



Special Educational Needs Policy incorporating Special Needs Information Report

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This policy has been developed with input from staff, governors, parents (including parents of children with special educational needs) and pupils and it draws upon Kent County Council and Northamptonshire County Council recommended policies. The policy will be reviewed annually.

1. Legislative compliance

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
Statutory Guidance on Supporting Pupils at school with medical conditions April 2014

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

Behaviour Policy, Equality Policy and Targets, Safeguarding Policy, Homework Policy, Complaints Policy, Admissions Policy and the Academy Accessibility Plan

2. Definition of SEN taken from The SEN Code of Practice

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 (2014, p 4)*

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)*

The definition of support can be subjective and we follow the following guidance from KCC when working with pupils with a SEND:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

"Each and every educational setting should make provision for a CYP as and when they require it, irrespective of their Special Education Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support; it should be normal practice in schools."

This policy provides a framework for the identification of and provision for children with Special Educational Needs and aims to ensure that the potential of every pupil is maximised, to enable equality of access to the curriculum in an environment where every child is valued and respected.

3. Vision Statement

Through an extraordinary learning journey, we empower our community with the wisdom, knowledge, skills and confidence to flourish in God's world.

As a result of our Christian foundation, St. Mary's provides an environment of high expectations and compassionate leadership. Children are challenged and empowered to be aspirational and succeed. We have an ethic of excellence in all that we do and a high commitment for the academic and spiritual development of every child and a sense of responsibility to the wider world.

There are many Christian values modelled in our school and our community. Working with our pupils, staff, governors and local church, we have identified the key values which define the Christian character of our school. These are; Friendship, Compassion, Service, Forgiveness and Thankfulness.

St Mary's, as a church founded academy, promotes the Christian character of the school through all areas of its work from curriculum design through to school leadership. The mission that motivated our founders still burns brightly and staff, governors and pupils work together to ensure our values underpin everything we do. Our school motto of Believe, Enjoy, Strive and Succeed is also built on biblical teaching and ensures these values lead to an aspirational school and create a stimulating environment where everyone flourishes.

4. Inclusion Statement

- We are committed to inclusion and equality and we strive to provide a learning environment in which all children are able to achieve to their full capacity.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the Academy curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. (see Academy EAL policy).
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

5. Aims and Objectives of this Policy

The aims of our policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To ensure early identification of all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development by:

- (a) Gathering information from parents, education, health and care services and early years settings prior to the child's entry to the Academy.
 - (b) Monitoring the progress of all pupils in order to aid the identification of pupils with SEN.
- To make appropriate provision to overcome all barriers to learning, meeting individual needs through a wide range of provision. Provision will be carefully mapped and progress monitored to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
 - To ensure a high level of staff expertise to meet pupil need through appropriately targeted continuous professional development.
 - To attain high levels of participation and satisfaction from pupils, parents and carers.
 - To create an Academy environment where pupils can contribute to their own learning.
 - To work in a cooperative and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.' (National Curriculum 2000).

6. Roles and Responsibilities

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers have a responsibility for maximizing achievement and opportunity of vulnerable learners. Every teacher in our Academy is a teacher of every child including those with SEN. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

All members of the Academy community work towards the Academy's aims by:

- Following Academy procedures for identification, assessment and provision of children with special or additional educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The Principal has strategic responsibility for overseeing the provision for and progress of children with special/additional needs and keeping the governing body informed.

The Principal will work closely with the Inclusion Leader and the SEN Co-ordinator (SENCo), with whom regular meetings are scheduled.

The Governing Body has ultimate responsibility for this policy and its successful implementation and has an appointed governor who takes a particular interest in and monitors the Academy's work on behalf of the children with special needs.

7. Co-ordinating and Managing Provision

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day to day operation of this policy in the following ways:

- maintenance and analysis of class provision map for vulnerable learners
- keeping an up to date list of pupils with special educational needs – those in receipt of additional SEN support from the Academy's budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from Academy's budget), that a pupil may have a special educational need which will require significant support,

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at each assessment point with all class teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur)
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress
- attending area SENCO network meetings and training as appropriate
- liaising with the Academy's Special Needs Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.
- observing children – ensuring pupil voice is heard and this informs practice.

The SENCO is Mrs. Jessamy Ramsden, who is available on 01303 251390 or email at office@st-marys-folkestone.kent.sch.uk

8. Admission Arrangements

Please refer to our Admissions Policy published on our website.

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010 and do not discriminate against or disadvantage disabled children or those with special educational needs.

9. The Kinds of Special Educational Need for which Provision is made at the Academy

The severity of the additional or special needs can vary from the relatively mild, requiring a degree of non specialised (often temporary) additional support from the class teacher and support staff to a complex and severe range of needs, requiring a great deal of specialised support from the teacher and support staff, perhaps with modification to the building or the requirement for specialised resources.

