



SEND Policy

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Review cycle	Annual
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SECTION A – SCHOOL ARRANGEMENTS

This policy document is a statement of the aims, principles and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Nore Academy. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximized, irrespective of ability, disability, race, gender and social origin, and to enable quality of access to the curriculum in an environment where every child is valued and respected.

The policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 Regulation 51 – Information to be included in the SEND information report
 - Schedule 2 Regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 September 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
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This policy should be read in conjunction with the following Alternative Learning Trust policies and Documents:

- Equality and Inclusion Policy
- Admissions Policy
- Teaching and Learning Policy
- Supporting the Behaviour of Students with Social, Emotional and Mental Health Needs Policy
- Supporting Students with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure

Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or in mainstream post-16 institutions.

The four main areas of SEND are:

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

Definition of Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010. Disability is defined as

‘...a physical or mental impairment which has 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’ – SEND Code of Practice (2015, p16).

The Local Offer

The Children and Families Act, introduced in September 2014, requires Local Authorities to publish and keep under review all of the services available to children and young people with Special Educational Needs and Disability. This is called the Local Offer.

The Kent Local Offer (SEND Information Hub) provides parents and carers with information about how to access services in their area and what they can expect from those services. It lets them know how academies, schools and colleges will support them and what they can expect across the local setting.

Academies, schools and colleges are expected to publish a SEND information report to help parents, carers, children and young people understand how their needs will be met and how they will be supported.

What kinds of special educational needs does Nore Academy provide for?

Nore Academy is a designated specialist provision for students with Special Educational Needs and Disability in the area of Social, Emotional and Mental Health. Many students may have other types of need, including but not limited to:

- Speech, Language and Communication Needs
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Dyspraxia
- Attachment Difficulties
- Anxiety
- Post-Traumatic Stress Disorder

All students at Nore Academy have an Education, Health and Care Plan (EHCP). Admission to Nore Academy is the responsibility of the Local Authority through consultation with the Headteacher. The Local Authority refers students whose EHCP identifies needs that meet the school's admission criteria.

Some students will join Nore Academy at the beginning of Year 7. However, students can join Nore Academy at any point in the secondary phase of their education as long as there is a place available and their needs meet the admission criteria.

How are special educational needs identified and assessed at Nore Academy?

Before most students join Nore Academy, their special educational needs and/or disability have usually been identified and records in their EHCP and/or in SEND support records at their previous placement.

However, it is also possible that a student has, or may develop, special educational needs and/or disability that has not been identified before. When necessary, Nore Academy will use observations and/or further assessment to find out more about a student's individual learning needs so that the correct kind of support can be provided.

Nore Academy uses a range of ways to identify and assess SEND, including:

- Assessment of reading, spelling and language skills
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- Student observations during teaching and learning
- Observational checklists
- Strengths and difficulties questionnaires
- Informal discussion with students and parents or carers
- Monitoring of academic / vocational progress
- Monitoring of other progress data, including social and emotional

We are experienced in using the following assessment tools for:

- Reading and spelling
- English and maths
- General ability
- Speed of handwriting
- Beck Inventory/Pass Factor and Resiliency Scales (social and emotional development)
- Strengths and difficulties questionnaires (social and emotional development)

In addition, Nore Academy are recruiting specialists who can explore specific learning difficulties. An appendix to this policy will detail SEND specialisms as Nore Academy recruits. Recruitment will be dictated by consultations for students (or groups of students) with specific needs.

Nore Academy can also refer students to Speech and Language Therapy services, Educational Psychology services, Child and Adolescent Mental Health services, Occupational Therapy services or other external agencies for further, specialist assessment.

The purpose of any assessment is to better understand a student's needs and the different approaches or support that may help the student to make better progress. This information will be shared with the student and their parents or carers. It will also be added to the student's Provision Plan, as part of their EHCP.

Nore Academy ensures that all teachers and support staff who work with individual students are aware of the strategies and teaching approaches best suited to meeting the student's needs through Student Profiles.

Information about the school's policies for making provision for students with special educational needs whether or not they have EHCPs.

(a) How does the school evaluate the effectiveness of the provision?

Nore Academy uses a holistic approach to evaluate the effectiveness of its provision. We gather information about all aspects of progress and development from the student, the parents or carers, the teaching staff and support staff and any other professionals involved. This may include:

- Assessment and tracking data from teaching staff
- Achievement of external qualifications
- Observations of teaching and learning
- Observations of additional learning support
- Monitoring of attendance data, both daily and/or sessional
- Monitoring of engagement in learning
- Monitoring of achievements and commendations
- Monitoring of social and emotional development
- Monitoring of behaviour incidents
- Informal discussion with students
- Mentoring sessions with students
- Informal discussion with parents or carers
- Parent or carer and student questionnaires

Student progress reviews take place three times a year to monitor all aspects of students' development, so that we can check how well student's needs are being met. Student focus meetings are then timetabled to 'check in' on those students who have been identified as needing additional or different support in specific areas, both in school and/or from our partnership agencies.

