needs, these are written with a member of staff, parents and the school nurse (where appropriate); these are shared with all staff who work with the pupil.
- Pupils who have an injury which precludes them from being on the playground or taking part in sport will have a risk assessment written by the office staff or teaching staff. They will have access to the Sanctuary or other safe space at lunchtimes.
- Staff have had training in the use of epipen, diabetic training, use of the defibrillator and asthma training.

5.7 Supporting pupils moving between phases and preparing for adulthood

We work closely with the educational settings used by the pupils before they transfer to us in order to ensure as seamless a transition as possible. The Foundation Stage teachers visit all children in their pre-school setting or where this is not possible, will contact the setting to gain key information. Should there be a child about whom there are concerns then further visits will be made. Parents of new entrants are invited into school to meet the class teacher and discuss any concerns. The SENDCo is available during these meetings and will liaise with the class teacher and parent.

We also contribute to a pupil's onward destination by providing and sharing information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional transition procedures will be discussed and put in place as felt necessary for individual pupils. Social stories are used to support the pupils who may benefit from them.

5.8 Our approach to teaching pupils with SEN

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At Hoo St Werburgh Primary School & Marlborough Centre we are aware that additional intervention and support cannot compensate for a lack of good quality teaching. Therefore we regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2015, 6.37)

We will also provide the following interventions:

Fizzy, Sensory Circuits, OT Programmes, Touch Typing, Nurture Groups, Play Therapy, Sanctuary, Nussy Reading and Spelling, Colourful Semantics, RWI Fresh Start, Number Bonds, Maths Boosters, Writing Boosters, Beanstalk Readers, Sounds –Write, Precision teaching, 1:1 intervention support, Social stories and Speech and Language(SALT).

5.9 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, scaffolding support for all pupils.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, move and sit cushions, pencil grips, therapy balls etc

The school environment

- The school have the following facilities to enable accessibility:
- Ramps to all buildings
- Lift providing access to all floors
- Toilet and shower facilities for pupils with a disability

5.10 Additional support for learning

As part of our budget we receive 'notional SEN funding'. This is used to ensure that the quality of teaching and learning is Good to Outstanding and that there are sufficient resources to deploy additional and different teaching for pupils who require SEN support.

- Provision of additional adults in very class who support groups of children in their differentiated learning in the classroom. They are trained to deliver support and help scaffold learning.
- Provision of specialist teaching assistants to carry out small group and individual programmes in Speech and Language, Play Therapy, Social Skills and Motor Coordination.
- Outside agencies work with teachers, individual pupils and groups of pupils and are able to advise on appropriate strategies for support.
- The school purchases support from Place2Be providing counselling and play therapy for children with behavioural, emotional or social difficulties. They also offer a support service to parents.
- Rivermead Inclusive Trust Occupational Therapist and Speech and Language Therapist who work on the school site 2 days per week. They work with pupils,
- Access to professional support from the MCH Community Paediatricians, Occupational Therapy and support from a speech and language therapist who also works with the children in the Marlborough Centre on a regular basis.
- Specific resources are purchased to support pupils with SEN. The Marlborough Centre has a sensory room and a specially designed outdoor play area. The Marlborough Centre is a provision within the school that Medway allocate places for pupils who have a diagnosis of Autism and a Statement/Education, Health and Care Plan (EHCP).

5.11 Expertise and training of staff

Both the main school and Marlborough Centre have non class based SENDCOs. Mrs Ellie Quare (Main School) and Mrs Nic Higham (Marlborough Centre). Both are qualified teachers and Mrs Quare has gained the accreditation for national award for SEN Coordination and Mrs Higham is working towards the accreditation.

We have a team of 50 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Teachers and Teaching Assistants have undertaken a variety of training including First Aid, Child Protection, Safeguarding, Play Therapy, Lego Therapy, Autism Awareness, Signalong, Maximising the Practice of Teaching assistants, BEAM, Sensory Circuits, Positive Handling, Social Stories and Beat Dyslexia.

In the Marlborough Centre all staff are trained in the TEACCH method.

Where a training need is identified, we will find a provider who can deliver it and ensure appropriate training.

5.12 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist equipment the school will seek the advice of Medway Council. The school will do its best to purchase all necessary equipment or borrow from other facilities where appropriate.

5.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after when appropriate.

Using pupil and parent questionnaires
Monitoring by the SENDCo and Senior Leadership Team
Using provision maps to measure progress
Regular Pupil Progress Meetings
Holding annual reviews for pupils with EHC plans

5.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before school clubs.
- All pupils are encouraged to go on our residential trip in Year 6
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.15 Working with other agencies

Specific Learning Difficulties Consultant (SpLD) includes diagnostic screening
Place2Be (P2B) - counselling service
Marlborough Centre Outreach Team
Bradfields Outreach Team
School Nurse and Continence Nurse
NELFT (Mental health services – formally CAMHS)
Early Help
Medway Community Healthcare -Paediatricians
SEN Officers at Medway
Educational Psychologist
Local youth workers
PCSO
Occupational Therapy (OT)
Speech and Language Therapy (SALT)

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made the Head of School or SENDCo in the first instance. They will then be referred to the school's complaints policy. The School is committed to working in close partnership with parents and would hope to ensure that concerns or problems are dealt with promptly and effectively.

5.15 Contact details of support services for parents of pupils with SEN

Medway Community Healthcare (MCH)
<https://www.medwaycommunityhealthcare.nhs.uk/our-services/resource-centre/childrens-resources>

MAGIC - Medway Autism Group and Information Centre
<http://www.medway-magic.org/>

Kent Autistic Trust
<https://www.kentautistictrust.org/>

Medway Young People's Wellbeing Service
<https://www.nelft.nhs.uk/services-kent-medway>

Early Help for Families
https://www.medway.gov.uk/info/200170/children_and_families/322/early_help_for_families

5.16 Contact details for raising concerns

If you have any concerns you can contact any member of the school safeguarding team through the school office on 01634 338040 or 338080 (Marlborough Centre):

Emma Poad – Headteacher Hoo St Werburgh Primary and Marlborough Centre
Debbie Amato – Head of Marlborough Centre
Ellie Quare – AHT Pastoral/SENDco//DSL Main School
Nic Higham – SENDCO/DSL Marlborough Centre
Diane Haskins – Pastoral Welfare Officer

5.17 The local authority local offer

The Local Authority's Local Offer can be found at this location:
<https://www.medway.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on: Behaviour, Equality, Safeguarding, Complaint Procedures, Intimate Care, Medical Care and Accessibility.