

# 2017 - 2018

Potential in Everyone Trust  
CEO – David Whitehead



## Special Educational Needs Policy

June 2018

<b>Committee</b>	Trust Board
<b>Approved on</b>	5 June 2018
<b>New Review date</b>	June 2019

<b>Associated Documentation</b>
Behaviour Policy
Child Protection Policy
Equalities Policy
Complaints Policy
Homework Policy
Accessibility Policy
Medical Needs Policy

## **Ethos & Values:**

Our policies support both British and universal values. At our Church of England Primary Schools these values are of a distinctly Christian nature.

We aim to review this policy on an annual basis

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## 1.0 Introduction

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

Children and Families Act

2015 SEN Code of Practice

SI 2014 1530 Special Educational Needs and Disability

Regulations 2014 Part 3 Duties on Schools – Special Educational Needs Co-Ordinator

Schedule 1 regulation 51– Information to be included in the SEN 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 was developed with parents/carers, representatives from the Potential in Everyone Academy Trust (PIEAT) Trustees and parents of children with special educational needs and will be reviewed annually.

## 2.0 Definitions

### 2.1 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 if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; 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 (2015, p 15)*

*The Kent definition of SEN –*

However, the definition of what constitutes **SEN Support** is less clear. In order to help schools, colleges and Early Years settings accurately identify their SEN Support cohort, KCC provides the following clarification of what constitutes **SEN Support**:

***"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."***

### 2.2 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 (2015, p16)*

### **3.0 Safeguarding of children with medical needs, SEN and disabilities**

In accordance with the Potential in Everyone Academy Trust's Safeguarding Policies we acknowledge that the warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Additional measures may need to be considered when safeguarding these children. DSL's and staff need to be aware that they do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and that communication barriers can affect their ability to communicate abuse.

Where appropriate the DSL should liaise with the Special Educational Needs Coordinator (SENCo) to ensure that these children are monitored appropriately as part of their review of medical needs and support.

All training should make it clear to staff of a range of types of abuse listed above and be aware of procedures and the likelihood of child on child abuse.

### **4.0 The kinds of special educational need for which provision is made at the school**

Within the Potential in Everyone Academy Trust we can make provision for every kind of frequently occurring special educational need without a statutory assessment of special educational needs (Education, Health and Care Plan EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs, learning difficulties, behaviour and barriers to learning including Social Emotional and Mental Health (SEMH) needs.

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.

The Trust also currently meets the needs of children with a statutory assessment of special educational need, Education, Health and Care plan with the following kinds of special educational need: Speech and Language, Autism, global delay, physical impairment hearing/ vision Impairment. Decisions on the admission of children with a statement of special educational need/Education, Health and Care plan are made by the Local Authority.

All pupils attending The Acorns Speech and Language Centre have Education Health Care Plans; a child allocated a place at the unit will be:

- A child who has been referred through outside agencies and the LEA decision making team.
- A child whose primary need is a speech and language disorder and where there are other difficulties encountered are as a direct result of their speech and/or language disorder.
- A child with a severe speech sound disorder.

The admission arrangements for children without a statutory assessment of special educational needs/ Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **4.1 Information about the policy for identification and assessment of children with SEN**

Within the Potential in Everyone Academy Trust we monitor the progress of all children four times a year to review their academic progress. This is a formal process involving key staff including the class teacher, senior leadership and SENCo during pupil progress meetings. The process will be structured to suit the particular individual school within the Trust.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support/ interventions to enable the child to catch up. Examples of extra support are booster groups for phonics, mathematics, writing, spelling, Fizzy and Clever Hands, speech and language programmes. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these children, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Within the Trust we are experienced in using the following assessment tools: Speechlink, Language Link, Dyslexia screening, Boxall Profile, Neale Analysis of reading, behaviour checklist, attention and listening checklist. We have access to external advisors for children who meet the criteria, such as the Specialist Teaching and Learning Service and Educational Psychology Service.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEN provision plan and reviewed regularly, and refined /revised if necessary. At this point we will have identified that the child has a special educational need because the school is making special educational provision for the child which is additional and different to what is normally available. At this stage the child will be placed on the Special Educational Needs register and the parents will be informed.

If the child 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 child as having a special educational need. If the child 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.

We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used. Regular staff training will be offered to ensure all members of staff have ongoing updates to meet the needs of children with additional needs.

#### **4.2 Information about the school's policies for making provision for children with special educational needs whether or not they have EHC Plans, including 3a How the school evaluates the effectiveness of its provision for such children**

Each review of the SEN provision plan will be informed by the views of the child, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

#### **5.0 The SEN Code of Practice (2015, 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

For children with or without an Education Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Local Governing body and the Trust Board.

#### **5.1 The school's arrangements for assessing and reviewing the progress of children with special educational needs**

Every child in the school has their progress tracked four times per year. In addition to this, children with special educational needs may have more frequent assessments made linked to individual targets. Using these it will be possible to see if children are increasing their level of skills in key

areas.

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

## **5.2 The school's approach to teaching children with special educational needs**

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

Within the Potential in Everyone Academy Trust we monitor the quality of teaching and learning provided by all teachers and TAs on a termly basis. We follow 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, schools within the Potential in Everyone Academy Trust employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one support / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding', and pupils who require additional support that do not have an Education, Health and Care Plan will be assessed as to whether an application for High Needs Funding is appropriate. If it is agreed with parents that High Needs Funding is the best way forward, then the SENCo will apply on behalf of the school. The provision for these pupils will then be defined by their High Needs Funding provision plan. These will be reviewed annually.

## **5.3 How schools within the Potential in Everyone Academy Trust adapt the curriculum and learning environment for children with special educational needs**

Schools within the Potential in Everyone Academy Trust follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/ Education, Health and Care Plans or in notes of visit from the Specialist Teaching and Learning Service.

