ST GREGORY'S CATHOLIC PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report

September 2026

Shared with Governors:	**September 2026**
Headteacher:	**Mr D Walker**
Coordinator:	**Mr N Graham**
Due for review:	**September 2027**

Our Mission Statement

We want our children to follow in Jesus' footsteps and develop a: Love of Learning, Love of One Another, Love of Our World & Love of God.

Mainstream Schools' Offer

All mainstream schools are required by law to produce an annual SEND Information Report: Special Educational Needs (Information) Regulations Clause 65. This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 – 4.36 and 6.79 – 6.83).

Mainstream schools are required by law to make this annual SEND Information Report available on their website; this forms part of our Local Offer. Details of the Local Offer from Kent County Council can be found through this link: https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer

Our Promise

At St Gregory's Catholic Primary School, we are committed to ensuring all our pupils feel safe, happy and secure as we know it is only then when they can learn. Our aim is that children leave us well equipped and prepared for their next chapter. The aim of this information report is to explain how we implement our SEND Policy and to guide you how SEND support works at St Gregory's Catholic Primary School.

Our universal provision is what all children at St Gregory's have, however for some children, further additional support is needed. This is where pupils receive targeted and / or individual support.

If you were to have any concerns about your child, our school SENDCo is Mr Graham. He can be reached via phoning our office on 01843 221896, emailing on noah.graham@st-gregorys-margate.kcsp.org.uk or via our ClassDojo platform through the messaging function.

SEND Provision

At St Gregory's Catholic Primary School, we make reasonable adaptations to our provisions for every type of Special Education Need without an Education, Health and Care Plan, while also making adjustments to some children with an Education, Health and Care Plan. These Special Educational Need and Disability (SEND) needs include, but are not exclusive to: dyslexia; dyspraxia; speech and language needs; Autism; physical and learning difficulties; emotional, social and behavioural difficulties; Asperger's syndrome. There are additional Special Educational Needs and Disabilities which do not occur as frequently and which our school are less familiar with, but we can access appropriate training and advice so these needs can be met.

Our school currently provides for pupils with the following needs:

- **Communication and Interactions (C&I)** *e.g. speech, language and communication difficulties, Autism Spectrum Condition (ASC/ASD).*
- **Cognition and Learning (C&L)** *e.g. dyslexia, dyspraxia, moderate or severe learning difficulties.*
- **Social, Emotional and Mental Health (SEMH)** *e.g. Attention Deficit Hyperactivity Disorder (ADHD), emotional trauma, attachment difficulties.*
- **Physical and/or Sensory (P&S)** *e.g. visual impairments, hearing impairments, sensory difficulties, epilepsy, diabetes, processing difficulties, sensory processing difficulties.*

All Teachers and Supporting Adults, who work closely with a pupil, will be made aware of their needs, the outcomes they are working towards, the support provided and any strategies or approaches that are required. We regularly review the effectiveness of the support, provisions and interventions and their impact on a pupil's progress.

Admissions for SEND Pupils

St Gregory's Catholic Primary School currently meets the needs of pupils with an Education, Health and Care Plan with the four areas of need listed above. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority (Kent County Council). Kent County Council will consider parental preference for placement and will consult our school to be able to decide whether we can meet the need of the child. The admission arrangements for pupils without an Education, Health and Care Plan follow the same criteria as our Admission Policy, which can be found by following this link: St Gregory's Catholic Primary School - Admissions

Monitoring Progress and Attainment

At St Gregory's Catholic Primary School, as children begin with us in Reception, they are screened for any Speech and/or Language difficulties. This helps to identify any concerns early on and allows us to put in targeted or individual support. Pupils with identified speech and language difficulties are then regularly screened following appropriate interventions, to provide an accurate and current judgment. We monitor the progress of all pupils 3 times a year to review their academic progress and attainment. Progress measures a pupil's achievements, how their learning has strengthened and grown overtime. Attainment is the standard that a pupil reaches, typically a grade. This tracks whether a child is at the expected standard for their year group, or if they are working below, towards or above the expected standard. For pupils working below their expected standard, they are still able to make the expected rate of progress. Pupils would need to make accelerated progress to move from below the expected standard to meeting it. We record and monitor both progress and attainment. This is particularly important for pupils who join St Gregory's with lower starting points, as their success is still recorded and celebrated.

