



New Line Learning Academy
Believe and Achieve

**FUTURE SCHOOLS TRUST
SEND POLICY**

September 2017

POLICY DOCUMENT CONTROL SHEET

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Revision log (last 4 changes)

Version	Date	Brief detail of change
01	June 2014	
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Review process prior to ratification:

Name of Committee	Date

Special Educational Needs Policy/SEN Information Report **(including EYFS)**

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.

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 policies:

E-Safety Policy, Behaviour Management Policy, Guidelines for the use of Physical Intervention, Searching, Seeing and Confiscation Policy, Procedures for Managing Allegations Against Staff, Safeguarding Children and Child Protection Policy, Health and Safety Policy, Guidance or Safer Working Practice for Adults who work with Children and Young People, Code of Conduct for Staff (KSCB document), Bullying/Anti-Bullying procedure, Racism/Anti-Racism procedure, Guidance on the Use of Photographic Images, Safer Recruitment Guidelines, Whistle Blowing Policy, School Drug Policy, Intimate Care Guidance, Procedures for Assessing Risk, First Aid and Accident Policies, Safeguarding Disabled Children – Practice Guidance (DOH 2009).

This policy was developed with the SEN Governor, Sarah Doyle (Inclusion Manager) at New Line Learning Academy, Annie Fowler (SENCo) at Cornwallis Academy and Emma Addison (SENCo) at Tiger Primary School, members of teaching/support staff and representatives from the parent body, and will be reviewed annually, to ensure that the document is accurate and appropriate for the academy/school setting. MH, SP, SD, CM, SC, JF, VM

Definition of SEN

A child or young person has a special educational need (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 (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 the school

At Future Schools Trust, we strive to make provision for every kind of high incidence 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.

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

At Future Schools Trust, we monitor all students/pupils throughout the academic year. We also use a range of assessments with all the students/pupils at various points within their education career with us. These may include assessments such as Cognitive Ability Tests, Wellbeing Questionnaires, PASS, SEAL etc.

On occasions some students/pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students/pupils, and in consultation with parents, we will endeavour to use a range assessment tools to determine the cause of the learning difficulty. Such tools may include: Speech Link, Language Link, PIPS, Boxall Profile. At FST we work hard to create strong links with external advisors who are able to use their own assessment tools and expertise when necessary, this can include educational psychologists, speech and language therapists and specialist teaching service.

The purpose of this more detailed assessment would be to understand what additional resources and different approaches may be required to enable the student/pupil to make better progress. Examples of approaches may be differentiation, small group work, need specific resources. Approaches will be shared with parents, put into a detailed provision map and reviewed regularly, and refined or revised if necessary. At this point we will have identified that the student/pupil has a special educational need because the school is making special educational provision for the student/pupil which is additional and different to what is normally available.

If the student/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 student/pupil as having a special educational need. If the student/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 student/pupil are aware of the support to be provided and the teaching approaches to be used.

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

(a) How the school evaluates the effectiveness of its provision for such students/pupils

Each review of the SEN support plan will be informed by the views of the student/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 students/pupils with or without a statement of special educational needs Education, Health and Care Plan there will be an annual review of the provision made for the student/child, which will enable an evaluation of the effectiveness of the special provision.

(b) The school's arrangements for assessing and reviewing the progress of students/pupils with special educational needs

Every student/pupil in the school has their progress tracked throughout the academic year. In addition to this, students/pupils with special educational needs may have more frequent assessments of their abilities. The assessments we use at Future Schools Trust are designed to measure progress linked to rigorous and regular tracking through SIMS. We may also assess students/pupils using Speech and Language Link, Leuven and Kent Steps depending on the areas of need. For students/pupils with special educational needs, we may possibly assess against smaller steps of progress which would be detailed on the provision maps. Using this range of assessment tools, it is possible to identify where students/pupils 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.

(c) The school's approach to teaching students/pupils with special educational needs

High quality teaching, differentiated for individual students/pupils, is the first step in responding to students/pupils who have or may have SEN. The academies/school should regularly and carefully review the quality of teaching for all students/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, which can be found here:

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

These standards take the form of advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the academy/school may employ some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, small group teaching, interventions, use of ICT software learning packages. These can be delivered by additional staff largely employed through the funding provided to the school as 'notional SEN funding'. This funding is used to improve the education and inclusion of all students/pupils who are having difficulties in specific or multiple areas of learning in order to ensure their academic progress. Resources that will help children to make progress can be identified and also bought with this funding.

(d) How the school adapts the curriculum and learning environment for students/pupils with special educational needs

Within Future Schools Trust, we monitor the advice in the Mainstream Core Standards on how to possibly adapt the curriculum and the learning environment for students/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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, efforts have been made to make sure that any future building work is appropriate for all students/pupils and people who will access the building.

(e) Additional support for learning that is available to students/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 students/pupils requiring SEN 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.

(f) 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

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.

(g) Support that is available for improving the emotional and social development of students/pupils with special educational needs

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 with through most 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 with SENCO, anger management groups, Lego therapy, Social Skills groups, external referral to CAHMs, personalised behaviour plans, time-out space for student/pupil to use when upset or agitated.

Students/Pupils in the early stages of emotional and social development because of their special educational needs will be supported to develop and mature appropriately. This may require additional and different resources, beyond that required by students/pupils who do not need this support.

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

New Line Learning Academy:

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

Cornwallis Academy:

The SENCo at Cornwallis Academy is Annie Fowler, who is a qualified teacher and is completing the National Award for SEN Co-ordinator. Annie Fowler is available on (01622) 743152 or annie.fowler@futureschoolstrust.com

Tiger Primary School:

The SENCo at Tiger Primary School is Emma Addison, who is a qualified teacher and is currently undergoing the accreditation for the National Award for SEN Co-ordination. Emma Addison is available on (01622) 745166 or emma.addison@futureschoolstrust.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

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 SEN 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 SEN.

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 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, where appropriate and with the required resources available, 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 students/pupils within the Future Schools Trust are openly invited to discuss the progress of their children by appointment with class teachers and/or SENCO throughout the school year and receive a written report once per year. As part of our normal teaching arrangements, all students/pupils will access some intervention strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student/pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents throughout the year and as required.

If following this, normal provision improvements in progress are not seen, we will contact parents to discuss the possible use of internal or external assessments which we hope 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 students/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 student/pupil has been identified to have special educational needs, the student/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 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 SENCo. 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 Principal 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.

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

The governing body have 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

11. 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>

12. The school's arrangements for supporting students/pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

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 next setting in a safe and confidential manner.

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

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Annie Fowler (Cornwallis SENCo)

Updated by: Sarah Doyle (Inclusion manager)
(Sept 2017)

Approved by: Full Governing Body
Date: