



Special Educational Needs and Disability Policy Incorporating SEND Information Report (Statutory) 2020

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1. Aim

At Future Schools Trust we aim to provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Definition of disability

Many children and young people who have SEND 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' *SEND Code of Practice (2014, p5)*

Abbreviations used within this document:

EHCP = Education, Health and Care Plan (Where a student with SEND is failing to make progress, despite high quality teaching – referred to in this document as Quality First Teaching - and intervention through their SEND support, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered).

SEND = Special Educational Needs and/or Disability

SENDCO = Special Educational Needs and/or Disability Coordinator

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The name and contact details of the Trust SEND Co-ordinators

New Line Learning Academy:

The SENDCo at New Line Learning Academy is Sarah Doyle, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordinator. Tracey Selwood is the Deputy SENDCo. Sarah Doyle is available on 07595 650664 or sarah.doyle@futureschoolstrust.com

Cornwallis Academy:

The SENDCo at Cornwallis Academy is Annie Fowler, who is a qualified teacher and has completed the National Award for SEND Co-ordinator. Annie Fowler is available on (01622) 743152 or a.fowler@cornwallisacademy.com

Tiger Primary School:

The SENDCo at Tiger Primary School is Kim Thomas, who is a qualified teacher and has completed the National Award for SEND Co-ordination. Kim Thomas is available on (01622) 745166 or kthomas@tigerprimary.com

4.2 The SEND linked governor

The SEND linked governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND information report

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

At Future Schools Trust, we strive to make provision for commonly known special educational need without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum condition, 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. In these incidences we will research and if appropriate access training and advice to understand if our resources (both human and physical) are able to meet these kinds of needs.

The academies/school may also be able to meet the needs of students/pupils with an Education, Health and Care plan with various kinds of special educational need. For this to happen, the provision should be appropriate in our setting. Decisions on the admission of students/pupils with a Health and Care plan are made by the Local Authority.

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

5.2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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 between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHCP plans

5.4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We follow the Mainstream Core Standards, which can be found here:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

5.6. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7. Additional support for learning that is available to students/pupils with special educational needs

As part of our budget we receive 'notional SEND 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 students/pupils requiring SEND support. The amount of support required for each student/pupil to make good progress will be different in each case and a full list of the interventions we can offer can be found on our 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 students/pupils with high needs, and above that amount the Local Authority should provide top up to the school via an application for High Needs Funding.

How the school enables students/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 of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Future School Trust endeavours to ensure that all clubs, trips and activities offered to students/pupils within the Trust are available to students/pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary and available, the academies/school will use the resources accessible to it to provide additional adult support to enable the safe participation of the student/pupil in the activity. A risk assessment for the trip and where required to the individual student/pupil will be carried out prior to the trip to further ensure safety.

The Academy accommodation is new build and every care has been taken to ensure that it is fully accessible to disabled people. Subsequent additions and refurbishments are DDA compliant, and the annual Health and Safety Audit also considers matters relating to DDA.

5.8. Support for improving emotional and social development

Within Future Schools Trust, we understand that an important feature of the school is to enable all students/pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and indirectly through conversations adults have with students/pupils throughout the day.

For some students/pupils with the most need for help in this area we endeavour to provide the following; mentor time, anger management groups, Lego therapy, Social Skills groups, external referral to CAHMs, personalised behaviour plans, time-out space.

5.9. Information about the expertise and training of staff

We aim for all our teachers and teaching assistants to have had all or some of the following awareness training (as required): ASD awareness and strategies Precision Monitoring Mindfulness principles and awareness Assessment for Learning Information on the SEND Reform September 2014 Teachers and teaching assistants are also trained within the areas of Social Communication, Emotional Literacy, Maths, Creative Curriculum, behaviour training, safeguarding, phonics and all Teaching Assistants are CACHE trained to Level 3. In addition, some teachers across the Trust have received further specialist SEND. Where a training need is identified beyond this we will research and aim to identify a provider who is able to deliver it.

Some examples of the training providers we can approach are, Specialist Teaching and Learning Service, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, MCAS, universities. The cost of training is covered by the notional SEND funding.

We aim for all our teachers and teaching assistants to have had all or some of the following awareness training (as required):

- ASD awareness and strategies
- Precision Monitoring
- Mindfulness principles and awareness
- Assessment for Learning
- Information on the SEND Reform September 2014
- Teachers and teaching assistants are also trained within the areas of Social Communication, Emotional Literacy, Maths, Creative Curriculum, behaviour training, safeguarding, phonics and all Teaching Assistants are CACHE trained to Level 3.

In addition, some teachers across the Trust have received further specialist SEND.

Where a training need is identified beyond this we will research and aim to identify a provider who is able to deliver it.

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5.10. 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, where appropriate and with the required resources available, purchase it using the notional SEND 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.

5.11. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.12. 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 within Future Schools Trust are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance before discussing with the SENDCO. If the concern continues without resolution the complaint can be passed onto the relevant member of the Senior Leadership Team. If all these attempts to resolve the complaint, then the Head Teacher can be contacted to resolve the issue before making the complaint formal to the Chair of the 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.

5.13. Working with other agencies

Our schools are engaged with the following bodies: -

- Membership of LIFT for access to specialist teaching and learning service
- An Educational Psychology Service Package for a given number of days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Links with our local Educational Welfare Officer
- Access to the School Nurse Team where necessary
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

5.14. The contact details of support services for the parents of students/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>

5.15. Supporting pupils moving between phases and preparing for adulthood

At Future Schools Trust we work closely with the educational settings used by the students/pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We undertake extensive visits to our feeder primary schools/nurseries, we contact services with existing links to the students/pupils identified and discuss students/pupils with prior involvement with the Specialist Teaching and Learning Service with consent.

We also contribute information to a students'/pupils' onward destination by providing information to the school, college or next setting in a safe and confidential manner.

5. 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/about-the-local-offer> and parents without the internet should make an appointment with the SENDCO for support to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed by the Trust SENDCO's **every year**. It will also be updated if any changes to the information are made during the year.

It will be reviewed by the Local Governing Bodies and approved by the Board of Trustees.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan (available on school website under Special Education Needs section)
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions