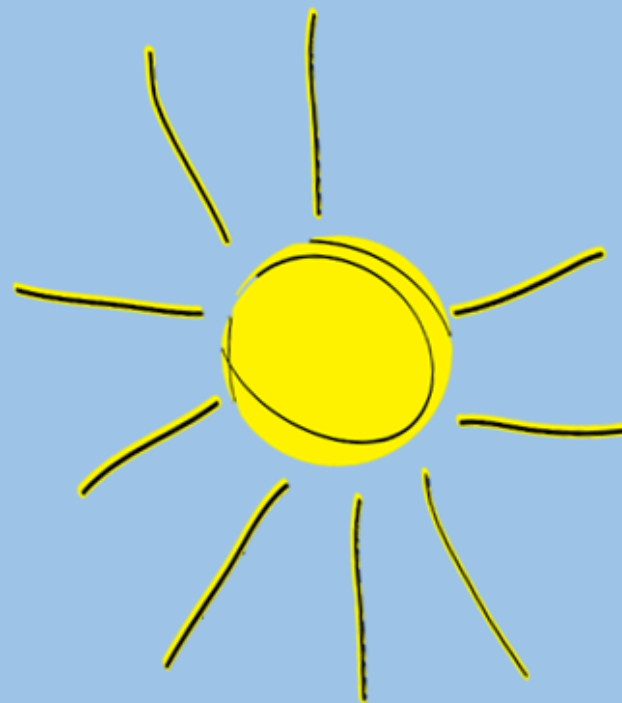


SEND Policy Information Report (easy read)



**A guide as to how pupils with
Special Educational Needs and
Disabilities are supported at
The Discovery School**

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Our culture and ethos for SEND

At The Discovery School, **we are proud to be an inclusive environment**, welcoming and including children with a range of learning, social, emotional, communication and physical needs and disabilities to our school. We teach acceptance, inclusivity and understanding of SEND to all pupils and actively promote diversity across the school.

We work hard to get to know every child in our care and **identify SEND** through a range of effective assessment tools and approaches. We believe in **early identification of need** and do not need to wait for formal diagnosis to enable children to access the support they need.

We **work well as a team** and seek the views and input of children, parents and other professionals as part of this.

All staff **have high expectations of children** and set challenging targets and outcomes.

We have **clear plans** to support children in achieving these goals and provide parents with details of these.

We run a range of specific, targeted and **effective interventions** but believe that children are best supported by **outstanding classroom practice and quality first teaching**.

We want **every child to reach their potential** and want to support children and their families in diminishing barriers to achieving this

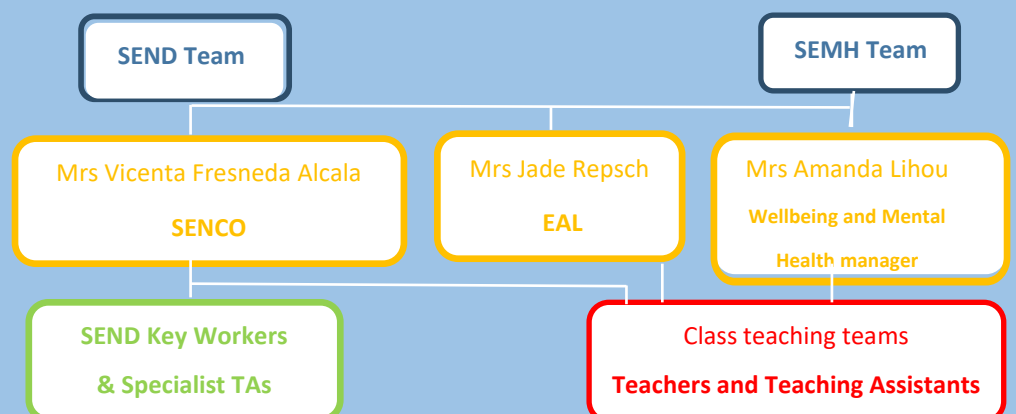
Our Inclusion Team



Every school has to have a qualified and accredited person to manage SEN, called the SEND co-ordinator (or **SENCo** for short).

