

Leybourne SS Peter and Paul CEP Academy
SEN & Disability Policy/SEN Information Report
Issued on 21st January 2024

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body: LGB

Approved:

Next review:

Review Period: 1 year

This policy was approved by the LGB for implementation on the date above and supersedes any previous SEND Policy and Information Report.

1. Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN 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

This policy should be read in conjunction with the following school policies: Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Attendance Policy, Toileting Policy, Admissions Policy, Complaints Policy and Codes of Conduct.

This policy was developed with a representative from the governing body and parents of children with special educational needs and will 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 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 (2015, p 15)*

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 (2015, p16)*

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

At Leybourne SS Peter and Paul CEP Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, 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, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: dyslexia, Developmental Co-ordination Disorder, dyscalculia, autism, anxiety-based school avoidance, moderate learning difficulties, Developmental Language Disorder, Down’s Syndrome, Attention Deficit Hyperactivity Disorder. Decisions on the admission of pupils with an Education, Health and Care plan 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 SEND

At Leybourne SS Peter and Paul CEP Academy we monitor the progress of all pupils three times a year to review their academic progress. We also use a

range of assessments with all the pupils at various points e.g. EYFS Baseline, Year 1 Phonics Screening, Speech Link (Reception), Language Link (Reception and Year 3), reading age tests (Year 5), and CATs (Year 5).

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are 123 Maths, Dynamo Maths, Making Numbers Matter, Little Wandle Phonics Catchup/ SEND programme, SNIP Literacy Programme, Socially Speaking, Zones of Regulation, ELSA, BEAM, Clever Fingers.

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, we will use a range assessment tools to determine the cause of the learning difficulty. At Leybourne SS Peter and Paul CEP Academy we are experienced in using the following assessment tools Dyslexia Portfolio, British Picture Vocabulary Scale, Sandwell Early Numeracy Test, Dynamo Maths Assessment, Detailed Assessment of Speed of Handwriting, Phonological Assessment Battery, York Assessment of Reading for Comprehension. We also have access to external advisors who are able to use the following assessment tools Wide Range Intelligence Test, Beery VMI, Symbol Digit Modalities Test, Wide Range Achievement Test, Test of Word Reading Efficiency, Test of Memory and Learning, Comprehensive Test of Phonological Processing, Gray Oral Reading Test, Wechsler Intelligence Scale for Children, Wechsler Individual Achievement Test. These assessments can be administered by the Educational Psychologist and the Specialist Teacher for Cognition and Learning.

The purpose of this 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 support plan and reviewed regularly, and refined / revised if necessary. At this point we will 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. Parents will be notified if there is a change in identification of SEN.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

4 Information about the school's policies for making provision for 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 pupils

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.

The *SEN 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 an Education, Health and Care Plan there will be an annual review of the provision made for the 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 pupils with special educational needs

Every pupil in the school has their progress tracked three times per 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 Leybourne SS Peter and Paul CEP Academy are listed in Section 2 above. Using these it will be possible to see if 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 pupils with special educational needs

High quality teaching, adapted where necessary, 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 SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Leybourne SS Peter and Paul CEP Academy the quality of teaching is judged to be consistently good.

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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'

d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Leybourne SS Peter and Paul CEP Academy 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 Education, Health and Care Plans.

e additional support for learning that is available to 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 pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. 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 pupils with high needs, and above that amount the Local Authority should provide top up to the school, through what is referred to as High Needs Funding. This funding can be used

to provide additional support for pupils, through the provision of additional staff, training or resources.

f how the school enables 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 clubs, trips and activities offered to pupils at Leybourne SS Peter and Paul CEP Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

g support that is available for improving the emotional and social development of pupils with special educational needs

At Leybourne SS Peter and Paul CEP Academy 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 in PSHE and Worship, and indirectly through every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to ELSA or an external counsellor; external referral to CYPMHS(CAMHS), Dandelion Time or SlideAway; time-out space for pupil to use when upset or agitated. We have a designated Sensory Room and both an indoor and outdoor Nurture Nook to support pupils to regulate, and we are working towards accreditation from Nurture UK as part of the Nurturing Schools' Programme.

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 who do not need this support.

5 The name and contact details of the SEN Co-ordinator (SEND Manager)

The SENCO at Leybourne SS Peter and Paul CEP Academy is Vicky Newington, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Newington is available on 01732 842008 telephone number or via email at office@leybourne.school

6 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

All teachers and teaching assistants have had the following awareness training: Refresher Training on the Mainstream Core Standards has been held in this academic year (across the four areas of need), along with sessions on Nurture and Trauma Informed Practice, ADHD and Managing Behaviour.

In addition the following teachers have received the following enhanced and specialist training

Dyslexia in Depth – Vicky Newington and Katie Lepavoux

Phonics for SEND – Katie Lepavoux, Debbie Brown

Dyscalculia – Naomi Whyman, Katie Lepavoux

Autism and Anxiety – Anya Gibbs

Metacognition, Executive Functioning and Independent Learning – Katie Lepavoux, Naomi Whyman

Supporting Interactions and Engagement in YR – Anya Gibbs

Physical Disability Developmental Co-ordination Difficulties – Donna Brooks

Restorative Approaches – Vicky Newington

Sensory Training – Vicky Newington, Louise Spratt, Kat Glennon

Adverse Childhood Experiences and Trauma – Kerry Miller, Tina Holditch

Emotional Literacy Support Assistant – Vicky Newington, Kerri Miller

Speech Language and Communication Training – Kelly Dale, Vicky Newington, Tracey Mitchell, Naomi Whyman and Katie Lepavoux.

Emotion Coaching – Kerri Miller

Demand Avoidant Profiles – Kelly Dale

Early Bird Plus (Autism) – Vicky Newington

School Mental Health Lead – Tina Holditch

Bereavement Training – Kerri Miller

Autism and Girls _ Vicky Newington

National Nurturing Schools' Programme – Tina Holditch and Vicky Newington

Boxall Profile Training – Tina Holditch, Vicky Newington, Julia McKiernan, Kelly Dale, Becky Mockler, Marie Irvine, Tanuja Pattanshetti, Zoe Ward, Louise Grinstead, Nathalie Siverland-Bishop, Kerri Miller

Nurture Groups – Kerri Miller

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are STLS, Nexus, The

Education People, SlideAway, the Educational Psychologist, speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

7 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 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.

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

All parents of pupils at Leybourne SS Peter and Paul CEP Academy are invited to formally discuss the progress of their children three times a year and receive a written report once per 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 special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

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 a statement of SEN / 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.

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 have 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.

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 Leybourne SS Peter and Paul CEP Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SEND Manager or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body and following the school's complaints procedure.

If the complaint is not resolved after it has been considered by the governing body and Tenax Schools 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.

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.

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

Through school staff, the governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- Arrangement with Educational Psychology service for 2 assessments per year
- 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 with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc

12 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

KENT Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions, and also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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

At Leybourne SS Peter and Paul CEP Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also work closely with colleagues in the Secondary Phase to ensure effective transition to Year 7. For children identified as being vulnerable at secondary transition, access will be arranged to the Specialist Teaching and

Learning Service Secondary Transition programmes (SEMH or C&I). Additional transition visits will also be arranged for those children who benefit from this.

14 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SEND Manager for support to gain the information they require.