The latest Code of Practice does not assume that there are rigid categories of SEN. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These four broad areas give an overview of the range of needs that should be planned for but in practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- **Social, Emotional and Mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Physical and Sensory**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

At St Mary's, we can make provision for every kind of frequently occurring special educational need not subject to an Education, Health and Care plan. There are other kinds of special need which do not occur as frequently and with which the Academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The Academy also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

Autism Spectrum Condition
Attention Deficit Hyperactivity Disorder
Moderate/Severe Learning Difficulties
Social, Emotional and Mental Health (SEMH)
Physical Disability

The following conditions are **NOT** special educational needs but may impact on progress and attainment and are addressed and provided for by the Academy but are not within the scope of this policy:

- Disability - not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under Disability Equality Legislation (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation (see Academy Equality policy and Equality information and Accessibility plan)
- Attendance and Punctuality
- Health and Welfare
- EAL (see Academy EAL policy)
- Being in receipt of Pupil Premium Grant (see Academy Pupil Premium report and plan)
- Being a Looked After Child (see Academy Looked After Children Policy)
- Being a child of Serviceman/woman (There are currently no children of servicemen or women at St Mary's)

Nevertheless, pupils in all of these categories may also have special needs. In particular, we recognise that pupils who are looked after in local authority care may have additional needs due to attachment issues, early neglect, separation and loss. Trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal social and emotional development.

10. Identification, Assessment and Provision for Pupils with SEN

At St Mary's, 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 the pupils at various points, for example: phonics screening; speech link; language link; reading age assessments; maths single level tests, QCA tests at end of each year and regular extended writing assessments. We also use social, emotional, behavioural checklists including the Leuven well-being and involvement assessments and the boxall profile which is used as a measure of children's well-being and attitude to learning.

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: Read, Write Inc., one to one interventions in Key Stage 1, Fresh Start Phonics for KS2, small group tuition, daily one to one reading, Language enrichment group, Pixl, Social Communication group, Fine and gross motor skills, Pre-teaching and out of school hours 1:1 or 1:2 tuition. Additional scaffolding in class may also be needed. This information is recorded on class Provision Maps.

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 St Mary's we are experienced in using the following assessment tools: Lucid Cops (identifies cognitive and learning difficulties), Speech and Language link, Dyslexia screening and the Boxall Profile.

We also have access to external advisors who are able to identify dyslexia, dyspraxia, dyscalculia, speech and language difficulties, ASD and ADHD.

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 personalised plan and reviewed regularly, and refined / revised as 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. Our support thus consists of a four-part process:

Assess – this involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peer and national data as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will be reviewed regularly to ensure that support and intervention is matched to need, barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. External support staff may be contacted if this is felt to be appropriate following discussion and agreement with parents.

Plan - planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement will be sought where appropriate to reinforce or contribute to progress at home.

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

Do – the class teacher remains responsible for working with the pupil on a day to day basis, They will retain responsibility even when the interventions in place involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and other specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils’ strengths and weakness, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review – reviews of a pupil’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress and development, making any necessary amendments in consultation with parents and the pupil.

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 made, parents will be notified

11. Additional SEN Support

As part of our budget, we receive ‘notional SEN funding’. This is used to ensure that the quality of teaching is good in the Academy 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.

A very small number of the pupils on the SEN list may require additional High Needs funding for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the Academy can evidence that more than £6,000.00 above the Age Weighted Pupil Unit has, or will need to be spent on a pupil within any one financial year, in order to meet his or her special educational needs, the Local Authority may provide top up funding to the school.

In addition, the school can request further specialized assessments from the services of STLS (specialist teaching and learning services) via the LIFT (Local Inclusion Forum Team) process.

On very rare occasions where a pupil has significant, severe and long term sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Following Statutory Assessment, an EHC plan will be provided by the Local Authority if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The Academy and the pupil's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC plan and may appeal against the school named in the plan if it differs from their preferred choice. Once the EHC plan has been completed and agreed it will be kept as part of the pupil's formal record.

Pupils with an Education, Health and Care Plan will have access to all arrangements for pupils on the SEN list and in addition to this will have an annual review of their statement/ plan so that provision may be evaluated and where appropriate for changes to be put in place.

Our Academy complies with all local arrangements and procedures where applying for high needs block funding and an Education Health and Care plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our budget at an earlier stage. Our review procedures comply with those recommended in the current code of practice.

12. Evaluating the Effectiveness of Provision of Pupils with Special Educational Needs with or without EHC Plans

Each review of the 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 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 an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision made for each child. The collation of all these annual review evaluations of effectiveness will be reported to the governing body.

Every pupil in the Academy has their progress and attainment tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. 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 Personalised Plan will be reviewed and adjusted.

Governors receive regular reports on the implementation of the Academy's policy and on the progress made by SEN pupils.

13. 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. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy regularly and carefully reviews 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.

We follow 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 and Pixl. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'.