At The Discovery School, the **SENCo** is **Mrs Vicenta Fresneda Alcalá**. She is a qualified SENCo and has had many years in-class experience across the primary and secondary sector.

She works five days per week and can be contacted at school on 01732 847000 or via email on senco@discovery.kent.sch.uk



If you have concerns about your child, your first port of call will be your child's class teacher who will be happy to meet with you to explore these further. Depending on any needs identified, the class teacher will engage the most appropriate member of the inclusion team.

Staff expertise and training

We are very proud to have a **highly trained staff**. We believe that investing in training and keeping up to date with the most effective techniques in supporting children's difficulties enables us to put the right strategies in place for them.

All teachers and TAs have had the following awareness-level training:
dyslexia, autism, social, emotional and mental health difficulties.

The following members of staff have received the following enhanced and specialist qualifications for SEND:

Miss Gobell, Headteacher – National Professional Qualification for SEN Co-ordination

Mrs Fresneda Alcala, SENCO - National Professional Qualification for SEN Co-ordination

Mrs Lihou – Qualified Play Therapist

Mrs Cornall - SEN Governor—National Professional Qualification for SEN Co-ordination

A full list of staff expertise can be found on the SEND pages of the school website

Where training need is identified beyond our current expertise, we will find a provider who is able to deliver it. Training providers we can approach are: The Specialist Teaching Service via our local Special Schools, The Kent Educational Psychology Service, NHS Speech and Language Therapy Service, The National College of School Leadership and other external providers. The cost of any training is covered by the School's notional SEN funding.

KCC's Local Offer

A local offer gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area. Kent County Council publishes their Local Offer on their website:

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

The school also utilises the Local Offer in meeting the needs of pupil's with SEND in the school. This includes but is not limited to:

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service, including organisations like Salus
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy, assessment or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of LIFT for access to advice from the specialist teaching and learning service, educational psychology services, NHS SALT and Early Help
- Consultations with specialist teachers and speech and language therapists through STLS / SALT surgeries
- Subsidised training accessed via our local Special Schools' (Nexus and Five Acre Wood) outreach services
- Information and Advice Service Kent (IASK)
- Link to Disabled Children's Service for support to families for some pupils with high needs



The types of SEND we can provide for at The Discovery School

At The Discovery School, we can make provision for every kind of frequently occurring special educational need for example: dyslexia, speech and language needs, autism (ASD), learning delays, co-ordination difficulties, physical disabilities and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Whatever the child's difficulty, we aim to work with parents and professionals to develop an effective plan to meet the child's needs.

pro-

Accessibility Plan

Our accessibility plan sets out the increasing extent to which pupils with disabilities can access the curriculum. It also shows the improvements we have made to the physical environment to take better advantage of the education, benefits facilities and services we provide. This information, alongside how we are improving the availability of accessible information can be found on our school website.

The Discovery School is an inclusive environment and does not discriminate in its admission of pupils with SEND or disabilities.

For pupils with an EHCP, KCC will formally consult with the school to ensure we can meet the requirements set out in the EHC plan.

Definition of disability

Many children and young people who have SEN may also have a disability under the **Equality Act 2010** – that is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

The definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

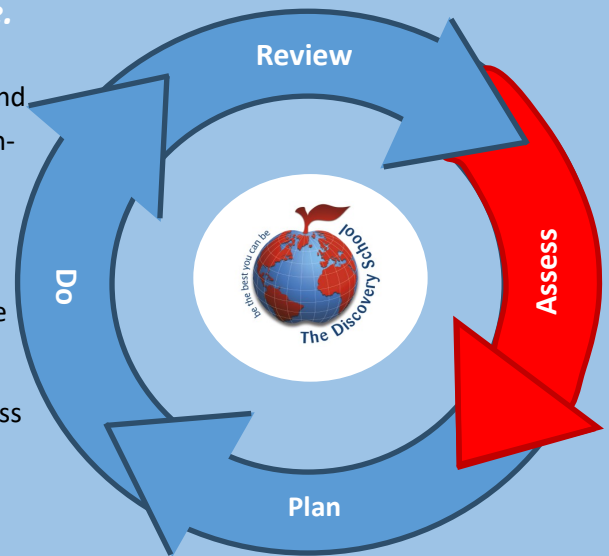
SEN Code of Practice, 2014

How we identify SEND

At The Discovery School, we adopt a cyclical approach to the provision for our pupils with SEND. We call this the 'assess, plan, do, review' cycle.

