



Special Educational Needs & Disability (SEND) Policy

Issued on 01/02/2022

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 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 Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Curriculum Policy and Homework Policy,

This policy was developed with the SEND working group which involved staff, parents and governors. It will be reviewed annually.

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Our Culture and Ethos for Special Educational Needs and Disabilities

- At The Discovery School, **we are proud to be an inclusive environment**, welcoming and including children with a range of learning, social, emotional, communication and physical needs and disabilities to our school. We teach acceptance, inclusivity and understanding of SEND to all pupils and actively promote diversity across the school.
- We work hard to get to know every child in our care and **identify SEND** through a range of effective assessment tools and approaches. We believe in **early identification of need** and do not need to wait for formal diagnosis to enable children to access the support they need.
- We **work well as a team** and seek the views and input of children, parents and other professionals as part of this.
- All staff **have high expectations of children** and set challenging targets and outcomes.
- We have **clear plans** to support children in achieving these goals and provide parents with details of these.
- We run a range of specific, targeted and **effective interventions** but believe that children are best supported by **outstanding classroom practice and quality first teaching**.
- We want **every child to reach their potential** and want to support children and their families in diminishing barriers to achieving this

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 15)*

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 (2015, p16)*

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

1.1 At The Discovery School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for example: dyslexia, dyspraxia, speech and language needs, Autism (ASD), learning difficulties, physical disabilities and social, emotional and mental health 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 can be met. Whatever the child's difficulty, we aim to work with parents and professionals to develop an effective plan to meet the child's needs.

1.2 The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism, physical disabilities, specific learning difficulties, developmental delay.

1.3 Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an 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 SEN

2.1 At The Discovery School, teachers use continuous assessment approaches to evaluate the academic, physical, social and emotional progress of the children in their class. Teachers formally meet with the SENCo and members of the senior leadership team three times a year to review pupils' academic, physical and social progress.

2.2 Teachers at The Discovery School will constantly monitor the progress of all children and will not wait until these set assessment points to put support in place, if it is needed. All staff have continuous informal access to the SENCO to discuss and evaluate needs of the children as they arise.

2.3 Where pupil have or are thought to have SEND, we follow a graduated approach and the four part continuous cycle of **assess, plan, do** and **review**. Any assessments completed inform the planning and implementation of the support we provide.

2.4 Parents are encouraged to give their feedback or express any concerns that they have about their child to teachers at any point in the year, in line with the school's 'open door' policy.

2.5 Our teachers are highly trained to enable them to identify traits of commonly occurring special educational needs like dyslexia and Autism. If a teacher identifies these traits they will discuss the child with the SENCo.

2.6 To help us get a full picture of the child, we also use a range of assessments with all the pupils at various points. These include things like: retrieval practice, teacher assessment against the National

Curriculum, phonics assessments and screenings, termly formative assessments, standardised tests, end of year summative assessments and teacher/TA observation.

2.7 Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support that aims to enable the pupil to catch up. These may be in the form of additional in-class support, which we call '**quality first teaching**' or a special outside of class provision called an '**intervention**'. In rare cases, some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, in consultation with parents, we will use a range of assessment tools to look into the cause of the difficulty.

2.8 i) At The Discovery School, we are experienced in using the following standardised assessment tools:

Cognition and Learning	Communication and Interaction
Test of Auditory Processing Skills (TAPS) Dyslexia Screening Dyslexia Portfolio Dyscalculia Screening Phonological Processing assessments (PHaB) Test of Visual Processing Skills (TVPS) Cognitive Ability Tests (CATs), (WRIT) Hertfordshire Reading Test (Reading Age) NFER Curriculum Assessments	Speech Link Language Link Language for Learning Renfrew Action Picture Test
Sensory and Physical	Social, Emotional and Mental Health
Sensory Profile Fine motor skills assessments (Clever Fingers) Gross Motor Skills assessments (BEAM)	Leuven Scales Boxall Profile Strengths and Difficulties Questionnaire (SDQ) Resilience Conversations Stirling Children's Wellbeing Scale Me and My Feelings Assessment Child and Youth Resilience Measure

2.8 i) We also have access to external specialists who can do further assessments, these include the specialist teaching service, speech and language therapist, occupational therapist and educational psychologists. These services are not all free to the school

2.8 iii) 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 provision map and reviewed regularly, and refined / revised if necessary.

2.8 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**. These children will be placed on the SEN register. 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.

2.9 If the pupil is able to maintain good progress without the additional and different resources they will not be identified with SEN.

2.10 When there is any change in identification of SEN, the SENCo will speak with or write to parents.

2.11 The SENCo 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. This is usually done in the form of a provision plan.

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

3.1 Each review of the SEN 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 towards targets and outcomes is being made. This is part of the continuous **assess, plan, do, review** cycle.

The *SEN Code of Practice (2015, 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

3.2 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.

3.3 The SENCo, alongside the SEND governors, produce an annual report that evaluates the effectiveness of SEND provision. This is published on the school website.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

3.4 Every pupil in the school has their progress tracked three times per year.

3.5 Pupils with SEND will be assessed and reviewed against their individual targets, set in their provision plan and their progress towards their identified SEND Outcomes monitored.

3.6 If these assessments do not show adequate progress is being made the SEN support 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 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
SEN Code of Practice (2015, 6.37)

3.7 At The Discovery School, the quality of teaching is judged to be **outstanding**.

3.8 We follow the Mainstream Core Standards <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards> developed by Kent County Council to ensure that our teaching conforms to best practice.

3.9 The Discovery School have further clarified the support it has available for each area of SEND – this information is published on our school website:

<https://www.discovery.kent.sch.uk/curriculum/special-educational-needs-and-disabilities/whole-school-provision-map/>

3.10 The school uses its 'notional SEN funding' to provide the support set out in the mainstream core standards.

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

3.11 At The Discovery School, 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.

3.12 The School produces an accessibility plan which is available on the school website. It sets out the improvements made to the school environment for those with disabilities and the planned improvements for the future.

3.13 During periods of school closure, where remote learning is in place, the needs of pupils with SEND will be considered by the child's class teacher in collaboration with the SENCo and reasonable adjustments will be put in place to support the pupil. These may include approaches like – differentiated or alternative learning, provision for additional resources for use at home, additional communication with parents and the pupil, reduced timetables / key learning approaches, additional contact and communication with support staff or an invitation to join in-school provision under the 'vulnerable pupil' criteria. Where there is a sustained period of school closure, teachers will reach out directly to the parents of pupils with SEND to open the communication channels and set out the school's offer of support. During school closures, the SENCO will monitor the provision for SEND

pupils remotely. Where possible, provision reviews, annual reviews and appointments with professionals will go ahead.

3e additional support for learning that is available to pupils with special educational needs

3.14 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 SEN support.

3.15 The amount of support required for each pupil to make good progress will be different in each case and a full list of the support we can offer is detailed in our whole school provision maps <https://www.discovery.kent.sch.uk/curriculum/special-educational-needs-and-disabilities/whole-school-provision-map/> and through the mainstream core standards https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf .

3.16 In very few cases, a very high level of resource is required. The SEN Code of Practice requires schools to provide up to £6000 per year of resource for pupils with high needs. Where the cost of provision exceeds that amount, the school can seek additional top up funding from the Local Authority. For high needs pupils, the school provides costed provision plans to parents and seeks their consent for funding requests to KCC.

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

3.17 All clubs, trips and activities offered to pupils at The Discovery School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Prior to these activities, the schools may complete a risk assessment. 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

3.18 At The Discovery School we highly value the development of all pupils' social, emotion and mental health, including those with identified SEND. We have a strong core offer of support for all pupils, which includes: our culture and ethos, a progressive PHSE curriculum which explicitly addresses social and emotional development, investment in staff training, circle time, access to the SEMH team. 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 and indirectly with every conversation adults have with pupils throughout the day.

