



Special Educational Needs and Disability Information Report 2019/20

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN & Disability Code of Practice (DfE/DoH 2015) SI 2014 1530
- Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Accessibility Policy, Admissions Policy, Behaviour Policy, Complaints Policy, Single Equality Scheme, Safeguarding Policy. This policy has been developed with the governing body and parents of children with special educational needs and will be reviewed annually.

The SENCO at The Marsh Academy is Katy Jackson, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Katy Jackson is available on 01797 364593 or kjackson@marshacademy.org.uk If the SENCO is unavailable, the SEN Administrator, Lisa Cook, can be contacted on 01797 634593 or lcook@marshacademy.org.uk.

The Governor with oversight of SEN at The Marsh Academy is Peter Braggins.

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: Has a significantly greater difficulty in learning than the majority of others of the same age; or 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.' (DfE/DoH 2015: 15-16)

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'. (DfE/DoH 2015: 16)

The types of special educational need for which provision is made at the school

We can make provision for every kind of frequently occurring special educational need, including, for example: dyslexia, developmental delays, autism or Aspergers, as well as other learning difficulties. There are other kinds of special

educational need which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met. We can also meet the needs of students for whom an Education, Health and Care Plan has been granted.

The school also currently meets the needs of some students with an Education, Health and Care plan with the following kinds of special educational need: autism spectrum condition, speech and language needs, moderate and specific learning difficulties, physical disability and social and emotional difficulties.

Recommendations on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with the school. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

From September 2018, the school was commissioned to run a Specialist Resource Provision for students with ASD. These students have more complex needs than can be met solely in mainstream but are still able to access mainstream classes, with tailored support. Students in The Domett Centre, will have an EHCP. Recommendations for admissions will be made by the Local Authority, in conjunction with the school and an advisory group. For further information, please contact Hayley Edmunds, SRP Lead on hedmunds@marshacademy.org.uk

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

At The Marsh Academy we monitor the progress of all students regularly throughout the year to review their academic progress. The starting point for all students is quality first teaching in the classroom, enabling teaching staff to meet the basic needs of learners in their classroom, adhering to the Mainstream Core Standards set out by Kent County Council. Alongside this, we also use a range of assessments with all students at various points including: Lucid Exact, Lucid VISS, Lucid Ability, Hodder Access Reading Test, DASH (Detailed Assessment of Speed of Handwriting), Hodder Single Word Reading Test.

All students access Accelerated Reader in years 7 and 8, enhancing reading accuracy and reading for pleasure. The English department also undertake additional reading lessons with students each week.

For those whose progress is not in line with their capabilities, despite additional support being put in place during lessons, students have the opportunity to access intervention sessions. Examples of extra support include:

Sounds Write, Comprehension, 5 Minute Box, small group numeracy/literacy, Talkabout, Nurture group, Precision Teaching, Pre and Post Tutoring etc.

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 assessments to determine the cause of the difficulty. Additionally, we have access to external advisors who are able to use further assessments should this be necessary. 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, reviewed regularly, and revised if necessary. At this point we will have identified that the student has a special educational need because the school is making educational provision for the student which is additional to and different from what is normally available. If the student is able to make good progress using these additional and different resources (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 as having special educational needs. Parents will be notified when there is any change in their child's SEN identification.

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. This is recorded on SIMS, where needs are logged alongside strategies. For those students with higher level or complex needs, a student profile will be attached.

Information about the academy's policies for making provision for students with special educational needs whether or not they have EHC Plans

How the academy evaluates the effectiveness of its provision for SEN students

Each review of the SEN support plan (the Record of Outcomes form) will be informed by the views of the student, parents/carers and subject teachers as well as assessment information from teachers which will show whether adequate progress is being made.

The SEN and Disability Code of Practice (DfE/DoH, 2015: 95) 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 the child and their peers*
- *Widens the attainment gap'*

For students 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 interventions that have been implemented. The collation of all annual review evaluations of effectiveness will be reported to the School Governors.

The academy's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked regularly throughout the year. In addition to this, students with special educational needs may have more frequent assessments, including assessments of reading and spelling ages and specialist SEN assessments. Using ongoing assessments it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN plan (Record of Outcomes form) will be reviewed and adjusted. The SENCO meets with parents/carers a minimum of three times annually to review progress and agree future provision.

The academy's approach to teaching students 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. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.' (DfE/DoH, 2015: 99)

The quality of teaching is judged to be GOOD (OFSTED, 2013).

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, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one intervention/ 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 SEN funding'.

How the academy adapts the curriculum and learning environment for students with special educational needs

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive 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.

The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students.