There are a range of assessments used to support teachers in making these judgements. Pupils in Year 1 complete phonics screening (in June of that year). In Year 6, pupils complete Standard Assessment Tests (SATs), tests provided by The Government to help measure educational achievement at the end of Key Stage 2. As pupils come off-programme in phonics and all pupils in Key Stage 2, complete a Star Reading (part of Renaissance Learning) test at the start of the six terms in the academic year. This gives pupils an individual reading age and score, allowing them to choose books from our extensive library that are appropriate to their ability.

Identifying Pupils with SEND

Following the 3 yearly data drops, pupil progress reviews are held. Pupils are highlighted by Class Teachers and the Senior Leadership Team when progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap in respect of their rate of progress;
- widens the attainment gap between the child and the age expected standard;
- fails to show the expected progress has been made without prior identified reason;
- fails to close the attainment gap between the child and their peers;
- a child's social development has stalled or is limited.

The first four above bullet points are taken from The SEND Code of Practice (2015, 6.17).

Additional support is put in place to aid closing the gap, regardless of whether these pupils have an identified Special Educational Need / Disability. This may include, but is not exclusive to:

- phonics intervention (one to one or small group, additional to whole class lessons);
- closely monitored support in class from Supporting Adults;

- speech and / or language link;
- pre-teaching of new learning or vocabulary;
- small group interventions focusing on a specific area of learning or social need.

For pupils who have made slow progress or who are assessed at having a low attainment, it will not automatically mean a pupil is recorded as having a Special Education Need / Disability. Similarly, pupils with diagnoses will not necessarily mean they are placed on our SEND Register and receive SEND Support; this is decided on the individual child and whether they are accessing a different provision to the universal offer.

If a child has been highlighted at pupil progress reviews and, with further monitoring and support continues to not make expected progress, the school may consider an underlying Special Educational Need / Disability. There are many other additional factors that could influence progress and attainment, for example, attendance. The SENDCo and / or Class Teacher would arrange a meeting with the parent / carer to discuss the early concerns. When considering the progress and attainment made towards identified outcomes, it may be that a child requires a special educational provision, additional to our universal offer. Pupils accessing these additional provisions would identify as in receipt of SEND Support and are placed on our SEND Register. Parents / carers do not need to give consent for a child to be placed on our SEND Register but should be informed of the school's decision to do so. These provisions may include, but are not exclusive to:

- sensory circuits;
- therapy with LEGO;
- precision teaching for reading and numbers;
- emotional / wellbeing check ins;
- nurture support and friendship groups;
- Thrive (Miss Chatfield and Mrs Senior are our Thrive Practitioners);
- Emotional Literacy Support (ELSA) (our Emotional Literacy Support Assistant is Miss Chatfield);
- Clever Hands / Fizzy.

If a child is able to maintain good progress without additional support or provisions aside from our universal offer, it may be the case they are not identifying with a Special Educational Need / Disability and are removed from our SEND Register and from receiving SEND Support. Similarly, to when placing a child on the SEND Register, the parents / cares would be informed of this decision.

Pupils with an identified Special Educational Need / Disability and in need of SEND Support, will be discussed on an individual level at our pupil progress reviews to closely monitor their progress. Any provisions that pupils access in addition to our universal offer, like those listed above, will be reviewed termly to evaluate the rate of progress in response to the intervention. For pupils with Provision Plans, these will be added to these and form as part of the 3-times yearly review.

Provision Plans

St Gregory's Catholic Primary School's arrangements for assessing and reviewing the progress of pupils with Special Educational Need / Disability are as follows:

1. All pupils have their progress and attainment tracked across the year, and reviewed 3 times a year. Pupils with Special Educational Need / Disability, may require more frequent assessments and monitoring.

2. If pupils with a Special Education Need / Disability are not making adequate (not necessarily expected) progress, then a Provision Plan will be implemented.
3. A Provision Plan is reviewed 3-times a year, closely monitoring individualised targets and outcomes.