Every student will have an annual review of their needs and provision to check that it is right for them and that they are making progress towards agreed outcomes. The collation of all annual review evaluations are reported to the governing body.

(b) What are the school's arrangements for assessing and reviewing the progress of students with special educational needs?

Nore Academy reviews all progress data at least three times a year through student progress reviews, including attendance and personal development, although this may be more frequent if there are particular concerns about a student's well-being or engagement in learning.

Academic progress is tracked termly to inform teacher assessment of the working level for each student. Formal assessments, such as end of unit tests, are used to determine student attainment at key points throughout the year. Externally accredited and vocational courses are assessed against the criteria published by the awarding body.

Social and emotional development is monitored using the Pass factor. Provision plans and targets are discussed with the student and their parent or carers at least three times a year, in line with the Code of Practice, although this may be more frequent if it is felt that changes need to be made to a student's provision. Their progress towards achieving EHCP outcomes is monitored and reported to Governors four times a year.

If these assessments or records do not show adequate progress is being made, the student's provision will be adjusted through discussion with them and their parent or carers.

The SEND Code of Practice (2015, 6.17) describes inadequate progress as:

- That which is significantly slower than that of their peers starting from the same baseline.
- That which fails to match or better the child's previous rate of progress.
- That which fails to close the attainment gap between rates of progress.
- That which widens the attainment gap.

In most cases, this will mean a change to the strategies or approaches to teaching and learning used with the student. In some cases, it may mean a change to any additional support that the student receives or to the course(s) that the student is studying.

(c) What is the school's approach to teaching students with special educational needs?

Students at Nore Academy benefit from being in small class sizes of between 8-10 pupils and are taught in small groups or individually, depending on their pathway, by staff experienced and trained in working with children with Social, Emotional and Mental Health needs and associated, complex SEND. The curriculum is delivered by subject specialists who make sure that teaching and learning uses lots of different approaches to meet individual students' needs. The work set is adapted to challenge students whilst allowing them to achieve at a rate which is right for them. We firmly believe that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.'

SEND Code of Practice (2015, 6.37)

We regularly and carefully review the quality of teaching and, where necessary, take measures to improve teachers' understanding of how to identify and support vulnerable students.

We are committed to the continuing professional development of all staff and there are regular opportunities to access a wide range of specialist training in order to develop expertise in meeting the increasingly complex needs of our students.

Nore Academy ensures that all teachers and support staff who work with the individual students are aware of the strategies and teaching approaches best suited to meet the student needs through Student Profiles.

(d) How does the school adapt the curriculum and learning environment for students with special educational needs?

Nore Academy regularly reviews and adapts the curriculum and learning environment to meet the needs of our students we value the contribution of ICT to support students with complex learning needs and our students have access to a state-of-the-art, high speed network with individual workstations. One third of our teaching areas are further equipped with IT enriched suites

We also value the importance of work related learning in engaging hard to reach young people and have an extensive vocational offer both inside and outside of the building with state-of-the-art facilities.

Nore Academy adopts the three main principles of the national curriculum inclusion statement and strives to meet the needs of individual students by:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning and assessment

When planning the content of the curriculum, teaching and learning staff ensure that:

- Students are at the centre of the learning
- Students are clear about what they are doing and why
- Activities are matched to age and ability and are taken at an appropriate pace
- Activities are varied and planned to develop a range of skills
- Students have the opportunity to work in a variety of groupings, according to the nature of the task

- Assessment is continuous but manageable and is used to plan the next step in each student's learning

Teaching approaches recommended by other professionals, such as those included in students Education, Health and Care plans, are used to inform individual learning support strategies.

We will work with our partner agencies, Speech and Language Therapy services and Occupational Therapy services, to ensure our environment and classroom strategies are communication friendly and take account of sensory needs

Accredited courses, including GCSEs and vocational qualifications, are carefully considered based on their content and how they are assessed so that they can be matched to the learning needs, personal interests and aspirations of each student.

Sometimes, a student may need access to a personalised learning program, tailored to meet their individual needs and different to that of their peers. This may involve access to learning or personal development opportunities, included but not limited to vocational studies, music, Forest School Challenger Troop, Duke of Edinburgh, sports awards, therapeutic learning or 1:1/offsite tuition. It may also mean a change to their educational pathway.