In order to respond to the needs of all students, we have a modified curriculum in place for those who require it. In years 7 and 8, students with the highest level of needs will be taught in a group of up to 12 students, with one intervention slot per day. This allows the students a differentiated curriculum with enhanced adult support, allowing

staff to meet student need within the classroom. In years 9, 10 and 11, students with the highest level of need are taught in groups of up to 15 and also have a number of intervention slots throughout the week. Additional support is provided to meet student need in these groups.

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 at least 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 and a full list of the interventions we currently 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 student with high needs per annum, and above that amount the Local Authority should provide High Needs funding to the school. This requires evidence of additional support and intervention for a period of time before the application will be accepted.

How the school enables students 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 are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the academy will use the resources available to it to provide additional adult support that enables the safe participation of the student in the activity. Where possible, additional funding will be accessed to support accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.

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

At The Marsh Academy we understand that it is important to enable all students to develop emotional resilience and social skills through direct teaching (tutorial, Talkabout) and via the approaches used in school (restorative justice, SMSC). For some pupils with the most need for help in this area we also can provide the following: access to mentoring, Talkabout, counselling, Pastoral Support Programmes. Where required, external referrals can also be made to agencies such as CYPMHS.

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 attend a full programme of CPD which includes awareness training focused upon supporting students with special educational needs and training about the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/DoH, 2015). Audits of the training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge in relation to all areas of SEN are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologist, Speech and Language Therapists, Specialist Teaching and Learning Service. The cost of training is covered by the notional SEN funding.

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, and it is reasonable to do so, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist equipment the school will seek the advice of the appropriate KCC team, or apply for High Needs Funding to purchase it.

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

All parents/carers are invited to discuss the progress of their child at a parent teacher meeting once a year and grade round reports on academic progress are shared with parents. 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. 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. Parents/carers of students with SEN will be invited regularly to contribute to the SEN Plan (Record of Outcomes) process, where we will work with the student and parents/carers to identify individualised and appropriate end of Key Stage Outcomes and the support and provision needed to achieve them. In addition to this, parents of students 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 student. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified as having 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. Students will be actively involved in the review of their own support needs and the ongoing planning for these through the Record of Outcome process. Parents/carers 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. At The Marsh Academy, we support this through a clear focus on Transition to Adulthood.

The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the academy

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's Mini School Leader and SENCO initially to resolve the issue. Parents are also encouraged to contact the Principal to discuss any concerns that they may have, before making the complaint formal to the Chair of Governors. If the complaint is not resolved after it has been considered by the School Governors, 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 an Education, Health and Care Plan, 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.

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:

- Membership of LIFT for access to specialist teaching and learning service
- The option of a Service Level Agreement with Educational Psychology service if deemed necessary
- Access to local authority's Speech and Language Therapy Services for pupils with requirements 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 the SENCO e.g. SENCO forum, NASEN etc

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

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

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

The academy's arrangements for supporting students 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 students before they transfer to us in order to seek the information that will make the transition as seamless as possible. At least one member of staff will visit each primary school to discuss with the year 6 teacher and SENCO the needs of the students transferring to us in advance of the two student induction days. We contribute information to a student's onward destination by providing information to the next setting. Teaching staff, in partnership with the careers advice, ensure that all students have clear pathways forward upon leaving. This is achieved through careers meetings, joint visits to other institutions and close liaison with staff providing further education courses.

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

The local authority's local offer is published on Kent's website: KELSI, and can be found through the following link:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

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

Glossary

Annual Review	A statutory annual review of progress against agreed outcomes for students with an Education Health and Care Plan.
CPD	Continuing Professional Development.
Education, Health and Care Plan	Replaces the Statement of SEN from 2014.

Introduced in the new SEN and Disability Code of Practice (DfE/DoH, 2014/2015) this refers to the new way that schools should support students by identifying students as SEN with Support or SEN with an Education, Health and Care Plan. All students on the SEN Register should have their needs identified, met and reviewed by key staff, using the Assess, Plan, Do, Review cycle as set out as part of the new Graduated Approach.

A Kent Local Authority document which contains the expectations on schools for the Universal, Targeted and Personalised offer they make to all children. It describes what can be delivered from the schools' own resources.

NASEN	National Association of Special Educational Needs
PSHE	Personal, Social and Health Education
SEN	Special Educational Needs.
SENCO	Special Educational Needs Coordinator.

A plan (the Record of Outcomes form) focusing on the support needs and small step targets for students on the SEN Register. This is written with the involvement of students and, where possible, parents and is regularly reviewed to ensure that progress can be made.

A new statutory focus in the SEN and Disability Code of Practice (DfE/DoH, 2014/2015) to support the effective planning for and transition of students into adulthood.