Teachers use a range of class based techniques to assess pupils progress and identify any potential SEND. These include: continuous assessment throughout lessons, assessing pupil knowledge retention through retrieval practice, teacher assessment against the National Curriculum expectations, phonics assessments and screenings, termly formative assessments, standardised tests such as reading age tests or NFER assessments, end of year summative assessments and continuous teacher/TA observation.

They also draw on their training and expertise of child development to assess pupils progress against the wider curriculum as well as considering pupils' physical and social-emotional development.



Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.

The SENCo may utilise some further, in-depth assessments to establish the needs of the child. These may include tools like: Test of Auditory Processing Skills (TAPS), Dyslexia Screening, Dyslexia Portfolio, Phonological Processing assessments (PhaB), Test of Visual Processing Skills (TVPS), Cognitive Ability Tests (CATs), (WRIT), Sensory Profile, Fine motor skills assessments (Clever Fingers), Gross Motor Skills assessments (BEAM), Speech Link Assessment, Language Link Assessment, Language for Learning observation, Renfrew Action Picture Test, Leuven Scales, Boxall Profile, Strengths and Difficulties Questionnaire (SDQ), Resilience Conversations, Stirling Children's Wellbeing Scale, Me and My Feelings Assessment, Child and Youth Resilience Measure. These formal assessments may be supported by in class observations of the child.

Following these assessments, teachers will meet with parents, alongside the SENCO to discuss the findings and agree a support plan for the child.

The majority of our in-school assessments are designed to identify needs and are not diagnostic assessments.

Teachers also meet three times per year with members of the senior leadership team & the SENCo to track the progress of all the pupils in their class to ensure that each child is making expected progress

Where school-based assessment has identified a more complex need, the school can seek further assessment from other **professional bodies**. These include:

- The Specialist Teaching Service via surgeries or through a referral to LIFT
- The NHS—paediatrics, Occupational Therapy, Speech and Language Therapy, School Nursing Service.

Identification of need at any of these three stages, **may result in the child being placed on the SEND register**. A child is identified as having SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child's need for support meets this threshold, parents will be informed.

How we support pupils with SEND

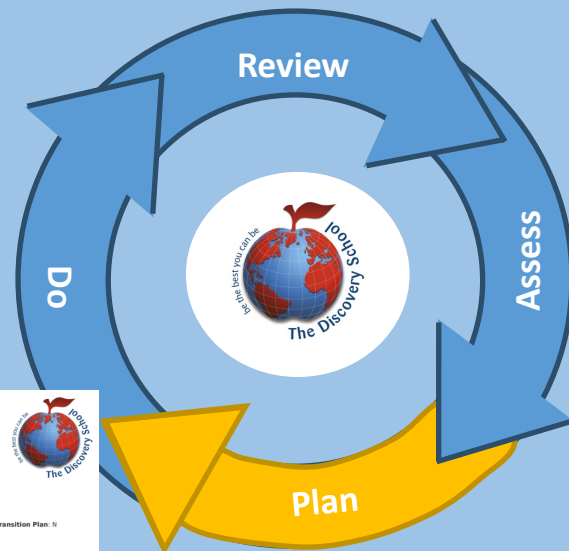
Once assessments have been completed and needs agreed the SENCo and Class Teacher will draw up a *provision plan* that sets out all of the support that the child will be receiving.

When establishing the provision plan, the school will seek the input of the child and their parents. Provision plans are shared with parents so they can be clear about the support that is in place for the child.

The provision plan will detail two waves of support:

Personalised strategies—the things that will be done to adjust the curriculum and teaching environment to ensure that the child makes good progress.

