



# SEND Information Report

**Date:** September 2024

**Review Date:** September 2025

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## Overview of SEND and Provision

Children are identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

*(SEND Code of Practice, January 2015)*

**Different from or additional to** provision is currently being made in Kenton School students with a range of needs, including:

- Cognition and Learning –For example: Moderate learning difficulties; Specific learning difficulties -Dyslexia, Dyspraxia.
- Sensory, Medical and Physical –For example: Hearing impairment, Visual Impairment, Physical Disability, Epilepsy, Diabetes.
- Communication and Interaction –For example: Autistic Spectrum Disorder, Asperger’s Syndrome, Speech and Language difficulties.
- Social, Emotional and Mental Health –For example: Anxiety, Depression, Attention Deficit Hyperactivity Disorder.

Kenton’s Core SEND Offer provides **different from or additional to** for pupils on the SEND register through the following provisions:

- Individualised SEND Learning plan to support Quality First Teaching.
- An allocated Key Worker with six, formal meetings per academic year (one per half-term).
- Access to additional support during unstructured social times.
- It is likely that pupils will also receive in class support or targeted intervention. This provision is based upon individual need.

Kenton School hosts two Additional Resource Provisions (ARPs) across Key Stages 3 and 4. This includes:

- Communication and Interaction ARP with capacity for 24 placements.
- Speech and Language ARP with capacity for five placements.

Placements within these ARPs are allocated through a local authority panel. Kenton School ensures students within an ARP benefit from an inclusive educational offer, supplemented by Kenton’s Core SEND Offer and input from the Speech and Language Therapy Service, as appropriate.

## My child has difficulties with Learning & Literacy

This can include:

- Reading and Spelling
- Learning new information and concepts
- Working with Numbers
- Working memory
- Confidence
- Concentration

- Students may have conditions such as Specific Learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Fragile X, Down Syndrome

All students at Kenton can access:

- Quality First Teaching with appropriate differentiation
- Visual aids to support key vocabulary, concepts and themes
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability

Support for targeted groups of students may include:

- Blocks of 1:1 or small group lessons that focus on a range of needs such as literacy, numeracy comprehension and spelling
- Access to phonics-based intervention programmes
- Lexia/Lexonik Leap/Advance intervention
- IDL Numeracy intervention
- Where needed, help from an external agency (e.g. Educational Psychologist)
- Support from Learning Support Assistants, as appropriate

Targeted individual support may include:

- Personalised Learning Plans
- Use of assisted technology, including tablets and reading pens
- Where needed, help from an external agency (e.g. Educational Psychologist)
- External agency advice where needed
- Exam Access Arrangements identified

## **My child has Sensory and/or Physical needs**

This section covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as Cerebral Palsy, physical injury, Dyspraxia

All students at Kenton can access:

- Quality First Teaching with appropriate differentiation
- Visual aids to support key vocabulary, concepts and themes (Communicate in Print, Immersive Reader)
- Amplification of sound for aid users through the use of an FM system
- School adheres to guidelines on physical access
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

- Access to assistive technology, software and audio digital books
- Support from Learning Support Assistants, as appropriate
- Specialist equipment and materials, such as visual aids and enlarged adapted resources.

Targeted individual support may include:

- Personalised Learning Plans
- 1:1 outside agency support
- Specialist equipment and materials, such as visual aids and enlarged adapted sources
- Access to assistive technology, software and audio digital books
- Exam Access Arrangements

## **My child has Speech, Language and Communication Needs (SLCN)**

This can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Understanding relationships
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay
- Referrals for stammering where necessary

All students at Kenton can access:

- Quality First Teaching with appropriate differentiation
- Visual aids to support key vocabulary, concepts and themes
- Access to assessment for identification of significant needs
- Access to support from outside agencies including Educational Psychology, SENTASS and CYPS

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents and staff
- Small group sessions focussing on key areas of Speech and Language, often directed by the Speech and language Therapy Service
- Support in lessons from a Learning Support Assistant
- Social Skills intervention
- Independence Skills intervention
- Access to breakfast club
- Access to outside agencies (e.g. Educational psychology, SENTASS and CYPS)
- Access to a dedicated sensory room
- Access to a private outside space
- Access to a Speech Therapist

Targeted individual support may include:

- Access to a Speech Therapist
- Exam Access Arrangements
- Access to specialist ARP Provision
- SEND Learning Plans equipped with appropriate targets and effective support strategies
- A Key Worker is allocated to each student
- Half termly meetings occur to monitor progress and wellbeing
- Support from Learning Support Assistants, as appropriate

## **My child has difficulties with Social, Emotional and Mental Health (SEMH)**

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.

It also includes young people who have a range of longer-term recognised mental health conditions.

For both groups, issues can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school

All students at Kenton can access:

- Quality First Teaching with appropriate differentiation
- Whole school reward system
- Whole school policy for behaviour management
- Anti-bullying policy
- Key Stage Transition Support
- A form tutor to offer additional support
- All students have access to two Year Leaders for a high level of pastoral support

Support for targeted groups of students may include:

- Targeted support from a Learning Support Assistant in lessons
- Breakfast club
- Summer school - available to students transitioning from Year 6 to 7
- Transition week for those students transitioning from Year 6 to 7
- Intervention programme focussing on behaviour management, self-esteem, confidence building, and anxiety

Targeted individual support may include:

- A Key Worker is allocated to each student. Half termly meetings occur to monitor progress and wellbeing
- 1:1 Intervention programme focussing on behaviour management, self-esteem, confidence building, and anxiety
- Support from Learning Support Assistants, as appropriate
- SEND Learning Plans equipped with appropriate targets and effective support strategies
- Counselling
- Outside agency input (e.g. Educational Psychologist, CYPS, Early Help Team)

# **SEN Information Report**

## **Parents FAQ**

## **1. What is the policy for identifying children and young people with SEN and how are their needs assessed?**

The first person to identify that a student has Special Educational Needs may be:

- yourself, as parent
- the class/subject teacher
- previous school
- a health visitor
- another medical professional

Ongoing, informal assessment of student progress takes place by classroom teachers on a lesson by lesson basis. This is used to inform the direction of teaching moving forward. In addition to this, all students have regular assessments which take place, formally, once a half term. Student progress is then reported to parents/carers following this. Students in Year 10 will sit Pre-Public Exams (PPEs) in the Summer Term. Students in Year 11 will sit PPEs in December and March, in anticipation of their GCSE examinations.

If it seems that your child may be experiencing difficulties, your child's class/subject teacher will assess:

- what your child is good at and what they need help with
- what your child would benefit from learning
- how best to help your child learn

Student's needs are also identified and assessed using:

- Observation, assessment, target setting and monitoring arrangements (cycle of *assess, plan, do and review*)
- Listening to and following up parental concerns and student's concerns
- The analysis of data including baseline assessments such as SATs, reading age and end of Key Stage achievement to track individual students' progress over time
- Liaison within the academy and other settings on phase and in year transfer
- Information from other services across education, health, care and the voluntary sector
- An external agency, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review

When your child is in Key Stage 4, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations, if it is appropriate. Some students in Key Stage 3 will have access arrangements for examinations in order to demonstrate that this is their normal way of working when making applications to the JCQ in Year 10.

If you are concerned about your child's abilities the school will listen to your concerns, discuss them with you and agree on a plan going forward. You can contact the school by phone, letter or e-mail (please see contact details on the home page of the school website).

