



SEND POLICY

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Section 1 Preface

As a Church of England Academy, we are inclusive of all regardless of creed, colour, race, gender, sexual orientation or ability. We hope to transform the lives of our pupils and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. We must help and enable each pupil to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

This policy should be read in conjunction with the following school policies:

Behaviour for Learning Policy, Single Equalities Policy, Child Protection and Safeguarding Policy, Teaching and Learning Policy, Complaints Policy.

This policy was initially developed with staff, the Governing Body, parents and carers, including parents and carers of children with Special Educational Needs, and will be reviewed annually.

Definition of SEND

(Children's and Families Act 2014) A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEN is the same as the definition of SEN in the Education Act 1996.

2) A child of compulsory school age or a young person has a learning difficulty or disability 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.

3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

The four areas of need are as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (SEND Code of Practice, 2015:97-98)

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’ (*DfE and DoH, SEND Code of Practice*).

1. The categories of Special Educational Need for which provision is made at The Academy

At The John Wallis Academy, we can make provision for frequently occurring Special Educational Need without an Education, Health and Care Plan (EHCP). This includes Dyslexia, Dyspraxia, Speech and Language Needs, Autism Spectrum Condition (ASC) (*see appendix 1*), learning difficulties and emotional/social difficulties. There are also other *specific disabilities and* Special Educational Needs which do not occur as frequently or may be more acute in their presentation or with which the school is less familiar, but we are able to access training and advice so that these needs can be met if at all possible.

The Academy also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of Special Educational Need: Speech and Language Needs, Physical Disability, Attention Deficit and Hyperactivity Disorder (ADHD), Social, Emotional and Mental Health (SEMH) and Autism Spectrum Condition (ASC). Parents can find additional information and guidance about the process of applying for an Education, Health and Care Plan (EHCP) by going to the Local Offer web page: <http://www.kent.gov.uk/education-and-children/special-educational-needs>.

Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority in consultation *with* parents and schools.

The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage children with Special Educational Needs or/and a disability.

2. Identification and Assessment of pupils with SEN

At The John Wallis Church of England Academy, we regularly monitor the progress of all pupils and report to parents three times a year to review their academic progress. We also use a range of assessments with all the pupils and at various points, including spelling and reading ages.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their specific areas of difficulty. These pupils can be flagged to the SEN Team using an Initial SEN Concerns Form (see Appendix 2) For these pupils, and with full parental agreement, we may use a range of additional assessment tools to help determine the provision and support needed to remove barriers to learning. At The John Wallis Church of England Academy, we are experienced in using Comprehensive Testing of Phonological Processing (CTOPP2), Dyslexia screening (DST), Language Link assessments, Dyscalculia screening, Writing, Reading Accuracy Test (WRAT5 testing, DASH) and Boxall profiling.

Where progress is not sufficient, even if a Special Educational Need has not been identified, we put in place extra support to enable the pupil or student to catch up. If parents / carers feel at any time that their child may have a special educational need, the Academy will listen and respond to their concerns appropriately. Parents should contact their child’s class /form tutor or Head of Year initially to alert the Academy to their concerns. Following consultation this may lead to further assessments and monitoring to determine whether their child does or does not have a special educational need.

Concerns about a pupil's progress may be referred to our internal multi-disciplinary meetings (SRM) where we are able to explore the support in place from the perspective of the pastoral, SEND and safeguarding leads in the school who all advise on strategies and possible external support that may be appropriate to meet the pupils needs at that time.

We also have access to external advisors, including an Educational Psychologist and the Specialist Teaching Service (see appendix 2), who use a range of cognitive assessment tools to identify pupil and student strengths, as well as underlying learning needs, to help determine the most appropriate provision and support.

The purpose of these more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil or student to make better progress. These will be shared and discussed with parents, put into a personalised provision plan all of which feed into a whole school provision map (see appendix 1) held centrally on our data system, reviewed regularly, and refined/revised when necessary. At this point we will have identified that the pupil has a Special Educational Need, because the Academy is focused upon securing key educational outcomes for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using the additional and different resources provided, 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 they will not be identified with Special Educational Needs. Any change in identification of SEND will be made in collaboration with parents (see appendix 2).NB. appendix 2 is to be updated to reflect the graduated response

We will ensure that all staff who work with pupils are aware of the outcomes to be achieved, the support to be provided and the teaching approaches to be used. These are all collated centrally as a series of pupil profiles, which include a pen portrait of each pupil, with a number of key strategies which have been identified to help each individual learner.

3. Transition

At The John Wallis Church of England Academy, we work closely within the school, across phases and with external educational settings used by the pupils before they transfer to us in order to seek the information that will make sure that the transfer is as seamless as possible. These include: new parent meetings, planned visits to our school, a 'move up' morning, vulnerable groups transition meetings and afternoons where pupils are taught by their new teacher, visits by the SENCo to the primary schools and nurseries, observations of pupils, meetings between the SEN Co-ordinators, information sharing including pupil data, files and records.

We also contribute information to a pupil's onward destination by providing information to the next setting. This includes the sharing of student files, data and records with their secondary schools, 6th form colleges, universities or employers. These are only ever used with prior consent or permission, and each pupil signs a data release form as part of the JCQ examination regulations. *The JCQ (Joint Council for Qualifications) act as one single voice for the 7 largest examination boards within the country.* The Academy also works with KCC with the Learning Difficulties Assessment team to ensure that some of most vulnerable pupils are transferred successfully to their post-compulsory educational destinations.

4. Provision for Pupils with Special Educational Needs:

4a How The Academy evaluates the effectiveness of its provision for pupils

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

The *SEND Code of Practice (SEND 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 pupils with SEND, there will be a review of the provision made for the pupil, which will enable an evaluation its effectiveness for pupils with EHC Plans, the regular process of annual review allows evaluations of the effectiveness of personalised provision and will involve all members of staff, external agencies, families and the pupil themselves in the collation of evidence and assessment data.