Targeted interventions—small group or individualised support outside of the curriculum that addresses the child's SEND



Personal Provision Plan for

SEN level: K
Date of birth: Class: Year group: 6
Teacher: Miss Laura Marle Start date: 19/4/2021 Review date: 18/7/2021 Plan number: 3
First language: ENG Medical needs: Y Pupil Premium: N Attendance: 100.0%

Other information:
Pastoral Support Plan: N Personalised emergency evacuation plan: N Personalised Plan: N Risk Assessment: N Transition Plan: N

SEND Summary
Identified Area Of Need (SEND Code of Practice): 1. Cognition and learning
Specific Needs: 1. Dyslexia

Personalised Strategies

Area of need	Specific Area	SEND Outcome	Strategies & Provisions	Key staff
Dyslexia	Dyslexia - Best use of technology	By the time I finish year 6, I will have learnt a range of strategies to support my dyslexia and be able to apply these independently.	Access to laptops and iPads as appropriate to produce and edit work. Maximize use of technology for voice-to-text software. Teach children to use digital dyslexia friendly alternatives to dictionaries.	• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)
Dyslexia	Dyslexia Friendly classroom	By the time I finish year 6, I will have learnt a range of strategies to support my dyslexia and be able to apply these independently.	A 'no failure, only feedback' / growth mindset ethos, where everyone is prepared to learn from their mistakes. Take account of different learning styles and allow thinking time. Appropriate adaptations to enable access to the curriculum, including: changing colour tint on WALT, using highlighters and erasable markers, have coloured overlays available. Reduce the need to copy information - from the board or from sheet to sheet. Use tools in English to support organisation, models, writing frames, task boards, checklists. Use flexible grouping, including providing peer readers as appropriate. Ensure placement in class maximises opportunities for attention and listening. Develop students' organisational skills. Praise and build self-esteem by using the display effectively. Mark positively.	• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)
Dyslexia	Dyslexia - extra time as required	By the time I finish year 6, I will have learnt a range of strategies to support my dyslexia and be able to apply these independently.	Extra time for tasks (including homework) with a reading/writing element to compensate for her difficulties with reading / writing fluency. Extra time for examinations, in line with usual classroom practice.	• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)
Dyslexia	Dyslexia - Reducing the demand on auditory memory	By the time I finish year 6, I will have learnt a range of strategies to support my dyslexia and be able to apply these independently.	Give instructions one at a time to aid retention to compensate for difficulties with auditory working memory. Break down tasks into sub tasks. Provide written instructions alongside auditory, where appropriate.	• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)
Cognition and Learning	Focus: Writing and editing	By my next review, I will be able to read my work aloud and I will be able to spot my errors (such as missing words) to then be able to correct independently 80% accuracy.	Make sure that Sophia reads each word aloud and points to each word as reading. Ensure that Sophia reads slowly and clearly.	• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)
Cognition and Learning	Focus: Spellings	By my next review, I will be able to use my own methods to identify errors in the spellings of homophones: Which/witch It's/its There's/their's Four/floor Cuckoo allowed/old By/hir/bye bye Wore/wear/where		• Miss Laura Marle (Classroom Teacher) • Mrs Jo Rayward (Teaching Assistant) • Mrs Donna Madden (Teaching Assistant)

The provision plan is centred around an SEND Outcome that has been co-produced with parents and the pupils. The SEND Outcome sets out what the SEN provision hopes to achieve. We set these as outcomes for the end of each Key Stage. Each provision will have a short term target that we can measure progress against.

Provision plans are written for all children who are on the SEND register.

The school funds the support for these pupils by utilising our 'notional SEN funding'. Some pupils need very high levels of support and where that support costs the school more than £6000, we can claim top up funding from Kent County Council.

Some children's needs are complex and require KCC to make provision for them through an **Education, Health and Care Plan**, details of this can be found on KCC's SEND Portal. The school will work with parents and professionals to establish whether an EHCP would be appropriate for the child through the assess-plan-do-review cycles.