(e) What additional support for learning is available to students with special educational needs?

Nore Academy strives to deliver high quality teaching to meet the needs of all students. However, sometimes students will not make expected progress, despite high quality teaching targeted at their specific area (s) of difficulty, and may need additional support.

This may include support from specialist teachers or teaching assistants, within the classroom, in small groups or 1:1, focused on:

- Reading and spelling skills, including phonics
- Handwriting or keyboarding skills
- Maths skills
- Speech and language skills
- Social communication skills
- Therapeutic Provision

Occasionally, a student may need more expert support from an outside agency such as Speech and Language Therapy services Occupational Therapy services or CAMHS. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and/or assessments, a programme of support

may be facilitated by specialists and/or provided to Nore Academy and advice and guidance provided to parents or carers.

In key stage 4 students may need extra support during exams - these are called access arrangements. Evidence of these needs will usually already be detailed in the student's EHCP and or provision plans as the student's normal way of working. However, in some instances, there may be a need for specialist assessment.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision. Nore Academy may need to request additional funding for 1:1 learning support or consider a change to their educational pathway.

(f) How does the school enable students with special educational needs to engage in activities (including physical activities) together with children who do not have special educational needs?

Nore Academy views enrichment activities, student-led learning and educational visits as an important part of the curriculum. Activities are regularly used as rewards, to improve social skills or to develop subject knowledge.

Additionally, students will have the opportunity to integrate with students attending our alternative provision, this may include Duke of Edinburgh, outdoor expeditions, forest school or sporting events or other enrichment activities.

All Nore Academy students have SEND and, as such, we actively seek to ensure that everybody is able to engage in extra-curricular activities. In some cases, an individual risk assessment may mean that Nore Academy allocates additional adult support, alternative travel arrangements or other, specific resources in order to maximise the engagement in and impact of the activity for all students involved.

On rare occasions, an individual risk assessment may mean that a student cannot access an activity on health and safety grounds. In this situation, targets will be identified with the student and parents or carers so that they are able to work towards accessing similar activities in the future.

Some students will make exceptional progress at Nore Academy. In such cases, the possibility of reintegration into mainstream provision will be explored through the annual review of their EHCP. Where appropriate, inclusion programs will be carefully planned and regularly reviewed to facilitate reintegration at a pace that is right for the individual student.

(g) What support is available for improving the emotional and social development of students with special educational needs?

Nore Academy believes that an important part of education is to enable all students to develop emotional resilience and social skills. Emotional literacy and opportunities to develop strategies for managing emotions are built into the curriculum, through direct teaching and indirectly in every interaction students have throughout the day.

Student well-being is the responsibility of all staff at Nore Academy. However, each student will have an identified key worker, learning mentor, pastoral manager and/or lead tutor who they have a regular contact with and daily opportunities to talk about how things are going.

Nore Academy monitors the social and emotional development of students using the Boxhall profile or strengths and difficulties questionnaire. Emotion coaching strategies and the Zones of Regulation will be used help students develop their skills in recognizing and regulating their emotions.

The social and emotional development of Nore Academy students is also supported through:

- An allocated group to promote a sense of belonging
- Whole school events to promote a sense of community
- Regular opportunities to celebrate individual and group achievements
- Informal discussions with staff
- Mentoring sessions with key worker/learning mentor/pastoral manager/lead tutor
- Supported and monitored opportunities for social interaction
- Timeout facilities and opportunities for reflection
- A clear system of reward and consequence with opportunities for reparation
- An in-depth, student centered program of PSHE
- Focused work on developing independence, including careers advice and life skills

Sometimes, a student may need additional support to improve their social and emotional development. This may include:

- Speech and language skills sessions
- Social communication skills session
- Lego therapy sessions
- Meet and greet on arrival
- Additional mentoring
- Counselling
- Therapeutic intervention

Occasionally, a student may need additional support from an outside agency such as Speech and Language Therapy services, school health services, CAMHS, Early Help or Social Services. In this situation, parents or carers will be contacted so that a referral can be completed and forwarded to the appropriate agency. After a series of observations and/or assessments, a programme of support is usually agreed for the student.

Nore Academy will have regular contact with other professionals involved with students, including medical professionals, Early Help workers, social workers and youth offending team officers. When appropriate, Nore Academy will contribute to and/or attend multi-agency meetings regarding the welfare of students.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision, and Nore Academy may need to request additional funding for 1:1 social and emotional support or consider a change to their educational pathway.