## **2. What are the arrangements for consulting parents of children with SEN and involving them in their education?**

Parents/carers, in the first instance, are encouraged to contact their child's Year Leader to discuss

particular concerns as they arise. However, Kenton School will contact parents/carers directly if we are proposing to offer your child support that is different from or additional to what is already in place for all mainstream students. Parents/carers will be contacted via telephone and sent a letter outlining the provision which will be in place moving forward. This will include an individualised SEND Learning Plan and an allocated Key Worker. Throughout the academic year, parents/carers of students on the SEND register have three formal opportunities to discuss their child’s progress, the current support in place and review the student’s SEND Learning Plan. This includes:

- Parent consultation evenings
- SEND Annual Review
- SEND Drop in Review

An example of this format is shown in the table below.

| <b>SEND Review Schedule</b> |                           |                    |                            |
|-----------------------------|---------------------------|--------------------|----------------------------|
| <b>Year Group</b>           | <b>Parents evening</b>    | <b>Review Term</b> | <b>Drop in Review Date</b> |
| Year 7                      | 13th October              | Term 2             | 25 <sup>th</sup> May       |
| Year 8                      | June 23                   | Term 2             | 24 <sup>th</sup> November  |
| Year 9                      | 22 <sup>nd</sup> March    | Term 1             | June 23                    |
| Year 10                     | 25 <sup>th</sup> May      | Term 2             | 13 <sup>th</sup> October   |
| Year 11                     | 24 <sup>th</sup> November | Term 1             | 22 <sup>nd</sup> March     |

In addition to the procedures outlined above, parents/carers of students with an Education, Health and Care Plan (EHCP) will be invited to attend an additional meeting to review this plan. Representatives from the local authority form a key part of this process, as do professionals across the areas of health and care. As a result of this meeting, the EHC will be amended to reflect the current needs and provision requirements of the young person.

**3. What are the arrangements for consulting young people with SEN and involving them in their education?**

Every student on the SEND register has an allocated Key Worker, a key point of contact with whom they can discuss any issues, concerns or successes, informally, as they arise. Each half term a formal Key Worker meeting will take place between the student and their allocated Key Worker where progress towards SMART (specific, measurable, achievable, realistic, time based) targets will be reviewed, updated and actions agreed. This is also a forum for pupil voice to be gathered and acted upon, as are SEND review meetings, as outlined above. Pupil voice is also gained via questionnaires throughout the academic year. In addition to this, students are encouraged to utilise their Year Leaders and Form Tutor. Parent Consultation Evenings also offer an opportunity for young people with SEN to be consulted regarding their education.

**4. What are the arrangements for assessing and reviewing children and young people’s progress towards outcomes and how are parents and young people part of this process?**

In line with Kenton’s School’s assessment policy, SEND students are regularly assessed throughout the academic year. This information is communicated to parents/carers through direct correspondence. These assessments also form the basis of discussion points during Parent Consultation Evenings and SEND review meetings, enabling next steps to be formulated and agreed.



All students on the SEND register have three formal opportunities to discuss their child's progress, the current support in place and review the student's SEND Learning Plan and associated SEND targets. These targets are set, in collaboration with the students, by an allocated Key Worker and may be based around attainment, commitment and attendance data, as well as being linked to any targeted interventions which are in place.

For students with an Education Health and Care Plan, parents/carers will be invited to attend an annual EHCP review meeting. During this meeting, progress towards targets will be reviewed, with the parent/carer and child, and the EHCP will be amended to reflect the current needs and provision requirements of the young person.

## **5. What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?**

Kenton School engage with our parents and families at a very early stage, through; Year 5 transition days in the summer term, the well-established whole school transition programme for our Year 6 students and attending Year 6 SEND reviews of students allocated places at Kenton School,

We work closely with our primary partners, the SENCO and Assistant Principal with responsibility for transition meet regularly throughout the academic year. This allows for information sharing and a carefully considered transition which includes Year 6 parent evenings, school tours, assemblies led by Kenton staff and students within the primary schools and a one-week transition programme. Those Year 6 students that are likely to find transition to secondary education particularly difficult are able to access an enhanced and extended transition over the final summer term. This extended transition aims to reduce anxiety and develop relationships early – allowing staff at Kenton to ensure appropriate provision and support is in place when students join the school in the new academic year.

For those students transitioning to post-16 placements, preparation begins, initially, through their options choices as they transition to Key Stage 4. Students are supported to make choices which align with their post-16 ambitions. Throughout Key Stage 4 all students will have at least one meeting with a member of staff from the Connexions Advisory Service to offer independent careers advice. During this meeting students will have the opportunity to talk about different post-16 options. A range of careers events will take place throughout a pupil's Kenton School career. Students will receive support with completing college and UCAS applications.