SEN support is available at The Discovery School regardless of whether the child has a diagnosis or EHC Plan.

The school has lots of knowledge about appropriate strategies and interventions to use for each type of SEND. We draw on our training, experience, wider reading and the latest research when suggesting personalised strategies and interventions. We have a well established set of whole school provision maps that set out the support available for each type of need and draw upon these when writing our provision plans.

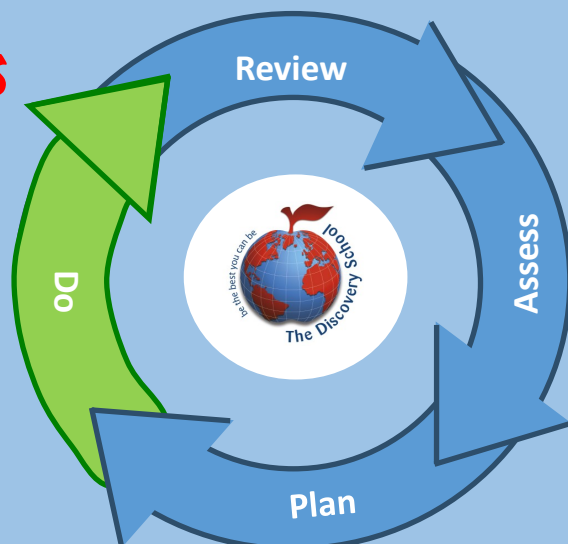
We can also seek further advice about support strategies for pupils from outside agencies such as LIFT, Specialist Teaching Service, Speech and Language Therapists, Occupational Therapists, Community Paediatricians and Educational Psychologists.

We will detail their recommendations in the child's provision plan.

How we support pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. 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 SEN most frequently encountered

SEN Code of Practice (2015, 6.37)



At The Discovery School, the quality of teaching is judged to be **Outstanding**. And **we believe** that pupils with SEND are best supported in the classroom.

Teachers and Teaching Assistants at The Discovery School are highly trained to make adjustments to the curriculum and the teaching styles that they use so that pupils with SEND can be included in whole class teaching. Adaptations made to the curriculum are sometimes called 'differentiation' and teachers will use these techniques alongside the targeted approaches detailed in the child's provision plan to ensure that the child's SEND needs can be met.

At The Discovery School we are very lucky to have a very modern and accessible school building. This, coupled with our inclusive ethos and high standards of tolerance and behaviour, mean that we can cater for a range of special needs and disabilities. We also consider the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans and can make reasonable adjustments to the environment to accommodate this advice.

All clubs, trips and activities offered to pupils at The Discovery School are available to pupils with SEND either with or without Education, Health and Care Plans. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

The school have devised whole school provision maps that set out the support we are able to provide for all areas of SEND. They can be found on the [Whole School Provision Map](#) page of the school website

These approaches take account of Kent County Council's Mainstream Core Standards—these are the expectations of mainstream schools in meeting the needs of SEND pupils. Links to the Mainstream Core Standards and a handy parents guide can be found on our school website.