3.19 These approaches will meet the needs of the vast majority of our pupils. For those that need additional support, we are able to offer a range of targeted approaches, detailed in our school

provision map. <https://www.discovery.kent.sch.uk/assets/Documents/Attachments/Social-Emotional-and-Mental-Health-Whole-School-Provision-Map.pdf>

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

The SENCO at The Discovery School is Mrs Vicenta Fresneda Alcala, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Fresneda Alcala is available on 01732 847000 or senco@discovery.kent.sch.uk.

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

5.1 All teachers and teaching assistants have had the following awareness-level training: dyslexia, Autism, social, emotional and mental health difficulties.

5.2 In addition the following teachers have received the following enhanced and specialist training:

Miss Gobell, Headteacher – National Qualification for SEN Co-ordination

Mrs Pullen, Head of Inclusion – National Qualification for SEN Co-ordination, Youth Mental Health First Aider

Mrs Lihou – Qualified Play Therapist

5.3 A list of staff training and expertise is kept on our website and update annually:

<https://www.discovery.kent.sch.uk/assets/Staff-Training-and-Skills-SEND.pdf>

5.4 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, The Specialist Teaching and Learning Service, Kent Educational Psychology Service, NHS Speech and Language Therapy Service, NHS Occupational Therapy Service, and online training platforms such as National College of School Leadership etc. The cost of training is covered by our notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

6.1 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

7.1 All parents of pupils at The Discovery School are invited to discuss the progress of their children on three of occasions a year and receive a written report once per year.

7.2 In addition, we are happy to arrange meetings outside of these times.

7.3 As part of our normal teaching arrangements, 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.

7.4 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 identify and address these needs better. Where these assessments highlight or identify a need the pupil will be identified as having special educational needs because special educational provision is being made. This educational provision will be set out using an individual provision plan which will detail the approaches and interventions the school plans to use with the child. Parent/s will be invited to all planning and reviews of this provision, usually three times per year. Parents will be actively supported to contribute to assessment, planning and review.

7.5 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

8.1 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.

8.2 At The Discovery School, pupils are invited annually to produce a pupil passport that sets out their views about their needs and how they can best be supported.

8.3 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

9.1 The normal arrangements for the treatment of complaints at The Discovery School are used for complaints about provision made for special educational needs.

9.2 We encourage parents to discuss their concerns with the child's class teacher and SENCo in the first instance. If the parental concerns have not been resolved by the class teacher and SENCo, parents can contact The Head of Inclusion who will meet with the parents to hear their concerns and, where appropriate, will investigate further. Once parents have exhausted the informal complaints procedure, they can make a complaint to the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

9.3 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.

9.4 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.

9.5 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.

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

10.1 The governing body have engaged with the following bodies:-

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy, assessment or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of LIFT for access to specialist teaching and learning service, educational psychology services and Early Help
- Consultations with specialist teachers and speech and language therapists through STLS / SALT surgeries
- Subsidised training accessed via our local Special Schools' (Nexus and Five Acre Wood) outreach services
- Information and Advice Service Kent
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

11.1 Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

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

12.1 At The Discovery School, 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 is a seamless as possible.

12.2 For children joining us in Year R, we visit children in their pre-school settings and arrange meetings with professionals in that setting to enable us to get a full picture of that child's needs and provision. Where appropriate, we will arrange multi-agency transition planning meetings and invite parents along to these. Where the child already has an EHCP in place, the school will attend the annual review meeting prior to the child joining the school.

12.3 For pupils with SEND joining us at other stages of their school journey, we will seek the advice from the SENCO at their previous school, share assessment information, provision plans and advice from professionals when planning their transition and provision. We will also speak with parents and share a provision plan of the support in place for the pupil when they join us.

12.4 We also contribute information to a pupils' onward destination by providing information to the next setting. Our SENCo will make contact with the SENCo of the receiving school to pass on all the necessary information about the child. Sometimes, for pupils with more complex needs or those with an EHCP it is appropriate

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

13.1 The local authority's local offer is published on <https://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.

Approved by the GB onJanuary 2022.....

Next review onJanuary 2023.....