The name and contact details of the Special Educational Needs Co-ordinator

The Special Educational Needs Team at Nore Academy is led by Katrina Osborne.

All Nore Academy staff will receive the following awareness training:

- Child protection, including online safety and Prevent
- Trauma and the effect on brain development
- Trauma and attachment
- Improving behaviour and culture through relational practice
- Neurobiology and learning
- Support for learners with ASD
- Emotion coaching
- De-escalation strategies

Identified staff will have the following awareness training:

- Anxiety based school avoidance
- Suicide prevention
- Child sexual abuse and grooming
- DUST (Drug Use Screening Tool).
- Adverse Childhood Experiences (ACEs)
- Bereavement

- Lived experiences of social care
- Trauma informed schools
- Social use of language
- Lego therapy
- Selective mutism
- Supporting memory
- Dyslexia
- Dyscalculia

In addition, some staff will access the following enhanced and specialist training:

- Designated Safeguarding Lead
- Epic Minds (psychosis awareness)
- Counselling
- Youth Mental Health First Aider
- Emotional Literacy Support Assistant (ELSA)
- Thrive Practitioner training
- Drawing and talking
- Nurture groups
- NPQ for SEN
- Elkin
- Certificate in Psychometric Testing and Access Arrangements (CPT3A)

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we will regularly approach our Educational Psychology services, Speech and Language therapy services, dyslexia specialists, clinical psychologists, and national bodies such as SEBD a National Autistic Society and Nurture UK.

Additionally, Nore Academy will pride itself on being able to provide an access training opportunities on a national level so that staff have the most up-to-date awareness covering a wide range of SEND.

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 or seek it by loan.

The arrangements for consulting parents of children with special educational needs about, and

involving them in, their education.

Nore Academy is committed to working in partnership with parents and carers and believes that their involvement is fundamental to students achieving their potential. As such, we strive to develop an open and mutually supportive relationship with parents and carers. Nore Academy will regularly contact parents and carers, either by telephone, e-mail or letter, to celebrate achievements or if there are issues or concerns. Parents and carers are similarly encouraged to contact Nore Academy and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

Nore Academy invites parents, carers and students to attend a progress review day once a year. This provides an opportunity to look at work and discuss progress, together with teaching and pastoral staff. Reports are sent home three times a year to keep parents or carers informed of students' progress.

If there are concerns about a student's progress or engagement in learning at any point in the year, Nore Academy will contact their parent or carers and may invite them in for a meeting. This will sometimes result in a change to the strategies used to support the student or the agreed use of internal or external assessments to help further understand the student's needs.

Nore Academy values the opportunity to be involved with multi-agency working and will actively support the link between parents or carers and other agencies that may be involved with students. When appropriate, Nore Academy will contribute to and/or attend meetings with agencies such as CAMHS or social services and encourage parents or carers to attend too.

Nore Academy will publish A newsletter three times a year to let parents and carers know about school events and activities as well as what has been going on in daily life at Nore Academy. Parents and carers are also invited to achievement assemblies, presentations, end of term concerts, charity events and other events throughout the year. Parents and carers of students at Nore Academy will be asked to complete a survey throughout the year.

The Governing Body is responsible for reviewing the policy for special educational needs and reporting to parents annually.

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

Nore Academy values each student as an individual with the right to be involved in discussing and making decisions about their education. Nore Academy also recognises however, that there can be times when it is in a student's best interest for adults to discuss and make decisions for them, such as when they are at risk of harm or when difficult decisions about their education have to be made.

Nore Academy provides students with opportunities to learn how to express their views and opinions with confidence throughout the curriculum including, but not limited to, the PSHE program of study.

Students have frequent opportunities to discuss any issues with key workers, learning mentors, pastoral managers, lead tutors, subject teachers or teaching assistants. Formal mentoring meetings are also held throughout the year to discuss progress, targets and strategies.

Parents and carers are invited to contribute to and attend an annual review of the student's EHCP which, wherever possible, will include any other agencies involved with the student. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times a year. Students are also asked to contribute their views to the annual review of their EHCP and are encouraged to attend the review meeting, with support if needed, so that they can be involved in discussing and deciding on any changes in their SEND or to their outcomes or provision.

Council of elected representatives. They will meet regularly to raise issues with the leadership team and Governing Body.

All Nore Academy students are asked to complete a survey about their education every year.

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 students with special educational needs and in supporting the families of such students.

