



EDUCATION

Special Educational Needs & Disability (SEND) Policy

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Date	Version No	Brief details of change
April 15	1.0	Reviewed & reformatted existing for staff portal
April 16	1.1	Reviewed in accordance with annual review programme and Appendix C updated
August 17	1.2	Reviewed and amended as part of annual review programme and amended to reflect the development of the Trust across several local authorities.
August 18	1.3	Reviewed and amended to reflect developments across the Trust.

September 19	1.4	Reviewed and amended to reflect further developments in the scope and capacity of the Trust.
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SEND Policy

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 Trust and academy policies:

- Behaviour/Discipline Policy;
- Equalities Policy;
- Safeguarding Policy;
- Homework Policy;
- Complaints Policy;
- Attendance Policy;
- Accessibility Plan.

This policy was developed in consultation with parents across all the Trust’s Academies and members of the Trust Board. It will be reviewed annually.

A. Definition of SEN

- a. 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 them.
- b. A child of compulsory school age or a young person has a learning difficulty if they:
 - Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - Have 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 or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4).*

B. 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. *SEN Code of Practice (2014, p5)*

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

- 1.1 Within the Leigh Academies Trust (LAT), we can make provision for every kind of frequently-occurring SEN without an education and health-care plan (EHCP) health-care plan (HCP)/ - for instance, dyslexia, dyspraxia, speech and language needs, autism, Asperger’s Syndrome, learning difficulties, behavioural difficulties, visual impairment and hearing impairment. There are other kinds of special educational needs, which do not occur as frequently and with which academies are less familiar, but we can access training and advice so that these kinds of needs can be met.
- 1.2 The academies also currently meet the needs of pupils with an EHCP with the following kinds of special educational needs: speech, language and communication needs, cognition and learning, emotional, social and mental health difficulties and sensory and medical needs. Decisions on the admission of pupils with EHCP are made by the local authority.
- 1.3 The admission arrangements for pupils without HCP do not discriminate against or disadvantage disabled children or those with SEN.

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

- 2.1 Within the Trust, academies monitor the academic progress of all pupils several times a year. Academies also use a range of assessments with all the pupils at various points. (See individual Academy appendices for more detailed information.) The Trust regularly compares the performance of SEND students between academies, providing necessary support and resources to drive improvement where appropriate.
- 2.2 Where progress is not sufficient, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support can be found with each Academy’s SEND policies.
- 2.3 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, an academy will use a range of assessment tools to determine the cause of the learning difficulty. Within the Trust, academies are experienced in using a range of assessment tools. (See individual Academy appendices for more detailed information regarding these assessments.)
- 2.4 Academies also have access to external advisors, who are able to use more detailed assessment tools: LAT-employed educational psychologists and Directors of Improvement, and the specialist teaching service via the local authority forums. Academies are also encouraged to access significant expertise available with other academies within the Trust to help them better meet the needs of pupils, and this is achieved through cluster TLC meeting
- 2.5 The purpose of 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, included in a SEN support plan and reviewed regularly and refined / revised if necessary. At this point, the academy will have identified that the pupil has a SEN because special educational provision is being provided for the pupil which is additional and different to what is normally available.

- 2.6 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), the academy will continue to identify the pupil as having a SEN. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with SEN. When any identification of SEN is changed, parents will be notified.
- 2.7 An academy will ensure that all teachers and support staff who work with the pupil are aware of their needs, the support to be provided and the teaching approaches to be used.

3. Information about the Academy's policies for making provision for pupils with SEN, whether or not they have an EHCPs, including:-

3a. How the school evaluates the effectiveness of its provision for such pupils

- 3a.1 Each review of the SEN support plan 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.
- 3a.2 The *SEN Code of Practice (2014, 6.17)* describes progress as inadequate if it:
 - Is significantly slower than that of the child's peers starting from the same baseline;
 - Fails to match or better the child's previous rate of progress;
 - Fails to close the gap in attainment between the child's and their peers; or
 - Widens the attainment gap.
- 3a.3 For pupils with an EHCP, there will be an annual review of the provision made for the child, which will facilitate an evaluation of the effectiveness of the special provision. The Trust will review the outcomes of the EHCP provision plan targets.

3b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

- 3b.1 The progress of every pupil within the Trust is tracked regularly throughout the year. In addition to this, pupils with SEN may have more frequent assessments of reading age, spelling age, etc. (See individual Academy appendices for more detailed information regarding these assessments.) Using these enables staff to see if pupils are improving their skills in key areas.
- 3b.2 If these assessments do not show that adequate progress is being made, the SEN support plan will be reviewed and adjusted.

3c. The Academy's approach to teaching pupils with SEN

- 3c.1 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. Academies 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 most-frequently encountered forms of SEN. *SEN Code of Practice (2014, 6.37)*.
- 3c.2 Within the Trust, the quality of teaching is judged to be good to outstanding.
- 3c.3 Each academy will follow the mainstream core standards advice developed by their local authority to ensure that our teaching conforms to best practice.

3c.4 In meeting the mainstream core standards, the Academy employs some additional teaching approaches, as advised by internal and external assessments. These may be delivered by additional staff employed through the notional SEN funding provided to the Academy.

3d. How the Academy adapts the curriculum and learning environment for pupils with SEN

3d.1 Within the Trust, academies follow the advice in the mainstream core standards on how to adapt the curriculum and the learning environment for pupils with SEN. They will also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

3e. Additional support for learning that is available to pupils with SEN

3e.1 As part of our budget, each academy received notional SEN funding. This funding is used to ensure that the quality of teaching in the Academy is at least good and that there are sufficient resources to deploy additional or different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different and a full list of the interventions we can offer is given in the appendices attached. In very few cases, a very high level of resources is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs; above this amount, the academy may seek additional High Needs funding from the local authority.

3f. How the Academy enables pupils with SEN to engage in its activities (including physical activities) together with children who do not have SEN

3f.1 All clubs, trips and activities offered to pupils within the Trust are available to pupils with SEN, either with or without an EHCP. Where necessary, the Academy 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 SEN

3g.1 Within the Trust, we understand that an important feature of the Academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching - for instance, personal, social, health and economic (PSHE) teaching, tutor time and Thinking Families - and indirectly via every conversation adults have with pupils throughout the day.

3g.2 For some pupils with the most need for help in this area we also provide access to counsellors, mentor time with members of the senior leadership team, external referral to the Child and Adolescent Mental Health Services (CAHMS), time out for pupils who are upset or agitated, etc This will be dependent on each individual Academy. Please see appendices for more detailed information.

3g.3 Pupils in the early stages of emotional and social development because of their SEN will be supported to enable them to develop and mature appropriately. This will usually require additional or different resources, beyond those required by pupils who do not need this support.

3g.4 Pupils who have difficulty understanding or managing their emotions will be supported to develop their resilience by specialist counsellors from Fegans.

4. The name and contact details of the SEN Co-ordinator (SENCO)

4.1 The names of all SENCOs within the Trust can be found in Appendix C. They are all qualified teachers and have been accredited by the National Award for SEN Co-ordination, have been a SENCO continuously since before 1 September 2009 and are not required to undertake the

National Award for SEN Co-ordination, or are working towards the National Award for SEN Co-ordination.

4.2 All SENCO contact details are available on the Academies' websites.

5. Information on the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

5.1 All teachers and teaching assistants have had awareness training across all areas of SEND. Please refer to individual Academy appendices for more detailed information regarding this training.

5.2 Where a training need is identified beyond this, we will secure a provider who is able to deliver it. Training providers we can approach include Milestone Academy and specialist provisions within their academies, educational psychologists, speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, etc. The cost of training is covered by the notional SEN funding.

6. Information on how equipment and facilities to support children and young people with SEN will be secured

6.1 Where external advisors recommend the use of equipment or facilities which the academy does not have, they will purchase it using the notional SEN funding, or secure it on loan. For highly specialist communication equipment, the Academy will seek the advice of the KCC communication and assistive technology team. Academies may apply for local authority 'high needs funding' where the cost exceeds the national SEN amount.

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

7.1 All parents of pupils attending Trust academies are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report. In addition, each academy will arrange meetings outside these times. As part of our normal 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 SEN. All such provision will be recorded, tracked and evaluated on a provision map, which will be shared with parents three times per year.