For students with SEND who also have an EHC Plan, the SENCO works in partnership with the child, their parents/carers and the local authority to ensure decisions about post 16 provision are well informed and appropriate to the needs of the young person.

## **6. What are the approaches taken when teaching children and young people with SEN and how are adaptations made to the curriculum and learning environment?**

Kenton School's curriculum is designed to be ambitious for all and offer challenge to ensure the learning and progress of all students. The curriculum is scaffolded up to ensure the needs of all students is met with appropriate stretch and challenge. Within the classroom, this may occur through:

- Lesson content
- Lesson pace
- Explicit teaching of vocabulary

- Teacher led modelling
- Using a variety of teaching approaches to engage all learning styles
- Alternative methods of recording information

For the most part, SEND students access the same ambitious curriculum which is scaffolded to meet individual need. The use of individualised SEND Learning Plans, which provide information on areas of strength/development and adaptive strategies to meet individual need, supports the process of Quality First Teaching. The curriculum is supplemented with bespoke interventions such as Lexonik Leap, Lexonik Advance, Lexia Core 5, Lexia Power Up, Talk About for Teenagers and Zones of Regulation. Kenton School also follows advice received from external agencies (e.g. enlarging of print for students with visual impairment; most advantageous positioning of students with hearing impairment within the classroom and use of aids as recommended). Additionally, learning environments may benefit from having a Learning Support Assistant who works under the direction of the classroom teacher to support the progress of all students.

For students identified as working significantly below expected standard or who are likely to find the wider school environment challenging, Kenton School offers the provision of Accelerate Groups. The groups are taught, predominantly, within the learning support department, moving to the wider school for specialist lessons such as Technology of PE. These classes benefit from a significantly reduced class size, consistent teaching base, additional adult support and a high degree of scaffolding and differentiation. Kenton School has two Accelerate Groups in Year 7 and one in Year 8.

Kenton School is fully accessible and is committed to providing premises which are suitable and sufficient for all educational purpose, offering access to a broad and balanced curriculum for all children and young people irrespective of special educational need or disability. For students with physical needs, all floors are accessible by lifts and the corridors are wide enough to cater for wheelchair users. There are accessible toilets available in all floors and appropriate shower and changing facilities are available. All safeguarding procedures and risk assessments are in place and adhered to by all staff. Kenton School have access to EVAC chair resource in the case of fire evacuation. An Accessibility Plan is in place, please refer to this document on the school's website for further information.

## **7. How is staff expertise developed to support children and young people with SEN and how will this be utilised?**

Kenton's SENCO has completed the National Award for SEN Co-ordination, holds a Post Graduate Certificate in Specific Learning Difficulties and holds National Professional Qualification for Senior Leaders. Kenton's Second in Faculty for Learning Support holds a Post Graduate Certificate in Education for Post Compulsory Education and Training and has a vast amount of experience working in both specialist and mainstream settings. All Learning Support Assistants receive regular continuing professional development relating to key areas of SEND to ensure they are adequately equipped to meet the needs of SEND Learners on a day-to-day basis. Examples of training provided through the National College include:

- Certificate in Equality, Diversity and Inclusion
- Certificate in the SEND Code of Practice
- Helping unlock the potential of pupils with SEND in Secondary
- Overcoming the Language Barriers & Addressing the Additional Needs of EAL Pupils with SEND in Secondary Schools
- Understanding Mental Health
- Understanding Sexual Violence and Sexual Harassment

- Understanding Domestic Abuse and Violence
- Developmental Language Delay training
- Fire Safety
- Safeguarding in Schools

In addition to this, a number of staff were specifically trained to enable them to deliver the Lexonik Leap and Lexonik Advance literacy intervention programmes. This is utilised across the school.

In the 2021-22 academic year, Kenton School took part in the Whole School SEND Review Trial in partnership with the National Association for Special Educational Needs (NASEN) and the Education Endowment Foundation. The Head of Learning Support is also part of the Local Authority SEND Sub Group Committee and attends SENCO Network meetings. This enables him to update and influence authority wide decision making processes regarding SEND and be fully informed of best practice to be implemented within the school.

