

A POLICY FOR: HOW CHILDREN WITH

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

ARE SUPPORTED AT

THE DISCOVERY SCHOOL



This policy should be read in conjunction with the Annual SEND Report and the following school policies: Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Personal, Social and Health Education Policy, Homework Policy, Social, Emotional and Mental Health Policy, Complaints Policy, Teaching and Learning Policy and Curriculum Policy

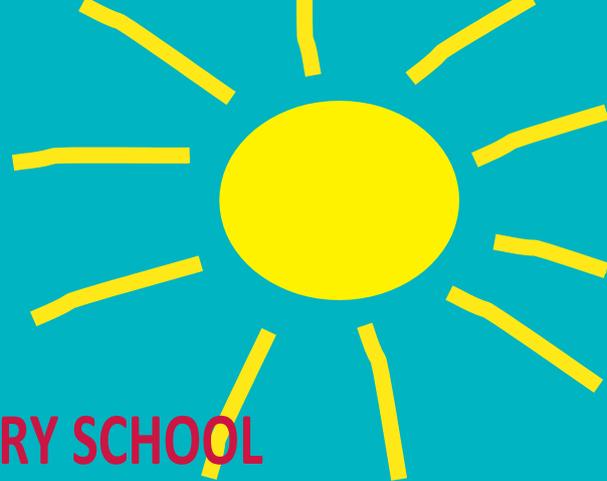
This policy was developed with the SEN working group which includes parents, staff and governors. It will be reviewed annually.

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.

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This booklet will explain:

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WHAT IS SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)?

At The Discovery School, we have high expectations of all learners. We are an inclusive school and believe that **all** children are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives

THE GOVERNMENT SETS OUT ITS POLICY ON SPECIAL EDUCATIONAL NEEDS IN THE 2014 SEN CODE OF PRACTICE. IT SAYS THAT:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

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'



Every school has to have a qualified and accredited person to manage SEN, called the SEND co-ordinator (or SENCo for short).

At The Discovery School, that person is Mrs Vicenta Fresneda Alcalá. She is a qualified SENCo and has had many years in-class experience across the primary and secondary sector. She can be contacted at school on 01732 847000 or via valcala@discovery.kent.sch.uk



OUR VALUES AND ETHOS

At The Discovery School, we are **PROUD** to be an **INCLUSIVE** environment, **WELCOMING** children with a range of learning and physical disabilities to our school. We **WORK HARD** to get to know every child in our care and do what we can to support children's **INDIVIDUAL** learning needs. We work well as a **TEAM** and include children, parents and other professionals as part of this. All staff have **HIGH EXPECTATIONS** of children and set challenging learning targets. 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 ADDITIONAL SUPPORT** but believe that children are best supported by outstanding classroom practice and **QUALITY FIRST TEACHING**. We believe in **EARLY IDENTIFICATION** of the need for support so that the **RIGHT SUPPORT** can be put in place. We want **EVERY CHILD** to reach their potential and want to support children and their families in **REMOVING ANY BARRIERS** to achieving this.

WHAT TYPES OF SEN&D DO WE CATER FOR?

Around 5% of our children are registered as having SEND, however lots of children, at some point in their school career, may need access to a form of additional support. We see this as a positive, short term arrangement to ensure their needs are met.

At The Discovery School, **we can make provision for every kind of frequently occurring special educational need**, for instance dyslexia, dyspraxia, speech and language needs, autism, sensory difficulties, learning difficulties and attention and behaviour difficulties. There are other kinds of special educational need (SEN) 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.***

The school also currently meets the needs of pupils with Education, Health and Care plans with the following kinds of special educational need: autism, physical disabilities, complex learning difficulties and developmental delays. Decisions on the admission of pupils with Education, Health and Care plans are made by the Local Authority. The admission arrangements for pupils without Education, Health and Care Plans do not discriminate against or disadvantage disabled children or those with SEN.

We believe that the early identification of pupils with additional educational needs is vital as this enables the child's needs to be assessed and provided for accordingly. Our teachers are highly trained in many areas of SEN and specific learning difficulties like dyslexia, Autistic Spectrum Disorders and speech and language difficulties. Wherever possible, teachers will adapt their teaching style in class and give different work tasks to children so that every child can achieve and make progress; we call this ***differentiation***. For most children, their needs can be met through this approach. Where this is not enough to meet the child's needs, we put in additional support strategies, some of which can be seen on page 7.