Wave 2 – Targeted approaches – children accessing these strategies may or may not be on the SEND register			
Class Teaching Team (teachers & TAs under the direction and guidance of the SENCO)	Pragmatics	Anxiety	Sensory
<ul style="list-style-type: none"> Small group or individual language sessions eg Language Link programmes Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. Symbol communication such as PECS. Comic strip conversations/story boards. Explicit teaching of social rules, the reasons and benefits of their use. Lego-based interventions. Social communication groups – such as SLP, Time2Talk, Socially Talented Modelling Lunchtime Nurture Club Use back that any verbal input has been too much Use of inference. Use of writing frames. Use of alternative methods of recording e.g. laptop 	<ul style="list-style-type: none"> Specific work on building self-esteem and resilience When You Worry Too Much, Panicaurus Active teaching of relaxation strategies The Incredible 5 Point Scale Time to talk with a trusted adult Teaching of breathing techniques Use of positive affirmations Yoga Mindfulness STAR analysis (exploring triggers) Safe Place Peer mentor / circle of friends Exposing to minor challenges to experience success Developing self help tools Making an individual plan for anxiety triggers Meet and greet in the morning to aid transition 'Buddy' systems Allocation of a key person. 	<ul style="list-style-type: none"> Sensory Circuits intervention – whole school or individualised delivered by trained staff Tools to minimise sensory input (eg sound cancelling headphones) Tools to increase sensory input (eg pencil grips, dycem, slopes, wobble boards, Therabands) Alternative provision for busy environments – eg lunchtime, assembly, performances. Equipment, apparatus and adapted resources are available for those pupils who need them. Plans are made for unstructured times: quiet and calm spaces and a range of activities are available. Use of workstations or re-positioning of individual table or desks Where space allows, set up a sensory space. Sensory tool box. Use sensory profiling. Pre-warning of fire drills or announcements where possible. 	<ul style="list-style-type: none"> Use of workstations or re-positioning of individual table or desks Where space allows, set up a sensory space. Sensory tool box. Use sensory profiling. Pre-warning of fire drills or announcements where possible.

Wave 3 – Specialist Services – accessed via a SEMH team referral			
Class Teaching Team (teachers & TAs under the direction and guidance of the SENCO)	Pragmatics	Anxiety	Sensory
<ul style="list-style-type: none"> Small group or individual language sessions eg Language Link programmes Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. Symbol communication such as PECS. Comic strip conversations/story boards. Explicit teaching of social rules, the reasons and benefits of their use. Lego-based interventions. Social communication groups – such as SLP, Time2Talk, Socially Talented Modelling Lunchtime Nurture Club Use back that any verbal input has been too much Use of inference. Use of writing frames. Use of alternative methods of recording e.g. laptop 	<ul style="list-style-type: none"> Specific work on building self-esteem and resilience When You Worry Too Much, Panicaurus Active teaching of relaxation strategies The Incredible 5 Point Scale Time to talk with a trusted adult Teaching of breathing techniques Use of positive affirmations Yoga Mindfulness STAR analysis (exploring triggers) Safe Place Peer mentor / circle of friends Exposing to minor challenges to experience success Developing self help tools Making an individual plan for anxiety triggers Meet and greet in the morning to aid transition 'Buddy' systems Allocation of a key person. 	<ul style="list-style-type: none"> Sensory Circuits intervention – whole school or individualised delivered by trained staff Tools to minimise sensory input (eg sound cancelling headphones) Tools to increase sensory input (eg pencil grips, dycem, slopes, wobble boards, Therabands) Alternative provision for busy environments – eg lunchtime, assembly, performances. Equipment, apparatus and adapted resources are available for those pupils who need them. Plans are made for unstructured times: quiet and calm spaces and a range of activities are available. Use of workstations or re-positioning of individual table or desks Where space allows, set up a sensory space. Sensory tool box. Use sensory profiling. Pre-warning of fire drills or announcements where possible. 	<ul style="list-style-type: none"> Use of workstations or re-positioning of individual table or desks Where space allows, set up a sensory space. Sensory tool box. Use sensory profiling. Pre-warning of fire drills or announcements where possible.

Wellbeing



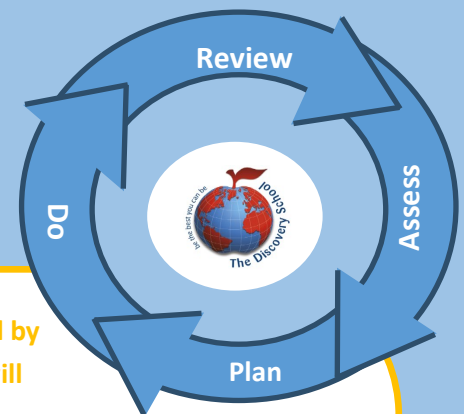
At The Discovery School, we highly value the importance of developing and sustaining good mental health and wellbeing of all our pupils, including those with SEND.