A Provision Plan is a document which identifies a target for the 4 areas of need (C&I, C&L, SEMH and P&S) as appropriate. Under each area of need and its retrospective outcome, are additional provisions and / or interventions the child will access across the year. Alongside each provision and / or intervention will be what success will look like for that child. This is on an individual level and success will look different from pupil to pupil. Strategies and resources that may support or be beneficial to your child, will be listed and form as part of a pupil's Provision Plan. These are reviewed 3-times a year, with the SENDCo, Class Teacher and any Supporting Adults. Provisions Plans should be shared with parents / carers following each review, allowing them an opportunity comment on their child's progress. At the third review, the parent / carer would be invited to a meeting with the SENDCo to share and review the document and consider next steps. For pupils with an Education, Health and Care Plans, outcomes are provided by Kent County Council and these will be the outcomes used on a child's Provision Plan, to ensure all parties are working for the same outcome for the child.

When assessing a pupil's need and then reviewing the progress towards these outcomes, we will draw on:

- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and approach to learning;
- other teachers' assessment (where appropriate and relevant);
- the pupil's development in comparison to their peers and national data;
- the views and experience of parents / carers;
- the pupil's own views (where appropriate);
- advice from external advisors and agencies (where appropriate and relevant).

Our Processes

1. Parents / carers are welcomed to make contact with Mr Graham (SENDCo) should they have any concerns around their child's needs and / or progress, and our current response to this. The SENDCo also encourages Class Teachers to raise any worries or concerns early on, so appropriate support and provisions can be considered.

2. It may be appropriate for the SENDCo to then carry out an initial observation of the child. The purpose here is to identify any underlying Special Educational Need / Disability, and to support the Class Teacher and / or Supporting Adults in further supporting the child.

3. If appropriate, referrals can be made to external agencies.

4. If appropriate, a Provision Plan is then introduced to help closely monitor and assess the child's progress.

5. Additional funding to support provisions or resources is available through the 'Community of Schools' model, this can be applied for for pupils on the SEND Register, and best practice is that this impact a group or cohort of children rather than individual children. Funding applications are reviewed with SENDCos from local schools and allocated from a shared and capped amount of funding. Parents / carers are not required to give consent for their

child to be a beneficiary of the funding applied for through the Community of Schools model.

Parents / carers are informed at each of these steps, so that both school and family continue to work together for the best interests of the child. For referrals and applications, consent is often required.

External Advisors and Agencies

St Gregory's Catholic Primary School has access to external advisors who are able to further support identified pupils and also to external agencies to make referrals. In order to meet the needs of our pupils it is important we engage with these professionals and that parents / carers are in support of this too. We regularly engage with:

- Staff members of Kent Catholic Schools' Partnership; *this consists of other SENDCos and professional working in our Trust.*
- Specialist Teaching and Learning Service (STLS); *this is where we work with our link Specialist Teacher who can provide additional support and guidance for specific and identified pupils. They regularly work with our staff to upskill them, as well completing pieces of work with pupils.*
- Speech and Language Therapy (SLT or SALT); *this is for pupils with difficulties in their speech and language. Following a consultation appointment or referral, an assessment may be made on an individual child. Next steps could be additional resources and support for staff or a block of Speech and Language Therapy sessions.*
- Educational Psychology Service (EPS*); this is an opportunity to discuss individual pupils with professionals to identify any further support that we could offer.*
- Early Help (EH); *this is a support intervention to work with the family and child, who may be facing some challenges.*
- Kent School Health; *this is a service to improve the general health and wellbeing of young people and their families.*

The purpose of these more detailed assessments is to understand what additional resources and / or different approached could be used to enable the child to make greater progress in regards to their academic, emotional and social skills. The outcome and processes of these will be shared with parents / carers. At the point where we are communicating with external advisors or agencies, we will have identified that the child has a Special Educational Need / Disability, and would be receiving SEND Support and be listed on our SEND Register, if not already, because the school is making additional provisions to our universal offer to the pupil.

