

# The Canterbury Academy Trust

## Schools for all the Talents



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Additional notes	<p>Mr C May is the SENCO and Miss C Jones is the assistant SENCO at The Canterbury Primary School</p> <p>Mrs S Moulston Porte is the SENCo at The Canterbury Academy secondary phase</p> <p>Mrs E Vinn is the SENCo for Post 16</p> <p>Ms M Devine is the SENCo for off-site provision</p>
Number of pages	7

# The Canterbury Academy Trust

## SEN & D Policy

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy & Complaints Policy.

### **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 ‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

### **1 The kinds of special educational need for which provision is made across the academy trust**

At The Canterbury Academy Trust we can make provision for every kind of frequently occurring special educational need without a statement of 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 trust is less familiar, but we can access training and advice so that these kinds of needs can be met.

The Trust also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational need: Speech and Language, ASD, Behaviour Emotional and Social difficulties. Decisions on the admission of students with a statement of Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students 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.

The academy trust has Specialist Resourced Provision in the Secondary school, for learners that have an Education Health and Care plan, with Speech Language and Communication as their primary need. In April 2016, the Primary school opened a Specialist Resourced Provision, for learners who have Autistic Spectrum Disorder identified as their primary need. The provision at the primary supports children in mainstream education that have a diagnosis of ASD. The provision at the secondary is to support children in mainstream education that have a diagnosis of SLCN. Admission for either Special Resources Provision will require an Education Health and Care Plan with the identified need as the first priority. This application is made via Kent County Council.

### 2 Information about the policy for identification and assessment of students with SEN

At the Canterbury Primary School Better Reading Partnership and a bespoke maths intervention programme are used to accelerate learning. At The Canterbury Academy secondary phase, we monitor the progress of all students three times a year to review their academic progress. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. For example, some of the programmes we use are: Sounds Write, Read-On, Lexia, Write-On, inference, numeracy support, dyslexia & precision teaching.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At The Canterbury Academy we are experienced in using the following assessment tools Language for Learning, Secondary Language Link, Strengths and Difficulties Questionnaire, Belonging scale. We work alongside an educational psychologist who can assess & support learners with persistent difficulties.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student 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 student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student 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 student as having a special educational need. If the student 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 student 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 students with special educational needs whether or not they have EHC Plans, including

#### 3a How the trust evaluates the effectiveness of its provision for such students

Each review of the SEN support plan will be informed by the views of the student, 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 students 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. The collation of all annual review evaluations of effectiveness are reported through the SRBP steering group meetings

#### 3b The Trust's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the trust has their progress tracked three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

#### 3c The trust's approach to teaching students with special educational needs

High quality teaching, and application of the mainstream core standards to support differentiation for individual students, is the first step in responding to students 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 students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*.

We follow the Mainstream Core Standards <http://www.kelsi.org.uk/> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the trust 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.

### 3d How the trust adapts the curriculum and learning environment for students with special educational needs

At The Canterbury Academy Trust we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students 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.

### 3e Additional support for learning that is available to students 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 students requiring SEN support. The amount of support required for each student 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 students with high needs, and above that amount the Local Authority should provide top up to the school.

### 3f How the trust enables students with special educational needs to engage in activities of the trust (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at The Canterbury Academy Trust are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the trust will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

### 3g Support that is available for improving the emotional and social development of students with special educational needs

At The Canterbury Academy Trust we understand that an important feature of the trust is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance in mentor time and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following e.g. emotional literacy programmes, access to counsellor, access to the ethos and engagement team, external referral to CAMHs, time-out space for student to use when upset or agitated etc.

Students 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 students who do not need this support.

## 4 The name and contact details of the SEN Co-ordinator

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**Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community**

The Trust SENCo of The Canterbury Academy is Mrs Victoria Butler, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Victoria Butler is available on 01227 463971 or [vbutler@canterbury.kent.sch.uk](mailto:vbutler@canterbury.kent.sch.uk)

The SENCo at The Canterbury Academy for post 16 is Mrs E Vinn who can be contacted on 01227 463971 or [evinn@canterbury.kent.sch.uk](mailto:evinn@canterbury.kent.sch.uk)

The SENCo at The Canterbury Academy secondary phase is Mrs Samantha Moulson-Porte who can be contacted on 01227 463971 or [smoulson-porte@canterbury.kent.sch.uk](mailto:smoulson-porte@canterbury.kent.sch.uk)

The SENCo for off-site provision is Ms Melissa Devine who can be contacted on 01227 463971 and [mdevine@canterbury.kent.sch.uk](mailto:mdevine@canterbury.kent.sch.uk)

The SENCo at The Canterbury Primary School is Mr Craig May who can be contacted on 01227 462883 or [cmay@canterbury.kent.sch.uk](mailto:cmay@canterbury.kent.sch.uk)

The Assistant SENCo at The Canterbury Primary School is Miss Catherine Jones who can be contacted on 01227 462883 or [cjones@canterbury.kent.sch.uk](mailto:cjones@canterbury.kent.sch.uk)

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 St. Nicholas Special School, educational psychologist, speech and language therapist, occupational therapists, & dyslexic specialist.

#### 5 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 trust does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the trust 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 primary students receive a written report in June. Members of staff are available to discuss concerns and progress of their child on a daily basis. All parents of secondary students are invited to discuss the progress of their children on two occasions a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students 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 student 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 student 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 students 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 student. 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 student has been identified to have special educational needs because special educational provision is being made for him or her, the student 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 Board of Directors relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Canterbury Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with subject teacher, SENCO or Head of School, or the Trust Executive Principal to resolve the issue before making the complaint formal to the Chair of the Board of Directors.

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 school.

#### 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 students with special educational needs and in supporting the families of such students

The governing body have 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 student 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., NASEN

11 The contact details of support services for the parents of students 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 Monday to Friday 9am – 5pm

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

Address: Shepway Centre, Oxford Road, Maidstone, Kent ME15 8AW

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

12 The Trust's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Canterbury Academy Trust we work closely with the educational settings used by the students 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 students' onward destination by providing information to the next setting.

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 for support to gain the information they require.