Nore Academy will be a member of the Kent Special Educational Needs Trust (KSENT), Which aims to provide a supportive network of special schools in Kent. Nore Academy will also engage with the following bodies:

- NHS Speech and Language Therapy services, for direct therapy or advice
- NHS Occupational Therapy/Physiotherapy services, for direct therapy or advice
- NHS One You, to support students who want to stop smoking
- Children Adolescent Mental Health Services (CAMHS)
- NHS Talking Therapies (IAPT), to support students aged 17+ with their mental health
- Adult Mental Health Services (AMHS)
- Social services and Early Help, including the youth offending team
- Disabled children's services for support to families for students with high needs
- CXX, for independent careers advice and guidance
- EBP, for independent careers advice and guidance

- The Education People
- Kooth, for well-being support
- Live Well Kent, for well-being and employment support
- With You/The Forward Trust, to support students involved in substance misuse
- Rising Sun, to support students who have experienced domestic abuse or are at risk of being in coercive or abusive relationships
- Project Salus HERA, to support female students who are vulnerable to sexual exploitation or coercive and abusive relationships
- Be You Project to support students who identify as LGBTQ+
- The St Giles Trust, to support disengaged students at risk of criminal exploitation
- Catch 22, to support disengaged students at risk of criminal exploitation
- Charlton Athletic to support disengaged students at risk of criminal exploitation
- Kent Young Carers, to support students who are involved in the care of a sibling, parent or other family member
- Holding On Letting Go, to support students who have experienced bereavement
- Mind and Body, to support students who self-harm
- The Fire Prevention Service, to support students who have an unhealthy interest or fascination with fire
- Professional networks, including NASEN, nurture UK, and the local SENCO forum
- KCC and NHS steering groups

The schools arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Nore Academy recognises that transitions can be difficult for any student and especially those with SEND. In order to make sure that a move to Nore Academy goes as smoothly as possible, we ask for data, files and records from the students previous placement so that we have all the background information available. Key members of Nore Academy staff will arrange (where possible) to meet with staff at the current placement and/or observe the student before the move takes place. They will also liaise with any external agencies involved with the student.

All of the information that is gathered by Nore Academy before a transition takes place, including the students EHCP and any professional reports available, are thoroughly reviewed and used to complete a transition plan, risk assessment and student profile. This provides all staff with a detailed overview of student's needs, support network, triggers, strategies to support appropriate behaviour and what works best in terms of teaching and learning.

The students and their parents or carers will be invited to an admissions meeting where they will be shown around the school and introduced to key members of staff. This also provides the opportunity to complete the admissions paperwork and to talk further about the student's needs and what works best for them.

Students joining Nore Academy at the beginning of Year 7 will also be invited to at least two transition days. This gives them an opportunity to meet other members of staff and be introduced to the daily routines. Transition for students joining Nore Academy in other year groups or at other times in the year will be agreed at the admissions meeting.

Nore Academy also contributes information to the next placement when a student moves on. Data, files and records are shared so that the new staff are fully aware of the student's needs, progress and achievements and the kind of support they might require.

Due to the complex needs and extreme vulnerability of many Nore Academy students, moving on to post-16 placement or employment can be particularly difficult. Nore Academy will have identified staff who lead on careers and transition planning so that, throughout a student's time at Nore Academy, they will receive guidance and support towards securing an appropriate placement in college, 6th Form, work-based learning or employment. This will be fully discussed and recorded at the annual EHCP review in Year 11.

Arrangements made by the Governing Body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Nore Academy uses the same arrangements for complaints about the provision made for special educational needs and disability as for any other complaint. In the first instance, parents or carers are encouraged to discuss any concerns with their child's pastoral manager, learning mentor, subject teacher or allocated SEND lead, alternatively each student at Nore Academy has an allocated SEND lead:

A copy of the Complaints Procedure can be found on the school's website at

<https://www.noreacademy.co.uk/>

In some cases, usually for children and young people with an EHCP 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 Nore Academy.

The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for:

- Parents of a disabled child
- Parents of a child with special educational needs
- Children and young people up to age 25, who have a special education need or disability

Staff trained in legal framework for SEND can provide information and support on educational matters relating to special educational needs and disabilities including health social care.

IASK aims to help parents, children and young people:

- Understand the system so they can take part fully in discussion
- Have the confidence to share their views and wishes about education
- Make informed choices and decisions

IASK can be contacted on:

- HELPLINE 03000 413000 (open Monday-Friday, 9am-5pm)
- Office 03000 412412
- E-mail iask@kent.gov.uk
- Website www.kent.gov.uk/iask
- Facebook Information Advice and Support Kent IASK

Information on where the local authority's local offer is published:

- Kent's Local Offer (SEND) Information Hub is published on the KCC website at www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access or with any questions about the Kent local offer are welcome to contact the Nore Academy main office for further support.

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