At St Gregory's Catholic Primary School, we recognise the importance that we should enable all pupils to develop academically, emotionally and socially, to have resilience and the skills to work through times of challenge. This is taught directly, through our PSHE curriculum, assemblies and Mass. This teaching also happens indirectly through adult to pupil conversation and in the way our staff conduct themselves. For some pupils with Special Educational Need / Disability, it may be appropriate that we to make a referral for additional support or assessment of need and / or include additional provisions within school. This could include, but is not exclusive to:

- a referral to the Community Paediatricians for a child to be considered for an assessment of Autism Spectrum Condition (ASC) for children under 7yrs and 8mths;
- a referral to Children and Young Peoples Mental Health Service (CYPMHS) part of North East London NHS Foundation Trust (NELFT) for a child to be considered for an assessment of:

    - Autism Spectrum Condition (ASC) for children over 7yrs and 8mths;
    - Attention Deficit Hyperactivity Disorder (ADHD);
- a referral to Children and Young Peoples Mental Health Service (CYPMHS) part of North East London NHS Foundation Trust (NELFT) for a child to be considered for an assessment or piece of work by Child and Adolescent Mental Health Services (CAMHS);
- a referral to our counselling service;
- regular time with our pastoral team;
- movement breaks or time in our sensory room.

Pupils who are in the early stages of their emotional and support development, because of their Special Educational Need / Disability, will be supported to develop and mature appropriately. This will usually require additional and different resources, beyond that which is required by all pupils.

Involving Pupils and their Families

All parents and carers at St Gregory's Catholic Primary School are invited to discuss the progress of their children at 'Parents Evening' twice a year and receive a written end of year report in July. In addition, we welcome parents / carers to make contact with their Class Teacher, Key Stage Leader, SENDCo or member of the Senior Leadership Team to arrange a meeting at an appropriate time for both parties, should they wish to discuss any concerns or worries.

Parents / carers of pupils with Special Educational Need / Disability are actively supported and encouraged to be part of our 'Plan, Do, Review' cycle. For parents / carers of pupils with a Provision Plan, they are invited to contribute to the review completed and to consider next steps for their child.

Mr Graham (our SENDCo) welcomes parents / carers to meet if they have any early concerns for their child's progress and similarly, will invite parents / carers to meet, if the school have any early concerns. The purpose of this meeting will make sure that:

- all involved in the pupil's schooling develops a good understanding of their strengthens and challenges;
- the school consider and listen to the parents' / carers' concerns;
- all involved understand the agreed outcomes sought for the child;
- all involved are clear on the next steps.

For some children, it is not uncommon to present differently at home than at school. Within these meetings, it is often discovered how differently a child presents depending on their environment. It may be that, as a school, we don't see the behaviours parents / carers describe they see at home. When making referrals, we have to be accurate with how the child presents within school but are able to include what is reported from home. This can unfortunately make it difficult for external agencies to process the referral and may mean that it does not meet the threshold.

Notes from these early discussions are written and added to the pupil's record, they are not formal meeting minutes. Parents / carers are able to request a copy of these notes at any time.

Parents / carers of pupils with an Education, Health and Care Plan will be invited to attend and contribute to the Annual Review, which wherever appropriate will include other agencies or professionals involved with the pupil, for example, Social Care. The date for an Annual Review will be set with at least 2 weeks' notice, and Kent County Council are to be informed of this date. A representative may also attend the Annual Review.

Parents / carers without internet access or who need support accessing information, are encouraged and welcomed to make an appointment with the SENDCo for further support to gain the information they require.

Supporting Pupils Before, Between and Beyond St Gregory's

At St Gregory's Catholic Primary School, we work closely with the educational Early Years settings used by our pupils before they transfer to us in order to seek the information that will ensure the transfer is as seamless as possible. We liaise closely with local, private, voluntary and independent nurseries to ensure pupils transferring in to our Reception year group have a positive and successful transition. We operate a thorough transition process where children, families and pre-school setting representatives are invited into school on numerous occasions throughout Term 6 of the school year.