4b Assessing and Reviewing the Progress of Pupils with Special Educational Needs:

Every pupil in the school has their progress tracked across the curriculum regularly through the academic year, In addition to this, pupils with Special Educational Needs may have more frequent assessments of discrete areas of learning such as reading age and spelling age. Using these it will be possible to see if pupil is increasing their level of skills in key areas. If these assessments do not show adequate progress is being made towards achieving the agreed outcomes the provision for the pupil or student will be reviewed and adjusted accordingly.

4c The Academy's 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. The Academy regularly and carefully reviews the quality of teaching for all pupils through a robust system of incremental coaching continuously challenging and improving teachers' capacity to meet the needs of every child in the class regardless of the level or individual needs. . This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN's most frequently encountered - (*SEN Code of Practice - , 2015, 6.37*).

We follow the Mainstream Core Standards advice developed by Kent County Council <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>.

4d Additional support for learning that is available to pupils with Special Educational Needs

The Academy has a large learning support team comprised of 3 SENCo's, specialist teachers, learning mentors and pastoral support staff. The staff work seamlessly as a whole team around the child providing support academically and socially and emotionally.

Most of the support the school provides, is funded through the notional SEN budget. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources within learning support to meet the mainstream core standards . The amount of support required for each pupil to make good progress will be different in each case. In very few cases a much higher level

of resource is required than would ordinarily be expected and sits beyond the 'mainstream core standards' and further funding may be sought to accommodate this.

If additional funding is required, the Academy will seek High Needs Funding (see appendix 1).

4e How The Academy enables pupils with Special Educational Needs to engage in activities of the Academy (including physical activities) together with children who do not have Special Educational Needs

All clubs, trips and activities offered to pupils at The John Wallis Church of England Academy are available to pupils with Special Educational Needs either with or without an EHC plan. Where it is necessary, the Academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

4f Support that is available for improving the emotional and social development of pupils with Special Educational Needs

At The John Wallis Church of England Academy, we understand that an important feature of the school is to enable all pupils and students to develop emotional resilience and social skills, both through direct teaching - for instance PSHE and 'Thrive;' (see appendix 2) and indirectly with every interaction and conversation adults have with students throughout the day.

For some pupils with the most need for help in this area we also can provide the following: - access to mentor time with Learning Mentors, external referral to NELFT (*CYPMHS*), SALT (see appendix 2), time-out space for pupils to use when upset or agitated, as well as access to an Educational Psychologist, a service accessed through a centralized Student Referral Meeting (SRM – see appendix 2) which meets on a *termly* basis to cover the Primary phase and the Secondary phase.

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 and students who do not need this support.

5. The name and contact details of the SEND Co-ordinators

The Academy has a named SENCo in each of the 3 phases in the school.

Mrs K McBeath - Director of Inclusion (SENCo Middle School) kmcbeath@thejohnwallisacademy.org

Miss R Graham – Upper School SENCo

Mrs H Ahmet – Lower School SENCo

6. Information about the expertise and training of staff in relation to pupils with Special Educational Needs and how specialist expertise will be secured.

All staff in The Academy, receive extensive training on differentiation, mainstream core standards, and also about the needs of individual pupils in their classes. These sessions are conducted on a termly basis and form an integral part of whole Academy Professional Learning Programme and attendance at these sessions is mandatory. Staff also receive additional training related to specific pupils from specialist teachers who will deliver input on a range of different learning needs in response to staff demands and to strategic planning by the SENCo

Where a training need is identified beyond this we will find a provider who is able to deliver it.

7. Equipment and Facilities to Support Pupils with Special Educational Needs

Where external advisors recommend the use of equipment or facilities which The John Wallis Academy does not have, we will purchase it using the notional SEN funding, seek it by loan, or approach local specialists to deliver advice or support if at all possible.

8. Arrangements for Consulting Parents of Children with Special Educational Needs about, and involving them in, their education

If by following standard curriculum 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, pupil could be identified as having Special Educational Needs because Special Educational Provision could be being made and then parents will be invited to be involved in the planning and reviews of this provision. On the other hand, it could be a more straightforward case of pupils receiving support in the classroom, either through differentiation of the teacher or with one-to-one Learning Mentor support. Parents will be actively encouraged to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan (EHCP) will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the student. Information will be made accessible for parents.

9. The arrangements for consulting young people with Special Educational Needs about, and involving them in, their education

When a pupil has been identified to require additional long-term help to enable them to achieve the necessary outcomes, 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.

10. 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 at The John Wallis Church of England Academy are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with the class/subject/leader, SENCo, Assistant Principals, Vice Principals and The Principal to resolve the issue before making a formal complaint to the Chair of the Governing Body. The Academy also has a Governor who is responsible specifically for SEN and is very active in representing all aspects of our provision.

If the complaint is not resolved after it has been considered by the SEN Governor, then it is referred to the Chair of Governors for consideration. If it is still unresolved, a disagreement resolution service or mediation service can be contracted. If it continues to remain 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. Further details will be provided for parents/carers on an as-needed basis.

There are some circumstances, usually for children who have an Education, Health or Care (EHCP) 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 Academy.

11. 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 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
- Link to Disabled Children's Service for support to families for 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 pupil or student with requirement for direct therapy or advice.
- Membership of professional networks for SENCo: SENCo forum, Nasen.

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

- Children and Families Act 2014
- SEND Code of Practice 2015
- 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

The contact details of support services for the parents of pupils with Special Educational Needs

IASK (Information, Advice and Support Kent) 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:** 03000 412 412 and **Email:** iask@kent.gov.uk