Where appropriate, St Mary's will also use the expertise within the school to lead a Cognition and Learning Group. This bespoke provision is designed around the needs of pupils who have sustained difficulties in accessing the mainstream classroom which is beginning to have a negative impact on their well-being and self-esteem. It is part of our provision for children with special educational needs. These children may have an Education Health Care Plan (previously known as a statement) or be working at a significantly lower level than their peers. Our Cognition and Learning Group provides a space, with a range of tailored resources, to ensure that these pupils are able to maximise their learning potential through individualised support.

14. How the Academy Adapts the Curriculum and Learning Environment for Pupils with Special Educational Needs

At St Mary's, 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility planning:

Staff are given appropriate training in areas of SEND such as dyslexia training on identification and implementing improved practice and training on ASD, Attachment Disorder, ADHD and other areas. Resources are also sought to remove barriers to learning such as; writing slopes, writing overlays, pencil grips and attention management tools. Our building has ramps and a lift and allows wheelchair access throughout. Further staff CPD runs as identified with a particular focus on implementing the mainstream core standards for all learners (see Academy Accessibility plan).

15. Supporting Disabled Pupils and Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010 (see Academy Equality information, Equality policy and our Accessibility plan insert links). Some pupils may also have Special Educational Needs and may have a statement or an Education, Health and Care Plan which brings together health and social care needs as well as their special educational needs provision and the SEND code of practice 2014 is followed.

Our Policy for supporting pupils at school with medical conditions may be found on our website.

16. Enabling Pupils with Special Educational Needs to Engage in Activities of the Academy (including physical activities) together with Pupils who do not have Special Educational Needs

All clubs, trips and activities offered to pupils at St Mary's are available to pupils with special educational needs either with or without a statement of special educational needs/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.

17. Support for Improving the Emotional and Social Development of Pupils with Special Educational Needs

We recognise that an important feature of the Academy is to enable all pupils to develop emotional resilience and social skills both through direct teaching for instance through PSHE, assertive mentoring and in nurture groups and indirectly with every conversation adults have with pupils throughout the day. For some pupils, we can also provide the following: access to counsellor, mentor time with member of senior leadership team, external referral to CHYPMHS (previously known as CAMHS) and time out space for pupil to use when upset or agitated.

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.

18. Prevention of Bullying of Children with Special Educational Needs or Disability

We have a strong Anti-Bullying policy and Behaviour policy that can be found on our website. The Academy recognises that bullying has an adverse effect on mental health, achievement and self-esteem, and can be a distressing experience for the child concerned and their families. Bullying of children with disabilities or SEN can take

overt forms of physical and verbal abuse. It is also important to note that, although it is usually assumed that behaviour must be repeated or persistent, Government guidance makes it clear that a "one-off" incident can still be dealt with as bullying, particularly if the victim is clearly targeted because of a disability.

Staff working at St Mary's are aware that the bullying of children with disabilities and SEN can take specific forms not experienced by other children and can be made more difficult to spot where children with developmental conditions, such as autism, may not recognise they are being bullied.

Some children will also need extra support in their preferred method of communication if they are to be able to relate their experience of bullying to adults.

19. Expertise and Training of Staff in Relation to Pupils with Special Educational Needs and how Specialist Expertise will be Secured

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation.

If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the Academy improvement plan and annual schedule of continuous awareness training in ASD and dyslexia.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the Academy from the open market. Training providers we can approach are Supporting Terracing and Learning in Schools, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapist, Dyslexia Specialists etc. The cost of training is covered by the notional SEN funding. Service level agreements, where appropriate and quality assurance criteria will be put in place at the point of commissioning and the Principal and Senior Leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our Academy will, wherever possible, join with other schools in joint commissioning and quality assurance.

20. How Equipment and Facilities to Support Pupils with Special Educational Needs will be Secured

Where external advisors recommend the use of equipment or facilities which the Academy 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.

21. Consulting with Parents of Pupils with Special Needs and Involving them in their Child's Education

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

22. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets

23. Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

24. Complaints

The normal arrangements for the treatment of complaints at St Mary's are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Principal 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 a Statement of SEN 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.

25. Working in Partnership with Other Agencies, 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 Academy values shared communication with other professionals and seeks to support pupils and their families through exchange of information via recognised access points.

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Educational Psychology 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 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.

26. Links with Other Schools

The Academy works with other schools in the Folkestone Ethos School Improvement Company. These are St Peter's C.E. Primary, St. Eanswythe's C.E. Primary, Christ Church C.E. Academy, Selsted C.E. Primary. It also works with the Beacon Special School. This enables St. Mary's to build a bank of joint resources and share advice, training and development activities and expertise.

27. Contact Details of Support Services for Parents of 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>

28. Information on where Kent County Council's Local Offer is Published

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available, both to those families in Kent that have an Education Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND local offer includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

www.kent.gov.uk

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy and information report will be reviewed annually.