



Copperfield
Academy

SEND POLICY
September 2020

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, D of E 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 – Accessibility Policy and Plan, Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy and Exclusion Policy.

This policy 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 (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)

The kinds of special educational need for which provision is made at the school at Copperfield 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, Asperger's syndrome, 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 may 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: visual and physical impairment, ASD and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. These are then posed to the Head teacher to make a decision if their needs can be fully met at Copperfield Academy. Every endeavour is made to try and accommodate needs where possible. The admission arrangements for pupils without a statement of special educational needs / 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

We monitor the progress of all pupils 6 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, end of KS1 and KS2 national testing. 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. Some examples of extra support are interventions such as additional teaching (pre and post), toe-by-toe, DIY dyslexia, rapid reading or writing, mentor support or screening by the speech and language team. 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. At Copperfield Academy we are experienced in using the following assessment tools such as Language Link, Speech Link, Lucid tests and dyslexia screening. Other types of screening tests are used if needed and sometimes the Specialist Teaching Service is asked to support with testing. 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 SEND provision 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. When any change in identification of SEND 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.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

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

Each review of the SEND 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 (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 rates 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b 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 6 times per year. In addition to this, pupils with special educational needs may have more frequent assessments where needed. At Copperfield Academy we use the REAch2 milestones as well as *P-Scales where appropriate (*as a guide only). In addition to the *P Scales we break these down in to smaller steps using the PIVAT document that is related to the new National Curriculum. 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 SEND provision plan will be reviewed and adjusted.

3c the school'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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We 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 SEND most frequently encountered SEN Code of Practice (2014, 6.37)

We follow the Mainstream Core Standards – see link

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

This document is 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 learning or behaviour support / 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 SEND funding’. Where additional funding is required we apply for High Needs Funding (Reception to Year 6) and SENIF funding (Nursery). The decision on whether the application is agreed or denied is down to SEN North Kent department.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs?

At Copperfield 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 statements of special educational needs / Education, Health and Care Plans.

3e 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 SEND 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 (High Needs Funding).

At Copperfield Academy High Needs Funding is used to provide timetabled support that varies from being 1:1 (this support is rarely agreed by Kent) to working in smaller groups (e.g. a Nurture group – this is not a separate unit, it is one that has been made to meet the needs of the children who currently attend Copperfield Academy and children cannot be referred in to it). Where children are a part of the integrated mainstream Special Resource Provision (for physically disabled children) and ESTA (for visually impaired pupils) money is allocated straight from Kent and an application for High Needs Funding is not permitted.

3f 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 Copperfield 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.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Copperfield 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 PSHE or assemblies, 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 also can provide the following: access to a counsellor, mentor time, external referral to CAHMs through the School Nurse, time-out space to use when upset or agitated, use of the sensory room etc.

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.

4 The name and contact details of the SEND Co-ordinator The Inclusion Manager at Copperfield Academy is Mr Alistair Kiff, Deputy Head (Inclusion) who can be contacted on 01474 352 488.

5 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 training: Safeguarding, speech and language support / resources, outstanding teaching, phonics, effective use of the Teaching Assistant. In addition, the following adults have received the following enhanced and specialist training:

- Colette Jeal- Speech and Language/BEAM/Lego/Clever Fingers and Sensory Circuits
- Rita Shuman- Speech and Language (KS2)
- Denise Elliot- Thrive Practitioner, Nurture Room specialist; Play therapy, behaviour and mediation specialist
- Kelly Curtis, David Easton, Peter Longe & Natasha Stonge– Braille
- Tina Lucas- Phonics and Reading Manager

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, Ifield School (SMILE centre), Educational Psychologist Service, Speech and language therapist, Specialist Teaching Service,

occupational therapists and physiotherapists. The cost of training is covered by the notional SEN funding.

6 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.

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

All parents of pupils at Copperfield Academy are invited to discuss the progress of their children 3 times a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements (quality first teaching), 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 a year. If following this quality first teaching 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 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.

9 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 Copperfield Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO to resolve the issue before making the complaint formal to the Chair of the governing body.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Educational Psychologist Service / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

11 The contact details of support services for the 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>

12 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 Copperfield 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 contribute information to a pupils' onward destination by providing information to the next setting. When transitioning between classes or phases in school, transition meetings are held between teachers to explain children's SEND needs as well as adapted versions of the school transition – eg further opportunities to visit the classroom, 1:1 time with the teacher, meet new support staff, transition books to read at home during the breaks.

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

The local authority's local offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO or Family Liaison Officer for support to gain the information they require.

Next review: September 2021