

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

About this Policy

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

- 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 document should be read in conjunction with the following policies: The High Weald Academy Behaviour for Learning Policy; The High Weald Teaching and Learning Policy; The High Weald Academy Child Protection Policy; Brook Learning Trust Complaints Procedure and Brook Learning Trust Equality Policy.

Definition of Special Educational Needs or Disability (SEND)

A child or young person is defined as having SEND 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, p15)

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, p 16)

Aim of this Policy

This policy aims to provide parents, teachers and councillors with a clear understanding of The High Weald Academy's provision for Special Educational Needs/Education Health and Care Plans.

This Policy will:

- Define the role of adults at The High Weald Academy involved in SEN teaching
- Outline SEND provision at The High Weald Academy
- Identify and assess the requirements of SEND pupils
- Outline the arrangements for assessing and reviewing the progress of SEND pupils
- Describe the academy's method of teaching SEND pupils
- Show how the school adapts the curriculum for SEND pupils and provides additional support for SEND pupils
- Show how the school helps the SEND pupil engage in activities with non-SEND pupils
- Show how the academy will provide emotional and social support for SEN pupils
- Outline approaches to staff training for SEND pupils
- Explain the use of specialist equipment for SEND pupils
- Outline the arrangements for consulting parents and pupil about SEND provision
- Explain exam Access Arrangements
- Give guidance on the complaints processes
- Demonstrate Academy Council involvement
- Give contact details of support services
- Outline arrangements for transferring between phases of education.

Method of Implementation**1. Define the role of adults at The High Weald Academy involved in SEND teaching**

The SENCO will advise and support the staff and parents to ensure progress is assessed, reviewed and evaluated for pupils with SEN

Teachers will ensure the classwork is appropriately differentiated for the needs of the pupil and maintain a record of pupil progress.

Learning Mentors will provide support in lessons, one to one or small group provision

Subject Leads will provide advice to all of the above and hold to account the individual teacher for the effectiveness of their teaching of SEN pupils

Student Managers will work with teachers and parents to remove any barriers to learning

The Assistant Principal working with the SENCO will produce reports on the effectiveness of SEN, Pupil Premium and 'catch up' provision as affecting SEN pupils

The Executive Principal will assume the responsibility for the SEN provision at The High Weald Academy

The Academy Council will offer support for this policy and challenge on its impact on pupil progress

2. SEND provision at The High Weald Academy and Admission Arrangements

At The High Weald Academy we can make provision for every kind of frequently occurring special educational need without an 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: 'Cognition and Learning', 'Social, Emotional and Mental Health',

'Communication and Interaction' and 'Physical and Sensory Difficulties'. 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. For further information regarding admission arrangements, please see The High Weald Academy Admissions Policy at <http://www.highwealdacademy.kent.sch.uk/policies>

3. Identification and assessment of SEND pupils

At The High Weald Academy we monitor the progress of all pupils twice a year to review their academic progress (Progress Checks). We also use a range of assessments with all the pupils such as bi-annual testing for reading and dyslexia screening for those pupils identified with a potential need.

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 to catch up. Examples of extra support are: subject-based catch up sessions, reading intervention and homework club.

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 of assessment tools to determine the cause of the learning difficulty.

Where a pupil's progress is causing concern, a more detailed assessment is made to understand what additional resources and different approaches are required to enable the pupil to make better progress. 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. 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 pupil are aware of the support to be provided and the teaching approaches to be used.

4. Outline the arrangements for assessing and reviewing the progress of SEND pupils

All teachers will informally assess and review the progress of their SEN students twice-termly, using mid-term and end of term assessments. Students with an EHCP will have their Provision Plan reviewed three times a year.

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

For pupils with an EHCP their Provision 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 or without an Education, Health and Care Plan there will be ongoing reviews of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

Every pupil in the school has their progress tracked twice per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading ability and other skills which are required for learning. 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 level of support will be reviewed and adjusted.

6. How the school adapts the curriculum and teaching methods for SEND pupils

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 SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In addition to our curriculum, which covers national curriculum requirements, The High Weald Academy provides some additional teaching approaches e.g. one to one tutoring, mentoring, small group teaching and the use of ICT software learning packages. These are delivered by our HLTAs and Learning Mentors.

7. How the school adapts the curriculum for SEND pupils

At The High Weald Academy we 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Academy Council will monitor the school's accessibility planning.

8. Additional support for SEND pupils

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is at least '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. 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 the High Needs Funding system).

9. How the school helps the SEND pupil engage in activities with non-SEN pupils

All clubs, trips and activities offered to pupils at The High Weald 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.

10. Support available for improving the emotional and social development of pupils with special educational needs

At The High Weald Academy an important feature is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following: access to a counsellor, mentor time with member of senior leadership team, external referral to CAMHS, time-out space for pupil to use when upset or agitated and student manager support plans.

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.

SEN Co-ordinator

The SENCO at The High Weald Academy will always be a qualified teacher who has been accredited, or undertaking accreditation, for the National Award for SEN Co-ordination.

11. Staff Training

All teachers and teaching assistants have had training delivered in processing information, dyslexic friendly techniques and strategies for engaging pupils with ASD. Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.

12. Use of specialist equipment

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 or special grant.

13. The arrangements for consulting parents of children with special educational needs

All parents of pupils at The High Weald Academy are invited to discuss the progress of their children at various times of the year and receive two progress checks during an academic year and two formal parents' meetings. 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.

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.

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.

14. Exam Access Arrangements

Exam access arrangements will be organised for any pupil who is identified by teaching staff as needing additional support within the guidelines of JCQ and exam boards to help the pupil access the exam.

15. Complaints procedure

The normal arrangements for the treatment of complaints at The High Weald Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with subject teacher in the first instance, SENCO, Cluster Leader, Assistant Principal and Head of School to resolve the issue before making the complaint formal to the Chair of the Academy Council.

If the complaint is not resolved the Brook Learning Trust complaints procedure will be invoked.

16. How the Academy Council involves other bodies

The Academy Council has engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with a requirement for direct therapy or advice

17. Contact details of support 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

Email: kentparentpartnershipservice@kent.gov.uk

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

18. Transferring between phases of education

At The High Weald 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 in a seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

19. Monitoring of this Policy

This policy will be monitored by the SENCO, reporting to the Head of School, with emphasis upon:

1. The progress in reading ages
2. The effectiveness of closing the gap on GCSE results
3. Attendance

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the Academy Council in December

This review by SLT December 2020

Summary of amendments Minor updates in red made by Lisa Barker, Head of School,
to this iteration: and Clare Sculley, SENCo

Ratified by Academy Council January 2021

Next review December 2021