7.2 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 pupil will be identified as having SEN 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.

7.3 In addition to this, parents of pupils with an EHCP 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 SEN about, and involving them in, their education

8.1 When a pupil has been identified as having SEN because special educational provision is being made for them, 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 SEN concerning the provision made at the school**
- 9.1 The normal arrangements for the treatment of complaints within the Trust are used for complaints about provision made for SEN. Parents are encouraged to discuss their concerns with the class or subject teacher, SENCO or Head of Pastoral Care. Principals should resolve the issue before a formal complaint is made to the Trust.
- 9.2 If the complaint is not resolved after it has been considered by the Trust, 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.
- 9.3 There are some circumstances, usually for children who have a Statement of SEN or EHCP, in which 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 Academy.
- 10. How the Trust works with other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils**
- 10.1 The Trust currently engages with the following bodies:
- Membership of local forums for access to the specialist teaching and learning service;
 - Educational psychology provision
 - Link to Disabled Children’s Service for support for families of some pupils with high needs;
 - Access to local authority’s service-level agreement with speech and language therapy services / occupational therapy services / physiotherapy services for pupils with requirements for direct therapy or advice for primary schools;
 - Ability to make ad hoc requests for advice from communication and assistive technology team, etc.
- 11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**
- 11.1 A Parent Partnership Service is available in each local authority area provides free, impartial, confidential advice, support and options concerning educational issues for parents who have children with SEND (ages 0-19). They empower parents to play an active, informed role in their child’s education. This is shown through LEA local offer.
- 12. The school’s arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**
- 12.1 Within the Trust, each academy works closely with the educational settings used by the pupils before they transfer, in order to seek the information that will make the transfer as seamless as possible. See individual Academy appendices for more detailed information regarding these arrangements.
- 12.2 Academies also contribute information to a pupil’s onward destination. See individual Academy appendices for more detailed information regarding these arrangements
- 13. Information on where the local authority’s offer is published**
- 13.1 The local authority’s offer is published on the relevant local authority website. Parents without Internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix A: Assessments

Boxall Profile

B Squared Maths Checklist

Dyscalculia Assessment

Emotional Literacy Assessment and Intervention

Graded Word Spelling Test

Group Reading Test (GL Assessment)

Languagelink

NARA - Neale Analysis of Reading Ability

Phonological Assessment Battery 2nd Edition Primary

Ravens Assessment (non-verbal ability)

Speechlink

TAPS – 4 (Phonological Processing, Auditory Memory and Listening Comprehension)

Appendix B: Interventions

Circle of Friends

Counselling from Fegans

Languagelink Resources

Lego Therapy

Lifeboat (Multisensory Dyslexia Resource)

Reading Recovery

Sensory Circuits

Sounds Progress

Appendix C

SENCO Contacts

Bearsted Primary Academy	Rachel Butcher
Cherry Orchard Primary Academy	Julie Forsythe
Dartford Primary Academy	Charlotte Casey
Eastcote Primary Academy	Shannon Hicks
Hartley Primary Academy	Vicki Adams
Horsmonden Primary Academy	Lisa Maynard
Langley Park Primary Academy	Tonianne Wrightson
Molehill Primary Academy	Janine Jones
Oaks Primary Academy	
Paddock Wood Primary Academy	Louise Milligan
Tree Tops Primary Academy	Nicola Bryant & Catherine Wickham
The Halley Academy	Vickie Williamson
Longfield Academy	Deborah Jobson
Marden Primary Academy	
Mascalls Academy	
Milestone Academy	N/A
Snowfields Academy	N/A
Stationers' Crown Woods Academy	Damian March
Strood Academy	Gail Cox
The Leigh Academy	Nita Butler
The Leigh UTC	Carina Lindars
Wilmington Academy	Melanie King
Leigh Academy Blackheath	Rocio Garcia

Stoke Primary Academy	Lucie Wilson
Allhallows Primary Academy	Victoria Butler
Hundred of Hoo Academy	Sonia Sharma
High Halstow Primary Academy	Rachel Heard
Sir Joseph Williamson's Mathematical School	Heidi Dennis