



## St George's CE Primary School

# Special Educational Needs and Disabilities Information Report 2023-2024

This report has been written in accordance with the requirements set out in schedule 1 of The Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice (DfE/DoH 2015)

### **1 The kinds of special educational need for which provision is made at the school**

St George's CE Primary School currently provides additional to and/or different provision for a range of needs, including:

- Communication and Interaction Needs (CI), for example; Autistic Spectrum Condition (ASC), speech and language difficulties.
- Cognition and Learning Needs (CL), for example; learning difficulties and specific learning difficulties such dyslexia, dyscalculia.
- Social, Emotional and Mental Health Needs (SEMH), for example; Attention Deficit Hyperactivity Disorder (ADHD) and emotional regulation difficulties.
- Sensory and/or Physical Needs (SP), for example; visual impairments, hearing impairments, processing difficulties, epilepsy or a physical disability that affects their learning.

These SEND categories are definitions of Special Educational Need outlined in the SEND Code of Practice (DfE/DoH 2015). There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

The school also meets the needs of pupils with an Education, Health and Care plan with the following types of Special Educational Need; Autistic Spectrum Condition, Speech Language and Communication Need, General Learning Delay, Gross and Fine Motor Skills Delay. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. We have well organised induction

arrangements for new SEND pupils which facilitates their smooth integration into school. This involves the AHT for Inclusion (SENCO) meeting with the parent(s)/carers, contacting the previous settings SENCO and the pupil having an increasing timetable, if necessary.

## **2 Information about the policy for identification and assessment of pupils with SEND**

At St George's we monitor the progress of all pupils three times a year to review their academic progress, through a range of formative and summative assessments. These assessments will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

(The *SEN Code of Practice*, DfE/DoH, 2015: 6.17)

This may include progress in areas other than attainment, for example, social needs.

We know that additional to/different from provision is needed if:

- Concerns are raised by parents/carers, teachers or pupils and this has been monitored
- There is a significant change to the pupil's behaviour or progress

Some pupils may continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At St George's we are experienced in using the following assessment tools; Speech and Language Link, Language Screen (DfE) Accelerated Reader, Dyslexia screening, Dyscalculia screening, Clever Fingers screening, Irlens' assessment and Goodman's Strengths and Difficulties Questionnaire (SDQ). We have access to advanced assessment tools reported by external advisors including Speech and Language and Educational Psychologists.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support and interventions can be found listed in section 3c.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, with support from the Mainstream Core Standards, or whether something different or additional is needed. Our aim is to identify need at the earliest point, making effective provision to improve long-term outcomes for the pupil.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, Class Provision Maps/Personalised Provision Plans, reviewed regularly and refined/revised if necessary. Supportive strategies identified with the child will be recorded on their One Page Profile. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional to and different from to what is typically available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is changed, parents will be notified.

**3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

**3a How the school evaluates the effectiveness of its provision for such pupils**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil conferencing within learning walks and lesson observations
- Monitoring by the SENDCO
- Using provision maps/personalised provision plans to measure progress
- Using personalised provision plans for pupils who are in receipt of higher needs funding (HNF) or an EHCP
- Holding annual reviews for pupils with EHC plans

Each review of the SEND provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be three pupil progress meetings, this enables professional dialogue and a review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. These meetings also consider any other aspects of the child's situation/well-being that could affect their progress. The pupil progress meetings are held three times a year and involve the CT and SLT, including AHT for Inclusion (SENDSCO). In addition to this, pupil's One Page Profiles are reviewed at least two times a year. These meetings involve the parents and pupils and occur during parent's evenings. A meeting can be requested with the SENDSCO at this stage also.

The collation of all provision effectiveness will be reported to the governing body three times a year.

### **3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This cycle is recorded on class provision maps or personalised provision plans depending on which is most appropriate for the pupil. The review of pupil progress draws upon;

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Outcomes from screening/assessments taken place
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The SENDSCO is available to meet throughout the two parents evening and also runs drop-in 'coffee afternoon' sessions with the pastoral team throughout the academic year. In addition to this, parents can request a meeting with the SENDSCO as needed.

Pupils who do not make progress are highlighted and discussed at pupil progress meetings. In addition, SEND pupils who do not make progress initiates an investigation into the effectiveness of the provision by the AHT for Inclusion (SENDCO). Where appropriate, a meeting is held between the AHT for Inclusion (SENDCO) and Class Teacher. In addition to this, pupils with special educational needs may have assessments that are more frequent. The assessments we use at St George's are referred to in section 2. Using these it will be possible to see if pupils are increasing their attainment in key areas. If these assessments do not show adequate progress is being made the pupil's provision will be reviewed and adjusted.

Staff are able to raise concerns over key pupils during Pupil Progress Meetings (three times a year) and via a Cause for Concern document (SEND/Pastoral).

### **3c the school's approach to teaching pupils with special educational needs**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This will be adapted for individual pupils. All teachers are teachers of SEND. Additional interventions and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully 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 SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*.

Class Profiles of Need are used to identify how quality first strategies are used as supportive strategies across the school as part of our universal offer. Examples of quality first teaching strategies at St George's Primary School are;

- Daily check ins
- Exit cards and access to our 'Nest' space (regulation, safe spaces)
- Movement breaks
- Targeted scaffolding
- Task management boards and visual supports
- Fidget tools, ear defenders, adapted equipment
- Key seating arrangements
- Positive behaviour strategies

From our last Ofsted inspection, the quality of teaching at St George's is judged as 'good'.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/precision teaching/work stations/mentoring/small group teaching/use of ICT (e.g. Clicker). These are delivered by additional staff employed via the funding provided to the school as 'notional SEND funding'

We will also provide the following interventions:

- Speech and language interventions
- Clever fingers – fine motor intervention
- Sensory circuits
- Write from the Start and Letter Join – handwriting intervention and support
- Additional phonics intervention using Read, Write, Inc
- Language through colour
- Friendship Skills
- Nurture groups
- Lego intervention
- Forest School
- ELSA (Emotional Literacy Support Assistants)
- Small group or 1:1 targeted Reading, Writing and Maths intervention
- NELI (Nuffield Early Language Intervention)
- Precision Teaching
- Pre-Teach and Over-Teach
- Drawing and Talking
- Inside Out – Outreach Services for Young People <https://insideoutosyp.co.uk/>
- Zones of Regulation

### **3d how the school adapts the curriculum and learning environment for pupils with special educational needs**

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Making careful considerations of our school environments
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

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

At St George's we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review we have automatic outside gates to improve accessibility whilst maintaining safeguarding. We have canopies outside our early years, year 1 and year 2 classrooms to provide year-long outside learning opportunities. In September, we introduced reading sheds into these spaces to encourage pleasure for reading at unstructured times and development our nurture programme providing children with regulation rooms and our new nurture space, 'The Lily Pad'. We have also trained whole staff regarding behaviour management, restorative justice and Autism Education Training led by STLS. We have also considered the traffic, first thing in the morning, and pupils can now go straight into their classrooms at 8.35 rather than waiting on the playground. The focus for this school year will to be further develop our Lily Pad Nurture Provision and the strategic planning, implementing and tracking of interventions across the whole school.

### **3e additional support for learning that is available to pupils with special educational needs**

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional to and different from teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress, will be different in each case and is listed on Class Provision Maps/Personalised Provision Plans. In a very small minority of cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount, the Local Authority should provide top up funding to the school via a higher needs funding application. In these cases, an additional adult may be deployed to the class/year group in order to support the implementation of required interventions.

We currently have twenty teaching assistants who are trained to deliver interventions as listed in section 3c. This includes one SEND Teaching Assistant who leads all speech and language interventions, leads on sensory interventions and Lego intervention and is able to complete a range of assessments.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapists
- Specialist Teaching and Learning Service
- Educational Psychologist via our Aquila Trust

➤ Inside Out (Amanda Peddle, Outreach Services for Young People)

**3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at St George's are available to pupils with special educational needs either with or without an Education, Health and Care Plan, including our before (Breakfast Club) and after-school clubs. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity. All pupils are encouraged to go on our year 6 residential trip(s) to Norfolk Lakes – Manor Adventure. All pupils are encouraged to take part in sports day, school plays and attend school trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**3g support that is available for improving the emotional and social development of pupils with special educational needs**

At St George's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (for instance Jigsaw (PSHE)/ Zones of Regulation) and indirectly with every conversation adults have with pupils throughout the day.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council/class worship warriors/prefects and other roles with responsibilities within school
- Pupils with SEND are also encouraged to become a 'Buddy' and support younger pupils at playtime

For some pupils, with the most need for help in this area, we also can provide the following; access to ELSA, mentor time with member of senior leadership team, external referral to NELFT, external referral to Solution focused counselling through School Health, the use of our Nest spaces for pupils to use when appropriate, Nurture Provision and external support through Inside Out (Outreach Service for Young people).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We have a zero-tolerance approach to bullying.

**4 The name and contact details of the SEND Co-ordinator**



The AHT for Inclusion (SENDSCO) at St George's is Miss Emma Hill (BA Hons, NPQML and NPQSL) a qualified teacher. She took the place of the previous SENCO in January 2023 and completed her National Award for SEND Co-ordination in July 2024. She works full time and is available on Monday to Friday.

01795 877667 - option 6

[senco@sgps.aquilatrust.co.uk](mailto:senco@sgps.aquilatrust.co.uk)

The SEND Governor at St George's is Lucie Wilson.

If you would like to make contact with the SEND Governor please email the school office on [office@sgps.aquilatrust.co.uk](mailto:office@sgps.aquilatrust.co.uk) and in the subject please address, FAO Lucie Wilson.

**5 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**

Our SENDSCO has been in position of this role for 18 months and has worked as a primary school teacher for over fifteen years. Her previous roles have included teaching across the primary phases, Key Stage One and Key Stage Two Phase Leader. She is allocated three days a week to manage SEND provision. We have a team of twenty teaching assistants, who are trained to deliver SEND provision.

We continually train all staff following current trends in SEND within our setting. In the last academic year, staff have been trained in:

- ASC Awareness for all members of staff through Autism Education Trust
- SEMH Strategies
- Dyslexia and Dyscalculia Awareness
- De-escalation and Positive Behaviour Strategies
- Stage Not Age Training
- Adapt, Adjust, Enable Training – adapting the curriculum for SEND
- Demand Avoidant Profiles Training
- Emotionally Based School Avoidance Training
- Helping pupils develop their own regulation systems

We use specialist staff for Speech and Language, Sensory Circuits, Lego intervention, ELSA Support, Drawing and Talking, Nurture Provision, Inside Out and Forest School.

Our priorities for this year will concentrate on further developing our Lily Pad Nurture Provision, supporting pupils with identified SEMH and wellbeing needs across the whole school. Continuing the monitoring of Quality First Teaching strategies in all subjects during learning walks and subject development reviews. Establishing strategic planning

processes to plot, monitor and review interventions across the key stages and the whole school. We will continue to develop the knowledge of our SEND support staff as well as responding to the needs of the children e.g., a whole school awareness of emotional regulation and de-escalation strategies and Autism training through the Autism Education Trust. We continue to train new staff to keep in line with their colleagues.

Where a training need is identified, we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding.

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

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

If concerned, a member of staff or parent/carers will raise a pupil cause for concern to the SENDCO. As appropriate, actions will be taken and monitored over a period of time. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of discussions will be recorded in the pupil's communication log.

Once investigated, if a pupil is set to enter the SEND register, then parents/carers will be called by the SENDCO and discussed either face to face or over the telephone, parental choice.

All parents of pupils at St George's are invited to discuss the progress of their children with the Class Teacher and/or AHT for Inclusion (SENDCO) twice a year at Parents Evenings. Pupils whose needs are supported by HNF or an EHCP is in place, are invited for an additional three reviews and an annual review throughout the year. There are also opportunities for 'parent pop in's' with the AHT for Inclusion in the terms where parents' evenings are not offered.