## **5.4 Additional support for learning that is available to children with special educational needs**

As part of our budget each school within the Potential in Everyone Academy Trust receives 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in each school and that there are sufficient resources to deploy additional and different teaching for children requiring SEN support. The amount of support required for each child to make good progress will be different in each case and a full list of the interventions we can offer is on our school provision maps. 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 children with high needs, and above that amount the Local Authority may provide top up to the school.

## **5.5 How schools within the Potential in Everyone Academy Trust enable children with special educational needs to engage in activities of the school (including physical activities)**

All children, regardless of needs will be able to access all clubs, trips (including residential) and

activities offered both on and off site within the Potential in Everyone Academy Trust. These activities are available to children with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the schools within the Trust will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity and carry out individual risk assessments where appropriate.

Schools will Risk Assess children who have special educational needs before they go on a school trip to ensure that any additional support can be identified, confirmed and provided.

The school will make every effort to ensure all reasonable adjustments are made to enable all pupils, regardless of need, access to the full range of activities and trips on offer.

## **5.6 Support that is available for improving the emotional and social development of children with special educational needs**

Within the Potential in Everyone Academy Trust we understand that an important feature of our schools is to enable all children to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE, circle time and indirectly with every conversation adults have with children throughout the day.

For some children with the most need for help in this area we also can provide the following: Access to Trust counsellor, mentor time with a member of senior leadership team, individual child behaviour plan, external referral to CAHMs, time-out space for child to use when upset or agitated, etc. and with access to the Family Support and Welfare Officer (FSWO) for emotional check-in/strategic support.

Children 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. This will usually require additional and different resources, beyond that required by children who do not need this support.

## **5.7 The name and contact details of the SEN Co-ordinators within the Potential in Everyone Academy Trust**

The SENCo for Borden CE Primary School who is Sarah Brewer a qualified teacher and has been a SENCo continuously since before 2014 and is not required to undertake the National Award for SEN Co-ordination.

T: 01795 472593or [s.brewer@borden.kent.sch.uk](mailto:s.brewer@borden.kent.sch.uk)

The SENCo for Bredgar CEP School is Madeleine Gower who is a qualified teacher and has been awarded SENCo accreditation, the National Award for SEN Co-ordination. (Assisted By Mrs Sheila Dunning -please see details below)

T: 01622 884359 or [headteacher@bredgar.kent.sch.uk](mailto:headteacher@bredgar.kent.sch.uk)

The SENCo for Minterne Junior School is Sheila Dunning who is a qualified teacher and has been undertaking the National Award for SEN Co-ordination.

T: 01795 472323 or [senco@minterne.kent.sch.uk](mailto:senco@minterne.kent.sch.uk)

The SENCo for The Oaks is Amanda Higgins who is a qualified teacher and has been awarded SENCo accreditation, the National Award for SEN Co-ordination.

T: 01795 423619 or [senco@oaks.kent.sch.uk](mailto:senco@oaks.kent.sch.uk)

The SENCo for The Acorn Speech and Language Centre is Karen Arnold who is a qualified teacher and has been undertaking the National Award for SEN Co-ordination.

T: 01795 426707 or [sslu.senco@minterne.kent.sch.uk](mailto:sslu.senco@minterne.kent.sch.uk)

## **6.0 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**

Across the Potential in Everyone Academy Trust, Teachers and Teaching Assistants have had the following awareness training on a rolling program: Autism, Dyslexia, behaviour management, ADHD, emotional well-being and Dyscalculia. Some have also had additional training in speech and language and signing support through Makaton. All schools have staff trained in positive handling techniques.

When required, staff will work together across the Potential in Everyone Academy Trust to ensure every child within the Trust has access to the same level of expertise and experience. Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.

## **7.0 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.

## **8.0 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of children within the Potential in Everyone Academy Trust are invited to discuss the progress of their children on three occasions a year and receive a report three times per year, with at least one of these being a written report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and information will be shared with parents three times per year.

If following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the child will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of children with a statement of SEN/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 child. Information will be made accessible for parents.

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

When a child has been identified to have special educational needs because special educational provision is being made for him or her, the child 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.

## **10.0 The arrangements made by the Directors relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints within the Potential in Everyone Academy Trust schools are used for complaints about provision made for special educational

needs. We encourage parents to discuss their concerns with the class teacher, SENCo or Headteacher to resolve the issue before making the complaint formal to the Chair of the Directors.

If the complaint is not resolved after it has been considered by the Directors, then a disagreement resolution service or mediation service can be contacted. 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 a Education and 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.

### **11.0 How the Potential in Everyone Academy Trust involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children**

The Directors have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service.
- A Service Level Agreement with Educational Psychology service for 6 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for child with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.

### **12.0 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 2015, 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 and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### **13.0 The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

Within the Potential in Everyone Academy Trust we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCo manages transition of SEND pupils while they move through the school and also on entry and upon leaving the setting. Visits are arranged to observe pupils already identified with SEN, and transition meetings are held

before the pupils start school. When pupils transfer to Minterne Junior school the Oaks Infant School SENCo works closely with the Minterne Junior school SENCo to plan a smooth transition. The SENCo also attends transition meetings for pupils who are transferring to different settings and supports the families in this process.

We also contribute information to a pupil's onward destination by providing information to the next setting. The SENCo's begin planning transition in Term 5, and meetings, additional visits and resources are put into place early in Term 6. All paperwork from professionals is shared with the new school, discussions with SENCo and class teachers are arranged and when necessary additional meetings with parents are also offered.

#### **14.0 Information on where the local authority's local offer is published.**

The local authority's local offer is published on <http://www.kelsi.org.uk/> and parents / carers without internet access should make an appointment with the SENCo for support to gain the information they require.