



# Leigh Academy Paddock Wood

## Special Educational Needs & Disability (SEND) Policy

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief details of change</b>
July 2022	1	SEN policy reviewed by STH and LFI
September 2023	2	SEN policy reviewed by STH and AEA
September 2024	3	SEN policy reviewed by STH and TMO

# 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 school policies; LAT SEND Policy, Behavioural Policy, Equalities Policy, Safeguarding Policy; Complaints Policy; Attendance Policy and the Health and Safety Policy.

This policy was developed with the Principal, representatives from the governing body, the Parent Teacher Association and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then be reviewed annually.

## 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 them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- 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).*

## 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 Academy**

At Leigh Academy Paddock Wood we can make provision for every kind of frequently-occurring special educational need without an Education, Health and Care Plan (EHCP), for instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties, emotional and behavioural difficulties. There are other kinds of special educational needs, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of main-stream pupils with an EHCP with the following kinds of special educational need: speech, language difficulties, visual impairment, global delay, social emotional and mental health difficulties, ADHD and ASD. Decisions on the admission of pupils with EHCP 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**

At Leigh Academy Paddock Wood we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points. These include Year 1 Phonics Screening, Speech Link, Language Link, Spelling age, Reading age and SATs.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support care: Reading interventions, Sensory Circuits, Fizzy Fingers, LEGO-Therapy, Numeracy Interventions, Nurture and Small individual group work.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Leigh Academy Paddock Wood we are experienced in using the following assessment tools including; BPVS, Boxall Profile, COPS and LUCID Rapid. We also have access to external advisors for example; Educational Psychologists, Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT).

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, put into a SEN personalised plan, year group provision map or Record of Outcome and reviewed regularly, and refined / revised if necessary. At this point, we 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 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 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 EHC Plans.**

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

Each review of the SEN personalised 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.

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.

For pupils with an Education, Health and Care Plan,, 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 collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **3b Arrangements for assessing and reviewing the progress of pupils with SEN.**

Every pupil at Leigh Academy Paddock Wood has their progress tracked six times a year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use at Leigh Academy Paddock Wood include; Year 1 Phonics Screening, Speech link and language link, spelling age, reading age and SATs. Using these will make it possible to see if pupils are increasing their level of skills in key areas. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment and the Portage checklist if necessary. This will enable us to track the smaller steps of progress that the child is making.

If these assessments do not show that adequate progress is being made, the SEN personalised plan or year group provision map targets will be reviewed and adjusted.

### **3c The school's approach to teaching pupils with SEN**

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 most-frequently encountered forms of SEN. *SEN Code of Practice (2014, 6.37)*.

At Leigh Academy Paddock Wood, the quality of teaching is judged to be good by Ofsted and the school continues to work closely with Leigh Academy Trust to improve this further.

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

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

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 Academy adapts the curriculum and learning environment for pupils with SEN**

At Leigh Academy Paddock Wood we 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 EHCPs. Leigh Academy Paddock Wood follows the IB Primary Years Programme and incorporate the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning through which children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all children to engage through the learner profile attributes and units of inquiry.

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

As part of our budget, each academy received '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 or 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. 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. The school can apply for Higher Needs Funding from KCC if it is providing resources costing more than £6000 for a child.

### **3f How the school enables pupils with SEN to engage in its activities of the school (including physical activities) together with children who do not have SEN**

All clubs, trips and activities offered to pupils at Leigh Academy Paddock Wood, are available to pupils with special educational needs, either with or without an Education, Health and Care Plan. Where necessary, the school 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**

At Leigh Academy Paddock Wood, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching - for instance PSHE, tutor time and assemblies, as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also provide access to School Health counsellors, mentor time with someone from the Pastoral team, external referral to the Child and Adolescent Mental Health Services (CAMHS), time out for pupils who are upset or agitated, lunch time support group through Project Salus as well as Intensive mentoring through Project Salus. This will be dependent on each individual Academy. Please see appendices for more detailed information.

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.

Pupils who have difficulty understanding or managing their emotions will be supported to develop their resilience by LSA's who have undertaken ELSA training for emotional literacy support.

#### **4 The name and contact details of the**

The Inclusion Lead at Leigh Academy Paddock Wood is **Mrs Sarah Thorne**, who is a qualified teacher and qualified SENCO .

The inclusion Team are available on the following telephone number: **01892 833654** or via email at:

[inclusionsupport@paddockwood.latrust.org.uk](mailto:inclusionsupport@paddockwood.latrust.org.uk)

**Sarah Thorne works Monday - Thursday.**

#### **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.**

Teachers and Learning Support Assistants at Leigh Academy Paddock Wood have completed a range of SEN training. This includes:

- ELSA
- Speech Bubbles
- Speech Link and Language Link
- Lucid Rapid
- Teaching Emotional Literacy: How to support children's behavioural development
- An evidence based approach to supporting and teaching children with Autism
- Attachment Theory and Mental Health. A practical guide for Primary schools
- Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- Speech, Language and Communication needs.
- Autism and Girls.
- Dyslexia Awareness.
- LEGO Therapy
- Drawing and Talking
- Circle of Friends
- Whole school Colourful Semantics training
- Whole School AET training.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include Broomhill bank and Nexus Specialist teachers, Educational Psychologists, Speech and Language therapists, occupational therapists, physiotherapists and nurture groups. 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**

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 on 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 pupils attending Leigh Academy Paddock Wood are invited to discuss the progress of their children on three occasions a year and receive a written report at least once a year. In addition we are happy to 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 provisions will be recorded, tracked and evaluated on a Year Group Provision Map.

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 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 SEN about, and involving them in, their education**

When a pupil has been identified as having 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 SEN concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Leigh Academy Paddock Wood are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, SENCO, Pastoral Lead or Principle, 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 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.**

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A service Level agreement with access to KCC resources
- 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 pupils with requirement for direct therapy or advice.

**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)**

Kent Parent Partnership Service (KPPS) 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. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474

**Minicom:** 0300 333 6484

**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)

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

**12 The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.**

At Leigh Academy Paddock Wood, we work 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. We have a transition programme which includes transition days, visits to pupils' nursery placements and transition meetings between class teacher, parents, nursery staff and the SEND team.

We also contribute information to a pupil's onward destination by providing information to the next setting. We have a transition meeting with all secondary schools our pupils are transferring to.

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

The local authority's offer is published on [www.kent.gov.uk](http://www.kent.gov.uk) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.