

# Viking Academy Trust



## SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

**Chilton Primary School**

The VIKING ACADEMY TRUST 'SEND Policy' has been written after consultation with staff and following DfE & KCC SEND guidance.

**Approved by the Trust: Term 5 2017**

**Reviewed biennially: Term 4**

**Last review date: Term 4 2018**

**Signed:**

A handwritten signature in black ink, appearing to be 'A. M. J.', is written over the signature line.

**Chair of Trust**

# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

## Viking Academy Trust

### Schools in the Viking Academy Trust (VAT)

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This 'SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY' is for the **CHILTON PRIMARY SCHOOL**.

This policy should be read in conjunction with the following Viking Academy Trust / Chilton Primary School policies:

- Accessibility Policy;
- Admissions Policy and
- Behaviour/Discipline Policy;
- Child Protection Policy;
- Complaints Policy;
- Equalities Policy;
- Teaching and Learning Policy;
- Home Learning Policy

This policy has also been written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- The School Information (England) (Amendment) Regulations 2012 - SI 2012 1124
- The School Information (England) (Amendment) Regulations 2013 -SI 2013 758

The VAT believes that every teacher is a teacher of every child, including those with Special Educational Needs. This policy is produced with the aim of all pupils to be fully

included throughout all areas of the trust. We aim to raise the aspirations and expectations of all pupils.

This policy was produced through guidance from key legislation. The policy was then reviewed by the trusts staff, who were able to validate the policy is a true reflection on their classroom practice and school expectations. All parents were invited to a consultation of the policy. Parents, who took part in this consultation, viewed the policy and gave feedback. This resulted in adjustments being made accordingly. Finally, the policy was reviewed and approved by the trustees.

### **Policy Objectives:**

- To ensure a consistent, whole trust approach
- To ensure needs are identified as early as possible and necessary support is provided
- To encourage children to develop confidence and self esteem
- To allow pupils with special educational needs to join in the activities of the trust schools with pupils who do not have special educational needs.
- To raise expectations and achievement
- To ensure all staff have appropriate understanding to meet the needs of the children

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 Institutions SEN Code of Practice (2015, p 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 Viking Academy Trust will have regard to the Special Educational Needs Code of Practice and other relevant legislation when carrying out its duties, identifying pupils with additional educational needs and in removing barriers to learning.

## **Identification, Assessment and Monitoring of Provision**

At the heart of each school in trust there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. When a child is not making significant rates of progress within their ability, they will receive appropriate additional support.

Each school within the trust will assess each child's levels on entry to ensure they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified additional educational need, this information may be transferred to the school within the trust and the schools SENCO and the child's class teacher will use this information to plan the next steps of the child's learning. The school will work with parents in supporting this.

All pupils are screened (by a games based interactive computer assessment program that lasts approximately 15 minutes) and supported through the Speech Link and Language Link program on entry to the school. For pupils that are identified as having some difficulties in speech and/or language, additional support will be given and parents will be encouraged to work alongside the school in supporting this area of difficulty.

### **Assess, Plan, Do and Review**

All pupils will continue to be monitored throughout their time within the trust and support will be provided, as appropriate, to address any barriers in achieving expected progress.

Each school will record the steps taken to meet the needs of individual children. The Trust-wide SENCO will have responsibility for ensuring that the records are kept and available as needed.

In the SEN Code of practice (2014), there are clear guidelines on the expectations on the type of action that should be taken if a special educational need is identified. These actions form part of a continuous cycle where decisions and actions can be revisited, refined and revised with growing understanding of the pupils' needs and what is required for the pupil to make good progress and secure good progress. This cycle is already part of the ongoing support we provide for all pupils at our schools through our assessment procedures. Each school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. This is outlined through the trusts Teaching and Learning policy.

### **Working with outside agency**

The VAT will seek advice, guidance and training from outside agencies as appropriate. Agencies that work closely with the trusts schools include speech and language therapy, Child and Mental Health services, School nursing team and specialist teaching services.

It may be necessary for schools within the trust to seek specialist advice regarding an individual child's difficulty. When seeking support from an outside agency, parental involvement is vital and consent from parent will be sought when a referral is made. Pupil's views will also play a vital role when working with outside agencies.

In some situations, a referral direct to the service may be necessary, such as community pediatricians. In other situations, it may be that advice from a variety of professionals may be sought and this will take place through the Local Inclusion Forum Team or Early Intervention Support Service.

Regular meetings and reviews with all outside agencies will take place. Parents and pupils (when appropriate) will be invited to participate.

## **Provision Maps**

Class teachers within each school use provision maps to track the additional support they put in place to address when a pupil is making less than expected progress. These maps are shared with the Trust-wide SENCO and leadership team three times a year at pupil progress meetings and recommendations for further support are discussed if necessary. If a pupil continues to require additional support and their learning is not progressing, the SENCO will work with the class teacher and parent to address this. The decision will then be made, with parental involvement, to seek additional support and advice in supporting the pupil's learning and the child will be identified as SEN and placed on the school SEN register.

Class provision maps will outline wave 1 (high quality teaching approaches applied in the classroom), wave 2 (small group support inside or out of the classroom) and wave 3 intervention (independent focused support).

A pupil that is identified as SEN, has a statement of need or an Education Health and Care plan will have a personal provision map and this will be shared with a parent at every meeting, at least three times a year.

## **School SEN Register**

A child that has been identified as SEN, and therefore required additional support or facilities of a kind that the school do not provide for others of the same age, will be placed on the school SEN register. Pupils will be identified as either SEN or Educational Health Care plan.

Parents will be kept regularly informed of their child's placement on the SEN register and will be notified if the child is removed or added to the register.