Our school values and inclusive ethos underpin everything we do in developing our children's emotional and social skills. Our taught curriculum actively addresses mental health and teaches children how good mental health can be maintained and how they can seek help when they are worried about their wellbeing. It also educates all children about a range of special educational needs so that they can be informed and empathetic citizens, celebrating diversity and uniqueness. These proactive steps mean that incidences of discrimination or bullying with regard to SEND are virtually non-existent.

We actively seek the views of children with SEND and consider their wellbeing through our pupil passports and provision reviews.

We are lucky to have access to wide-ranging extra pastoral support for our pupils, including our family liaison officer, who is a trained play therapist, our SEMH team which includes staff with enhanced training and qualifications in mental health. We also have access to outside agencies that can support the wellbeing of our pupils, including but not limited to: the specialist teaching service, the school nursing service, Early Help and Salus.

Transition



At The Discovery School, 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.

For children joining us in **Year R**, we visit children in their pre-school settings and arrange meetings with professionals in that setting to enable us to get a full picture of that child's needs and provision. Where appropriate, we will arrange multi-agency transition planning meetings and invite parents along to these. Where the child already has an EHCP in place, the school will attend the annual review meeting prior to the child joining the school.

For pupils with SEND joining us at **other stages of their school journey**, we will seek the advice from the SENCo at their previous school, share assessment information, provision plans and advice from professionals when planning their transition and provision. We will also speak with parents and share a provision plan of the support in place for the pupil when they join us.

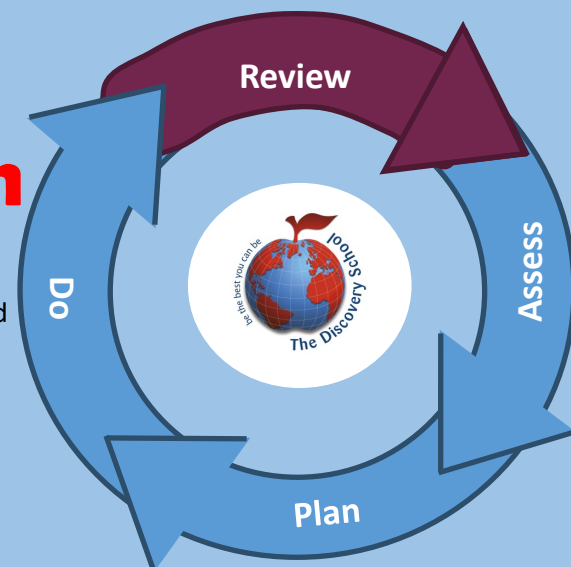
We also contribute information to a pupils' onward destination by providing information to the **next school**.

Our SENCo will make contact with the SENCo of the receiving school to pass on all the necessary information about the child. Sometimes, for pupils with more complex needs or those with an EHCP it is appropriate transition planning meeting with parents, Discovery staff and the SENCO from their new school.

How we review and evaluate SEND provision

The provision in place for each pupil with SEND is reviewed regularly in school—the frequency of which may vary depending on the needs of the child however, parents should expect **at least three reviews per year**—one at each parents evening and one at the end of the academic year that incorporates the child's new teaching team.

Each review of the SEN 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 towards targets



The School's Head of Inclusion and SEND Governors are responsible for reviewing the quality of provision for SEND.

The SENCo and Head of Inclusion, alongside the SEND governors, produce an annual report that evaluates the effectiveness of SEND provision. This is published on the SEND pages of the school website.

It looks at a range of data and evidence sources to establish whether the school is effectively meeting the needs of its SEND pupils.

The SENCO uses this review and evaluation to inform a strategic development plan for SEND to ensure that the school upholds its high standards for SEND and continues to be forward thinking and evidenced based in its approaches. This strategic plan is developed with consideration to the school's School Improvement Plan, Accessibility Plan and Equality Objectives.

The review of the provision will enable forward planning and highlight any need for further assessment, including through involving external agencies.

Following a review, an updated provision plan will be shared with parents.

The school is flexible in its review processes and encourages timely reviews where it is appropriate for the needs of the child. Parents are welcome to request a SEN review with their child's teacher at any time and likewise, teachers may invite parents, the child or other professionals for a review outside of the school's typical cycles.