For pupils who join St Gregory's Catholic Primary School through an in-year admission, the SENDCo or member of the Senior Leadership Team will make contact with parents / carers and the previous school, if known. This is to understand the pupil on an individual level and to see if there were any successful strategies and / or provisions already implemented that were having a positive impact on the pupil's progress and attainment, academically, socially or emotionally. The previous school will send over the pupil's file, including any SEND or safeguarding information.

We know how daunting starting a new school year can be, particularly for pupils with a Special Educational Need / Disability. We want all pupils to feel prepared and excited for a new school year and their new teacher. We organise extra transitional activities. This includes, but is not exclusive to:

- arranging extra visits to their new classroom, toilets and playground;
- arranging quality time with their new Class Teacher or Supporting Adults, to help build positive relationships;
- providing pupils with a transition social story, including pictures or their new adults and room;
- their current Class Teacher reviewing any Provision Plan and helping the new Class Teacher to set appropriate and achievable outcomes;
- transition meetings between current and new Class Teachers, to share a pupil's individual likes, dislikes, strengthens and challenges;
- early meetings with parents / carers of pupils with a Special Educational Need / Disability.

Taking the same approach we do for pupils starting at St Gregory's Catholic Primary School in the Reception year group, we have strong links with local Secondary Schools. We share information to a pupil's agreed Secondary School placement, sharing any successful strategies and / or provisions already implemented that have had a positive impact on the pupil's progress and attainment. We also send on our pupils' files including SEND and safeguarding paperwork. This aids our pupils to have a successful transition into Secondary School as well as informs the school where a pupil is on their journey, specifically relating to a Special Educational Need / Disability. We are committed to supporting parents / carers with visits and meetings with Secondary Schools, as requested.

Our Approach to Teaching Pupils with SEND

High quality teaching, making adaptations for individual pupils, is the first step in responding to pupils who have or may have a Special Educational Need / Disability. Additional support and / or provision cannot compensate for a lack of good quality teaching. At St Gregory's Catholic Primary School, we regularly and carefully review the quality of teaching for all pupils, with a particular

focus on those at risk of underachieving. This includes, if necessary, improving Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the Special Educational Needs / Disabilities most frequently encountered, as highlighted in the SEND Code of Practice (2015, 6.37)

At St Gregory's Catholic Primary School, we follow advice given in the Mainstream Core Standards on how to adapt the curriculum and learning environment for pupils with a Special Educational Need / Disability. We also seek and incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in pupils' Education, Health and Care Plans.

We make the following adaptations to ensure **all** pupils' needs are met. This list is not exclusive:

- adapting our curriculum to ensure all pupils are able to engage with it and make progress, for example, by working in small groups and varied teaching styles;
- adapting resources;
- using recommended aids, for examples, laptops, coloured overlays, visual timetables and larger font;
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

Children in Care

Mr Graham is the school's Designated Teacher for Looked After Children as well as the Designated Safeguarding Lead (DSL). He works closely with the families of these children and to ensure all staff understand how a looked-after or previously looked-after pupil's circumstances and their Special Educational Need / Disability, if one has been identified, might interlink and the possible implications for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other pupil at St Gregory's Catholic Primary School or a pupil with an identified Special Educational Need / Disability. However, looked-after pupils will also have a Personal Education Plan (PEP); this is a document that closely monitors and reviews their academic and social progress. Mr Graham works closely with the Class Teachers of any pupils in care to ensure their curriculum offer is as strong as all pupils and they are making expected progress towards their individual targets. For children in care, who also have an identified Special Educational Need / Disability, Provision Plan and / or an Education, Health and Care Plan, we will ensure all plans and documents are consistent and complement one another.

Evaluating the Effectiveness of SEND Provision

Senior Leaders at St Gregory's Catholic Primary School regularly monitor and evaluate the provision for pupils with a Special Educational Need / Disability. This includes, but is not exclusive to:

- reviewing pupils' individual progress towards their goals;
- reviewing the impact of provisions / interventions termly;
- monitoring undertaken by the SENDCo and Senior Leadership Team;
- the use of Provision Plans to measure a pupil's progress towards academic, social and emotional targets;
- holding Annual Reviews for pupils with an Education, Health and Care Plan.

