



THE PATHWAY ACADEMY TRUST

Registered address: c/o Culverstone Green Primary School,
Wrotham Road, Meopham, Kent DA13 0RF

Registered Company N° 9782388

SEND

Policy

Date approved & adopted by Directors:	December 2017
Review date:	December 2018
Author:	CEO

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN 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 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 should be read in conjunction with the following school policies:
Positive Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy, Homework Policy,
Complaints Policy.

This policy was developed with the Trust Leadership Team and Inclusion Managers and will be reviewed annually by the Board of Directors.

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 that is above and beyond the quality first teaching.

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 (2014, p 4)*

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, p5)*

1 The kinds of special educational need for which provision is made

At TPAT 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, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the schools are less familiar, but we can access training and advice so that these kinds of needs can be met.

The schools also currently meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: SLCN, Multi-sensory impairment, FASD and ASD. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

TPAT schools monitor the progress of all pupils throughout the year and assess them regularly to review their academic progress. We may also use a range of assessments with all the pupils at various points during the academic year: phonics screening, language link, RWI assessments and maths/reading/writing teacher assessments.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Please see school websites for the list of interventions we can provide.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a wide range of assessment tools (see the Assessment Continuum available on the school websites) to determine the cause of the learning difficulty. TPAT schools are experienced in using a variety of assessment tools to enable us to identify the area of need. We also have access to external advisors such as LIFT (Local Inclusion Forum Team), School Nurse, SALT (Speech and Language Therapy) and a Learning Mentor. The purpose of these assessments 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 personalised learning plan and reviewed regularly, and refined / revised if 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.

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.

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.

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

3a How the schools evaluate the effectiveness of provision

Each review of the personalised learning plans will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers 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

For pupils 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.

3b The arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age or other relevant areas. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the Personalised Support Plan will be reviewed and adjusted.

3c The 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 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)*

TPAT schools monitor the quality of teaching regularly and this continues to be monitored by the schools' leadership and governors throughout the year.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/sen_forms.aspx

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / 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'

3d How the schools adapt the curriculum and learning environment for pupils with special educational needs

TPAT schools follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. 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 requirements to keep the appropriateness of our curriculum and learning environment under review, see Accessibility Plans for each school on their websites.

3e Additional support for learning that is available to pupils with special educational needs

As part of our budgets we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the schools 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 whole school provision map. 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 known as High Needs Funding.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>

3f How the schools enable 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 offered to pupils are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the schools will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

We understand it is important to enable all pupils to develop emotional resilience and social skill. This is achieved through direct teaching – e.g. PSHE (Personal, Social and Health Education) lessons, 1:1 or group sessions with a Learning Mentor - and indirectly through the conversations 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: access to our Speech and Language Therapist, access to a Learning Mentor or Time To Talk, time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, Lego therapy, play therapy and nurture groups.

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

4 The name and contact details of the SENCo or Inclusion Manager

The Inclusion Manager at Culverstone Green is Justine Smith, who is a qualified teacher and holds the National Award for SEN Co-ordination also holds the following qualifications: BSc Psychology and a Level 3 Certificate in Counselling Skills. Mrs Smith has also trained to become an ASD (Autism Spectrum Disorder) Champion for the Gravesham area.

Mrs Smith is available on 01732 822568 or justine.smith@cgps.kent.sch.uk and her dedicated time is Monday-Tuesday.

The SENCo at Riverview Junior School is Kerrie Ward, who is a qualified teacher and has completed the National Award for SEN Co-ordination.

Mrs Ward is available on 01474 352620 or senco@riverview-junior.kent.sch.uk and her dedicated time is Monday-Wednesday.

The SENCO at Riverview Infant School is Sue Garrard, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: NPQH, MA, Specific Learning Difficulties.

Miss Garrard is available on 01474 566484 or s.garrard@riverview-infant.com

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

All teachers and teaching assistants (except for newly appointed) have had the following awareness training:

- ASD (Autism Spectrum Disorder) Awareness
- Positive Handling Training
- Introduction to New Curriculum
- Child Protection Training (updated annually)
- RWI (Read Write Inc) Training (where the school runs this)
- Online Provision Mapping
- Online Child Protection Reporting

In the case of newly appointed staff, they will be booked on as soon as the training is available.

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 the Specialist Teachers, Educational Psychologists, Speech and language therapists, occupational therapists, dyslexia specialists etc. The cost of training is covered by the notional SEN funding / High Needs 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/carers of pupils are invited to discuss the progress of their children twice times per year and receive a written report at the end of the school year. For those parents/carers who have children on the SEND register, you will be offered a third appointment with the Inclusion Manager/SENCo also. In addition, staff are happy to arrange meetings outside these times if you have questions or concerns about your child.

As part of our usual teaching arrangements, all pupils 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 pupil has a special educational need. 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 internal or external assessments which will help us to address these 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 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 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 schools

The usual arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher, the SENCO/Inclusion Manager or Headteacher to resolve the issue before making the complaint formal to the Chair of the Local Governing Body.

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 and 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 Local Governing Body involves other bodies, including health and social services bodies, 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:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services for pupil with requirement for direct therapy or advice as part of the GLP (Gravesham Learning Partnership).
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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

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.

We also contribute information to a pupils' onward destination by providing information to the next setting. A representative from each school will meet (where possible) with the teacher of each student and/or the Inclusion Manager prior to the transition to share information. Children will also attend 'taster days' offered by Secondary establishments. We also provide a support group for year 6 children who are not prepared emotionally for the transition. The Learning Mentor is able to support individual children where necessary also.

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

The local authority's local offer is published on www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx and parents without internet access should make an appointment with the SENCO/Inclusion Manager for support to gain the information they require.

Approved by the Board of Governors on: 12.12.17