**Autumn and Spring Parents Evening**

- One Page Profile shared with parents/carers
- Discussion about the provision currently in place
- Provision/One Page Profile annotated if necessary
- Parents evening notes signed by parents/carers, pupil (where appropriate) and Class Teacher
- Signed copies to parent, Class Teacher and AHT for Inclusion (SENDSCO)
- Parents Evening Notes saved into pupils electronic file on TEAMS

The parents also receive an Annual Report at the end of the academic year with an opportunity to meet with the Class Teacher and/or AHT for Inclusion (SENDSCO) on request.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them keep-up/catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Plan/personalised provision plan, which will be shared with parents on these occasions.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made for them and the parent will be invited to contribute to planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. As St George's is a Primary school, the adults involved play a significant role, with Upper KS2 pupils taking increased responsibility. Pupils work with their class teacher to create a One Page Profile, outlining how they wish to be supported. These are reviewed with pupil and parents/carers at least twice a year. A One Page Profile is created to record the pupil views and outline the support needed.

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

The normal arrangements for the treatment of complaints at St George's are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns hierarchically with the Class Teacher, Phase Leader, AHT for Inclusion, SLT and finally the Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body (see the Complaints Policy).

If the complaint is not resolved, after the governing body has considered it, then a disagreement resolution service or mediation service can be contracted. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Suspensions or permanent exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

There are some circumstances, usually for children who have an Education, Health and Care plan where 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 the school.

**10 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 pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to traded Speech and Language Therapy Services/Occupational Therapy Services/ Physiotherapy Services for pupils with a requirement for direct therapy or advice via referral process.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Ability to make ad hoc requests for support from CHATTs (Child and Adult Talking Therapy Services)
- A service Level Agreement with Educational Psychologist for three days per year through Aquila Trust.
- A service Level Agreement with a private Speech Therapist.

**11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

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

From a Nursery Placement:

- At St George's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.
- Transition meetings start with different Nursery settings in Term 5, earlier if a setting highlight severe needs. We meet on more than one occasion after this, with the class teachers to discuss provision. As appropriate, we visit the pupils in their setting and at their home.
- All pupils have four transition sessions in school. Before these sessions start, the liaison with the previous setting and parents ensures a child's transition can be supported further in order to meet the needs of the child.
- Class Teachers/AHT for Inclusion (SENDSCO) use information and reports collated from setting/parents and through observation to support on entry assessments regarding additional needs.
- AHT for Inclusion (SENDSCO) attends transition meetings held by the Specialist Teaching Service annually, meeting Nursery SENDCOs and engaging in professional dialogues regarding pupils with SEND.

Moving between year groups:

- Where appropriate, transition meetings are set up for pupils with SEND. This includes the current and next class teacher, and in some cases the pupil and the parents. We also run transition days for all pupils.
- As a school we recognise that transition can be difficult to manage for some pupils and therefore plan a robust 'enhanced' transition that begins in Term 6. Our 'enhanced' transition includes the use of;
  - Social stories
  - Activities that explore, things that will be the same and things that will be different, questions they are unsure or but also excited about and any worries that children may have.
- In addition, we also provide bespoke social stories for pupils, extra visits to their new classrooms and planned relationship building sessions with new adults.

Transition to secondary school:

- Transition meetings with the SENDCO's from the secondary schools are established to outline provision and pupil need. In addition to this, the AHT for Inclusion (SENDCO) works with the secondary schools to organise extra transitional visits for vulnerable pupils. For the most vulnerable pupils we organise transition packs, including pictures of the pupil's new school, key information and what to expect plus familiar adults to attend transition week with them.
- AHT for Inclusion (SENDCO) attends transition meetings held by the Specialist Teaching Service annually, meeting Secondary SENDCOs and engaging in professional dialogues regarding pupils with SEND.

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

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer> and parents without internet access should make an appointment with the AHT for Inclusion (SENDCO) for support to gain the information they require.