For pupils with an Education, Health and Care Plan, there will be an Annual Review of the child's EHC plan which will include any professional currently involved with the child, the child, the class teaching team and the parents. Sometimes a representative of Kent County Council will also attend. These annual reviews are organised and chaired by the SENCo.

The review of SEND provision will consider progress towards the child's short term targets and overall SEND Outcome/s.

At the provision review meeting, the team around the child may agree that the provision they require to make progress no longer meets the threshold for SEND and instead is more representative of the core offer available to all pupils. If the child has made good progress, their outcomes have been met and they no longer require SEND provision, they will be **removed from the SEND Register**.

Alternatively, the review may highlight a lack of progress despite SEND provision in place. In this circumstance, the school will increase the provision and seek the advice of external agencies.

Where the assess, plan, do, review cycle has been exhausted, the SENCO will liaise with parents about next steps, including considering additional funding and statutory assessment to evaluate whether an EHCP would be appropriate.

Further support and information for parents



At The Discovery School, we are proud of the relationships we have with parents and the way that we work together to shape provision for their children. Parents are always welcome to make contact with their child's class teacher or Mrs Fresneda Alcala, our SENCo if they need any advice or support around their child's SEND.

Information, Advice and Support Kent or 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

O ce: 03000 412412

E-mail: iask@kent.gov.uk

KCC's Local Offer is also available online which sets out the support for SEND available in the local area.

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

Complaints

The normal arrangements for the treatment of complaints at The Discovery School are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the child's class teacher and SENCo in the first incidence.

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.

If the parental concerns have not be resolved by the class teacher, parents can contact the SENCo, who will meet with the parents to hear their concerns and, where appropriate, will investigate further.

Once parents have exhausted the informal complaints procedure, they can make a formal complaint in line with the School's Complaint Policy and Procedure.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Glossary of terms



ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
Cognition and Learning (C&L)	One of the four areas of SEND that encompasses any difficulty with learning or thinking. This includes conditions such as dyslexia and ADHD.
Communication and Interaction (C&I)	One of the four areas of SEND that encompasses speech and language needs as well as social communication difficulties (such as autism)
Differentiation	Ways that teachers adapt the curriculum and their teaching style to accommodate the special educational needs of the children in their class.
EAL	English as an additional language.
EHCP	Education, Health and Care Plan. A legal document that sets out the special educational needs and provision for pupils with high levels of SEND or complex SEND
IASK	Information and Advice Service Kent . A supportive service for parents to help them to work with schools in establishing and meeting the needs of SEND pupils
KCC	Kent County Council—sometimes referred to as the LA—local authority
Mainstream Core Standards	A set of supportive approaches, tools and strategies that mainstream schools can facilitate for children with SEND
Outcome	A special long term target that sets out the aim for the SEND provision for the child. This is developed in conjunction with the child, parent and any professionals involved.
PD	Physical Disability
Provision Plan	A document that sets out all of the support in place to meet the child's special educational need.
SALT	Speech and Language Therapist—a qualified professional that specialises in speech sound production, understanding of language, spoken language, social use of language, selective mutism
SEMH	Social, emotional and mental health—an area of SEND and wellbeing.
SENCO	Special Educational Needs Co-ordinator. The qualified teacher in school that co-ordinates the extra support for all pupils with additional needs
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document that sets out how local authorities and schools should meet their duties in the identification and support of pupils with SEND. The Discovery School follows the Code of Practice.
SEND Register	A register of all children in the school that meet the threshold for being identified as having a special educational need. All children on the SEND Register will have a provision plan, detailing how the school will meet their needs.
SEND Support	A category under which children are identified on the SEND register—that they are receiving SEND Support. Alternatively, a child may be registered under the category EHCP (see above) where an EHC Plan has been issued by Kent County Council.
Statutory Assessment	The legal process that the Local Authority assesses a child's special educational needs and evaluates whether they meet the threshold for and EHCP.
Whole school provision map	A document that sets out the support a school could put in place to meet the special educational needs of a pupil.