## **8. How is the effectiveness of the provision made for children and young people with SEN evaluated?**

Kenton School continuously monitors and evaluates the provision in place through the following:

- Classroom observation by Heads of Faculty, SENCO, Senior Leadership Team and Trust Leadership Team.
- Learning walks by Heads of Faculty, SENCO, Senior Leadership Team and Trust Leadership Team
- Ongoing assessment of progress made by intervention groups
- Observation of interventions
- Work sampling
- Student progress tracking using progress, attainment, attendance and behaviour data
- Informal feedback from all staff
- Informal feedback from parents
- Feedback from external providers
- Key Worker meetings when setting new targets or reviewing existing targets
- Monitoring and evaluating SEND Learning Plans and the provision in place to support each pupil
- Attendance records through daily inclusion meetings
- Regular meetings and close communication between the SENCO and Pastoral Lead
- Feedback from students and parents during review meetings
- Appraisal process for Learning Support Assistants

## **9. What opportunities do children and young people with SEN have to be able to engage in activities with children and young people who do not have SEN?**

Kenton School is a fully inclusive provision and SEND students are part of the whole school community. During the school day students with SEND have the opportunity to engage in activities with young people who do not have SEND through; learning activities within the classroom, social

times, extra-curricular activities and external visits such as attendance rewards trips. Kenton School recognise that, for some students with SEND, access to a smaller, quieter area during unstructured social times is beneficial. Whilst offering this provision, we do not want to reduce the student's opportunities to socialise with students who do not have SEND, therefore this provision is also open to these pupils.

There is a wide range of academic and hobby/interest clubs available at Kenton School and these are regularly communicated to students. These are fully inclusive and open to all students, including students with SEND. For example, Kenton's PE department offer a wide range of sports clubs and activities throughout the school day, and extra-curricular. To support the accessibility of students, adaptive equipment is available. For example, low bounce tennis balls, short handled racquets, larger/softer balls for volleyball. Where appropriate, additional adult support from staff within the Learning Support Department will be allocated to aid in facilitating this.

#### **10. How will support be provided to ensure the emotional and social development of children and young people with SEND? Will the views of my child be listened to?**

Kenton recognises the need to support the emotional and social development of all students, including those with SEN. It is vital that all students at Kenton School feel valued, cared for and part of the school community. Kenton School has a strong pastoral offer, with two Year Leaders allocated to each year group. In addition to this the Phoenix Project offers additional, more intensive support, for those students experiencing the greatest difficulties.

Students with SEND are provided with the following additional support:

- Ensuring students know who they can talk to, for example their Key Worker.
- Social skills intervention which focus on forming and maintaining friendships, having successful conversations and developing independence.
- Regular Key Worker Meetings take place where students are given the opportunity to discuss their views, any problems or concerns and celebrate successes.
- Support during unstructured social times through access to the Learning Support Department – a smaller more nurturing environment with an increased staff to pupil ratio.
- Targeted intervention programmes, such as Talk About for Teenagers or Zones of Regulation.

We work with many different professionals in order to ensure emotional and social development. These professionals could be:

- GP
- School Health Team
- Mental Health Workers
- CYPS (Children and Young People's Service)
- Sensory support for visually and hearing impaired

Kenton School also utilise the Pupil Attitudes to School and Self (PASS) assessment, designed to explore social and emotional wellbeing and shine a light on any non-curricular areas which may have a direct impact on their school experience. Analysis of this assessment enables effective intervention to be put in place.

#### **11. What measures are taken to prevent children and young people with SEN being bullied?**

Kenton School strives to be a caring, positive and friendly community, creating a safe environment for all our students. We have high standards for our students and aim to provide a relaxed and

secure atmosphere in which they can achieve to their full potential. No student should be made to feel unhappy or unsafe which is why bullying of any kind is unacceptable at our school. Where bullying does occur, students have the right to expect immediate action and for incidents to be dealt with promptly and effectively. The school motto “all different, all equal” clearly articulates a sense of value which is placed upon each student regardless of their background. In the interests of all students the school will encourage positive appreciation of diversity within the community and take a robust stance against discrimination and abusive behaviour, in accordance with our behaviour policy. As a school community we will not tolerate harassment of any kind.

