



Learning Changes Lives

SEN and Disability Policy

Including SEN Information Report

Autumn 2019



St Martin's School



Whinless Down Academy Trust

SEN & Disability Policy/SEN Information Report

Whinless Down Academy strives to be fully inclusive. We aim to provide an environment where all pupils can fully access a broad and balanced curriculum and fully participate in all the activities of the school, irrespective of ability, disability, race, gender, ethnicity and social origin.

This policy document provides a framework for the early identification of children with needs which are additional to the provision made generally for children of that age. It details how provision is made to match needs and allow for full participation. It is written for the benefit of the whole school community.

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

- Children and Families Act 2014
- SEND Code of Practice 2014
- 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 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour/Discipline Policy
- Equalities Policy
- Safeguarding Policy
- Home learning Policy
- Accessibility Policy
- Supporting pupils with Medical Needs Policy

This policy was developed with parents/carers, representatives from the governing body and teachers and will be reviewed annually.

Definition of SEN

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age or has Social, Emotional and Mental Health difficulties; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEN Code of Practice (2014)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

SEN Code of Practice (2014)

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

Within the Whinless Down Academy Trust we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, ASD, ADHD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

For children with an Educational, Health and Care Plan, whose parents request a Whinless Down Academy Trust school for their child, we will endeavour to meet needs within the mainstream provision provided in our schools. Each case is considered on an individual basis, in consultation with parents and outside agencies, to ascertain if the unique needs of each pupil can be best met within our mainstream settings.

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

2. Information about the policy for identification and assessment of pupils with SEN

At Whinless Down Academy we monitor the progress of all pupils at least three times a year to review their academic progress. Where progress is not adequate, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This extra support may include: Maths, writing, reading or phonics boosters, Racing to English, Language through Colour, social groups, Fizzy and Clever Hands, or any other interventions deemed appropriate.

Some pupils may continue to make inadequate progress, despite quality first teaching and targeted intervention in their areas of weakness. For these pupils, we will use a range of assessment tools to determine the cause of the learning difficulty. At Whinless Down Academy Trust we are experienced in using the following assessment tools: Language for Learning screenings, Speech Link, Language Link, Boxall Profile, Lucid, Raven's and Thrive profiling. As a school, and in agreement with parents, we consult with multi agencies that use their own assessment strategies that we as a school take on board when seeking advice on an individual basis. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan that is reviewed regularly, and refined / revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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

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

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

Each review of the SEN support plan will be informed by assessment information from teachers as well as from provisions and/or interventions which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between rate of progress
 - Widens the attainment gap
-
- **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments, for example of reading or spelling age, as well as within specialised programmes, such as Memory Magic, BRP or Thrive. The assessments we use within the academy are referred to in section 2.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

- **The school's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality first teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

SEN Code of Practice (2014, 6.37)

We follow the Mainstream Core Standards: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> - advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, the school employs additional provisions, as informed by:

Internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

- **How the school adapts the curriculum and learning environment for pupils with special educational needs**

Within all three schools in the academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. Extracurricular activities and out of hours provision are accessible to all children, including those with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors continuously review the school grounds to ensure that we meet the DDA requirements. Through the accessibility plan we ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

- **Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map, which will be discussed during parent consultations. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

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

All clubs, trips and activities at the schools within the Whinless Down Academy Trust are available to all pupils with special educational needs, including those with an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

- **Support that is available for improving the emotional and social development of pupils with special educational needs**

At all schools within the academy, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (PSHE and class circles) and indirectly through every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: time with our family liaison officer (FLO), external referral to CYPMHs, time-out space for a pupil to use when upset or agitated, and/or alternate provision for play and lunch times.

Priory Fields and Vale View both have a trained Social, Emotional and Mental Health Champion who can offer support either through Talk Time or through CBA (Cognitive Behavioural Approach) – individual or group work, to support children who needs in this area. St Martin’s are currently training a SEMH champion to over the same level of support for its pupils.

The SEMH champions are:

Priory Fields- Kate Martin

Vale View- Katrina Biles

St Martin’s – Danielle Brett

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

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

The SENCO at Priory Fields School is Alex Hughes

Miss Hughes is available on 01304 211543; please ask a member of the office staff or class teacher to book an appointment.

The SENCO at St Martin’s School is Helen Thompson

Mrs Thompson is available on 01304 206620; please ask a member of the office staff or class teacher to book an appointment.

The SENCO at Vale View School is Dave Vellani

Mr Vellani is available on 01304 202821; please ask a member of the office staff or class teacher to book an appointment.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

It is the SENCO's responsibility to work with teachers to plan support effectively. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues including Dyslexia and ASD. As a school, we continuously review our training as well as seeking the advice and support from the Local Inclusion Forum Team (LIFT).

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: from outreach services delivered by local special schools, Educational Psychologist, Speech and language therapist, occupational therapists, Specialist Teaching and Learning Service. The cost of training is covered by the notional SEN funding.

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

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

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

All parents of pupils within the academy schools are invited to discuss the progress of their children on three occasions throughout the year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. As part of our quality first teaching, all pupils will access some additional teaching if needed to help them keep up or catch-up if the assessment procedures indicate that this is necessary; this will not imply that the pupil has a special educational need. Further to that, specific programmes such as Fizzy, Clever hands, BRP or Phonics boosters may be implemented. All such provision will be recorded, tracked and evaluated.

If, following this provision, improvements in progress are not seen, we will contact parents to discuss the use of further assessments, referral to the LIFT and/or consultation with other

outside agencies, which will help us to address the individuals' needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parents will be involved in the planning and reviewing of this provision.

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

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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

The normal arrangements for the treatment of complaints at any of the academy schools are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO, Key Stage Manager, Assistant Head Teacher, Head of School or Executive Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. (See complaints policy.)

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

There are some circumstances, usually for children who have an Education Health Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Local Inclusion Forum Team membership for access to the Specialist Teaching and Learning Service
- A Service Level Agreement with Educational Psychology service
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services / School Nursing Team / Children and Young People's Mental Health Services
- Membership of professional networks for SENCO e.g. the SENCO forum

11. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

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

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

They can be contacted on:

HELPLINE: 03000 41 3000 (Monday to Friday, 9am - 5pm)

Office: 03000 412412

E-mail: iask@kent.gov.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

At the Whinless Down Academy Trust, we work closely with colleagues from the educational settings used by our pupils to ensure transitions between settings are as seamless as possible.

At secondary transition, a meeting with a representative from the receiving school will be arranged so that information concerning the special educational needs of the child can be discussed. Children who are considered most vulnerable will attend additional transition events at their chosen secondary school or may be identified by the school as someone who would benefit from the SNAP programme. Children with SEN will also attend additional transition events at their chosen school. Further to this we hold additional transition events within the Trust to ensure all pupils, both with and without SEN, make a smooth a transition to secondary as possible.

When moving classes within school, information will be passed on to the new class teacher in advance. Provision maps shared with the new teacher to ensure continued provision.

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

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