SEND Pupils' Engagement in Activities

At St Gregory's Catholic Primary School, we are committed to offering children opportunities and experiences they might not otherwise be able to have access to, for example, school trips out in the local community or extra-curricular activities after schools. These experiences and opportunities are offered to **all** pupils, whether they have a Special Educational Need / Disability or not. For some pupils with more complex needs, additional resources or support is required for these pupils to be able to access the experience; we are committed to this and will provide necessary resource or support, for example, an additional adult to support ensuring the safe participation of a child.

All pupils, regardless of Special Educational Need / Disability are:

- encouraged to take part in sports day and school plays;
- encouraged to take part in special events, for example Mass.
- encouraged to take part in the Year 5 camp out;
- encouraged to go on our Year 6 residential trip;
- encouraged to share in memory making activities or opportunities with their peers.

No pupil is ever excluded from taking part in an activity because of their Special Educational Need / Disability.

Staff Training

We recognise and value the important of regular training to upskill our staff, equipping them to be more proactive and successful when thinking about pupils with Special Educational Need / Disability.

Recent training for our Teachers and Supporting Adults (some training is for select staff for who it is most appropriate for within their role) has included:

- Safeguarding;
- First Aid;
- Positive Handling training;
- Mainstream Core Standards;
- Emotional Based School Avoidance;
- Autism for Girls;
- SEND processes;
- Autism training, Place2Be;
- Understanding and supporting the mental health of neurodiversity;
- Dealing with challenging behaviours;
- Thrive Practitioner and SLT courses;
- Autism Education Trust (AET) Tier 1 Training;
- Nurture Structure Highway.

Where a training need is identified, albeit for a universal, targeted or an individual approach or child, we will find a provider who is able to deliver this. Training providers we can and do regularly approach are listed below. This list is not exclusive:

- Virtual School Kent;
- Specialist Teaching and Learning Service;
- Educational Psychologist;
- Speech and Language therapists;
- School Nursing;

- CAMHS.

Mr Graham (our SENDCo) has been awarded the National Professional Qualification for SENCOs (NPQSENCO) in August 2026.

Complaints Regarding SEND Provision

If parents / carers feel unsatisfied and concerned around the provision offered for their child, then we would welcome them to share this worry early on so it can be addressed by the Class Teacher, SENDCo and Senior Leadership Team. This is encouraged in the first instance to allow a resolution to be made quickly and efficiently. If parents / carers remain unsatisfied, the producorial arrangements for the treatment of complaints regarding SEND provision at St Gregory's Catholic Primary School are the same as other complaints. This procedure is outline in the KCSP Complaints Policy, which can be found by following the link or requesting a paper copy: Model complaints procedure

There are some circumstances, usually for pupils who have an Education, Health and Care Plan, where there is a statutory right for parents / carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by St Gregory's Catholic Primary School.

Parents / carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that St Gregory's Catholic Primary School has discriminated against their child. They can make a claim about alleged discrimination regarding:

- exclusions and suspensions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

For parents / carers of pupils with Special Educational Need / Disability, Information Advice and Support Kent (IASK) provides a free, impartial, confidential advice and support service. This service can support children and young people up to the age of 25, who have a Special Educational Need / Disability.

Trained staff can provide impartial legally based information and support on educational matters relating to Special Educational Need / Disability, including health and social care. The aim is to empower parents / carers, children and young people to fully participate in discussions and make informed choices and decisions and also to feel confident to express their views and wishes about their education and future aspirations. They can be contacted on:

Helpline: 03000 41 3000

Office: 03000 412412

Email: iask@kent.gov.uk

Contact Details for Further Information

If parents / carers or pupils have queries in relation to Special Educational Needs / Disabilities, they can contact the following staff within our school:

Mr D Walker – Head Teacher

Mr N Graham – Assistant Head Teacher, Designated Safeguarding Lead & SENDCo

Miss Papa-Adams – Assistant Head Teacher

Key Stage Leaders or Class Teachers, as appropriate.

For further information on support for children under five and for school children as well as health and wellbeing and SEND strategies and policies, please visit https://www.kent.gov.uk/education-and-children/special-educational-needs for the Local Offer in place from Kent County Council.