The following key measures are taken to prevent children and young people being bullied, including those with SEN:

- All staff receive training, at appointment and through annual refresher training, on dealing with student behaviour
- All students take part in special activities during anti-bullying week each year to raise awareness and deal with any issues. Kenton School has a whole school respect focus half termly
- Each form has a nominated Respect Champion that are re-elected annually. Respect Champions are trained to be a peer support that can signpost others to the appropriate adult or reporting mechanism (online bullying app)
- The Life Skills curriculum covers aspects of bullying so that students understand the differences between falling out with a friend, and genuine bullying
- Staff are vigilant in looking for key signs of bullying
- A clear procedure is in place for dealing with any bullying that is reported or witnessed.
- Our pastoral team have a range of strategies and resources to help support the victims of bullying, including access to trained counsellors.

For students with SEND, in particular, as previously outlined they have access to the Learning Support Department during unstructured social times. This enables them to spend time with like-minded peers in a closely supervised environment and receive additional nurture.

More information can be found by visiting the school’s website.

[Other Policies - Kenton School | Kenton School \(northernleaderstrust.org\)](#)

## **12. How does the school involve other bodies, such as health, social care, the local authority and voluntary organisations?**

Kenton School engage fully with outside agencies. This can occur through them contacting school directly by school staff requesting external support and advice. Each year, a number of referrals are made to outside professionals for students with SEN. Whilst the reason for referrals will be unique to each child, the aim is to identify either how professionals can support students or how school can support students based on the outcome of any assessments undertaken.

Key outside professionals currently accessed by Kenton School include:

- Speech and Language Therapy
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People’s Service (CYPS)
- Special Educational Needs Advice Support Allocation Panel (SEN ASAP)
- Special Educational Needs Information Advice and Support Service

- School Health
- Social Care
- Clinical Psychology Service
- Kalmer Counselling Service
- Barnardo's

Both the Speech and Language Additional Resource Provision and Communication and Interaction Additional Resource Provision have access to their own Speech and Language Therapists (SALT) who work with an allocated caseload of students, as well as offering advice and guidance to develop whole school approaches to meeting need.

### **13. What are the arrangements for handling complaints from parents of children and young people with SEN about the provision made at the school.**

It is to be hoped that most concerns can be expressed and resolved on an informal basis. Kenton School encourage parents of students with SEND to contact the Learning Support Department, or other appropriate key contacts in school, as any concerns arise so that they can be resolved swiftly and complaints be avoided. Kenton's SENCO is Victoria Bywater and he can be contacted via the following email address, [Victoria.Bywater@northernleaderstrust.org](mailto:Victoria.Bywater@northernleaderstrust.org)

However, should you have any dissatisfaction regarding actions taken, or lack of actions, Kenton's complaints procedure should be followed. Guidance on this policy can be found at [Complaints Policy - Kenton School | Kenton School \(northernleaderstrust.org\)](#)

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Kenton School about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure. A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Formal complaints must be made to the Principal (unless they are about the Principal), via the school office. This may be done in person or in writing (preferably on the Complaint Form). The Principal will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within two school days. Within this response, the Principal will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Principal can consider whether a face to face meeting is the most appropriate way of doing this.

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a panel hearing consisting of at least three people who were not directly involved in the matters detailed in the complaint with one panel member who is independent of the management and running of the school. This is the final stage of the complaints procedure.

### **14. What is an EHCP?**

The majority of children and young people with SEN or disabilities will have their needs met through Kenton's Core SEND Offer. However, some children and young people may require an

Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. An Education Health and Care Plan (EHCP) is a legal document which provides a description of a young person's needs, what provision will meet those needs and which school or education setting a child or young person should attend. EHC Plans may continue into further education and training, and for some young people up until the age of 25.