When producing the personalised provision map for pupils with special educational needs, a consideration will be made to all stakeholders, including 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. Additional support or advice may be gained if inadequate progress is being made.

The SEND Code of Practice (Jan 2015) 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 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.

### Annual review of Education, Health and Care Plan

All Education, Health and Care Plan must be reviewed at least annually. Parents, pupil, LEA, school and other professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales to other parents.

### Areas of need

The SEND code of Practice (Jan 2015) identifies that Special Educational Needs and provision can be considered as falling under four broad areas. Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas. For others the precise nature of their need may not always be clear. These areas are:

**Communication and interaction-** a child may have difficulties in one or more areas of speech, language and communication.

**Cognition and learning-** A child may have difficulties that result in them learning at a slower pace than other children and they may have greater difficulties than their peers in acquiring basic literacy and numeracy skills or in understanding concepts.

**Social, mental and emotional health** – For some children and young people difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve.

**Sensory and/or physical needs** - There is a wide range of sensory or physical difficulties that can affect children and young people. Some may require minor adaptations. School will use guidance on reasonable adjustments (Equality Act 2010) when supporting pupils with sensory and/ or physical needs.

### **Teaching pupils with Special Educational Needs (SEND)**

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. At each school within the trust 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 SEN most frequently encountered.

In the trust the aspiration is for all teaching to be judged Outstanding.

We follow the [Mainstream Core Standards](#) advice to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the schools within the trust employ additional teaching approaches, as advised by internal and external assessments for example, one to one support, precision teaching, language for learning strategies, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

Schools within the trust 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.

Further information regarding the teaching strategies and accessibility, as well as improvements that have been made in the school, can be seen in the accessibility policy and teaching and learning policy.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good or better in the trust and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will



be different in each case and school and this will be recorded on the class or personal 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, KCC's Schools Funding Forum is currently developing a system for this, which will be implemented in April 2015.

How the trust enables pupils with special educational needs to engage in activities within each school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils are available to pupils with special educational needs, either with or without an Education, Health and Care Plan. Where it is necessary, the individual school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Viking Academy Trustees and Local Governors

The VAT trustees designated responsibility for SEND to Local Advisory Bodies (LABs). Chilton Primary School LAB has a duty to ensure that the necessary provision is made for a pupil with SEN within the Viking school.

To achieve this, appointed local governors have regular meetings with the Trust-wide SENCO to monitor and evaluate the provision within school. The Local Governors, along with the SENCO, are responsible for ensuring resources are prioritized and allocated appropriately and funding for SEN is used effectively.

Training of staff in relation to children and young people with special educational needs

All staff within the trust will receive a variety of training which is used across the school and includes:

- Dyslexia friendly classrooms (for example using reading rulers, coloured paper/overlays or computer screens)
- Autism Spectrum Disorder
- Language for Learning (strategies to support pupils with difficulties in social, communication and language processing)

- Speech-Link (used to support pupils with speech pronunciation)
- Language Link (to support pupils in using language correctly, such as pronouns, tenses and language structure).
- Inclusive classroom practice (for example class teachers use visual timetables, visual cues, use timed warning for change of activity.)
- Positive Handling Strategies (for example strategies to calm down and support challenging behaviour)

Where a training need is identified, we will find a provider who is able to deliver it. Training providers we can approach include; local special schools, educational psychologist, speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists and specialist teaching services. The cost of training is covered by the notional SEN funding.

### **The Trust-wide Special Educational Needs Co-ordinator**

The VAT employs a Trust-wide SENCO to work across the Viking Schools and lead on SEND provision. The SENCO is supported by the inclusion team in managing the inclusion of all pupils within the school. The team will: liaise with class teachers and TAs; monitor progress and support for all pupils; provide frequent meetings with parents and staff and address training needs.

Amongst the Inclusion Team and the staff is a wide range of knowledge and expertise in a variety of areas of additional needs that is shared amongst all staff as required. These expertise include; speech and language, ASD, ADHD, Dyslexia, Dyscalculia, memory difficulties, behavior difficulties, parenting support and many others.

### **Single Equality & disability**

VAT holds a disability and equality policy. This policy provides further guidance on the support offered to pupils that are identified as having a disability and who have been placed on the school's special educational needs register. Each trust school have a responsibility to not discriminate against disabled pupils by not treating them less favorable and to make reasonable adjustments to avoid putting pupils at a substantial disadvantage.

How the Viking Academy Trustees/local Governors involve 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 Trustees/Local Governors have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Educational Psychology
- Access to local authority's service which include Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO eg SENCO forum

### Support services for the parents of pupils with special educational needs

Each of the trust schools actively seeks to involve parents with all stages of their child's learning and development. The learning Mentors/ Family Liaison Officers will work closely with families that may be experiencing various difficulties or challenges.

In addition to the support provided by school, there are a variety of services available to support families.

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 (0-19years). 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](mailto:kentparentpartnershipservice@kent.gov.uk)**

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

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

We work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information making the transfer as seamless as possible. Transition meetings will be arranged for any pupil that may require additional support on entry. Previous setting, parent and any other agency will be invited to attend these meetings. A parent may also request to meet with the Trust-wide SENCO prior to their child joining a Viking Academy Trust school, if this is appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. The Trust-wide SENCO will liaise with the SENCO of all next settings and pass on relevant information so the child can be supported appropriately on entry. When appropriate, a transition meeting will also be arranged.

### 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/about-the-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

### Complaints

The Trust-wide SENCO is available to discuss a parental concern about the progress or provision for their child. However, should parents feel their concerns are not met, or for any other reason, they should then follow the VAT's complaints procedure.