HOW DO WE IDENTIFY CHILDREN WITH SEN&D?

At The Discovery School, teachers meet with the SENCo and members of the senior leadership team three times a year to review their academic, physical and social progress of children in their class. 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: Y1 phonics screening, termly assessments and teacher observation.

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*'. These are detailed on our provision maps that are shared with parents and available on the class pages of the school website. Parents can access hard copies via their child's class teacher. Where interventions are specific to a child, these are identified individually.

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 assessment tools to look into the cause of the learning difficulty. At The Discovery School, we are experienced in using the following assessment tools: Speech Link, Language Link, Language for Learning, Test of Auditory Processing Skills (TAPS), dyslexia screening and Wide Ranging Ability Tests. We also have access to external advisors who can do further assessments, these include the specialist teaching service, speech and language therapist and educational psychologists.

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. 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. If the pupil is able to maintain good progress without the additional and different resources they will not be identified with SEN. When any change in identification of SEN is changed, Mrs Alcala will speak with or write to parents.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

MONITORING PROVISION FOR CHILDREN WITH SEN&D

At The Discovery School, it's really important to us that we monitor the progress of *all* children very closely. **This happens three times a year as part of our routine assessment cycle.** We use this same cycle to monitor the progress of those with SEN and may use special assessments (listed previously) as well as our normal academic assessments, to see if adequate progress is being made. The provision maps (*the special plans that detail the support children are being given*) are continuously evaluated and formally reviewed after every assessment point. Parents are formally involved with these discussions around provision at parents evenings. After these assessments and discussions, **support may then be adjusted to ensure it is the most effective at meeting the child's needs.** It is important to remember that 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. Parents are encouraged to give their feedback to teachers at any point in the year, in line with the school's 'open door' policy.

For children with Education, Health and Care Plans, the school will write individual provision plans which will be reviewed with parents three times per year. Mrs Alcala will also invite all parties involved with the child to an annual review which aims to consider the effectiveness of the special provision put in place.

Mrs Alcala has to report to governors on the effectiveness of the SEN&D provision and information from these assessments and reviews are used to inform this.

It is useful to know that The *SEN Code of Practice (2014, 6.17)* describes "inadequate progress" as progress that:

- ◆ 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

The biggest factor influencing the success of children with SEN&D is the quality of teaching in class. We are very lucky at The Discovery School, that the quality of teaching is consistently good and often outstanding. This is carefully monitored by Miss Gobell and the other Senior Leaders to ensure that this high quality continues.

We follow the Mainstream Core Standards - advice developed by Kent County Council—to ensure that our teaching conforms to best practice. You can get a copy of these from KCC's website or from Mrs Pullen.

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. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for each pupil with high needs, and above that amount the Local Authority should provide top up to the school.

Specific interventions

Joint parent/ child interventions

Individualised curriculums

Targeted teaching and

Diagnostic and evaluative assessments

Our environment

At The Discovery School we are very lucky to have a very accessible school building. This, coupled with our inclusive ethos and high standards of tolerance and behaviour, mean that we can cater for a range of special needs and disabilities.

Furthermore, 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.

Additional TA support

groups

HOW ARE CHILDREN WITH SEN&D SUPPORTED?

Advice and recommendations from specialists

Many of these approaches will also be used with children not on the school's SEND register too.

Supportive aids in lessons

Social Stories

Focus group work in lessons

Outside of our environment

All clubs, trips and activities offered to pupils at The Discovery School are available to pupils with SEND either with or without Education, Health and Care Plans.

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

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

At The Discovery School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience, tolerance and social skills. For some children, this is achieved through our everyday school ethos and environment and others require some direct teaching, for instance through PSHE (personal, social and health education) lessons, social interventions and social stories.

For some pupils with the most need for help in this area, we also can provide the following: specific and targeted interventions to develop SEMH skills, access to our school Family Liaison Officer (FLO), mentor time with member of senior leadership team, time to talk with a teaching assistant, Lego therapy, external referral to CYPMHS (NHS child and young person mental health service) or a time-out space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their SEND will be supported to enable and encourage them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

STAFF TRAINING

At The Discovery School, we are proud of the high levels of training of all of our staff. All teachers and TAs have had the following awareness training: attachment disorders, autistic spectrum disorders, dyslexia, speech and language and Language for Learning.

In addition, some members of staff have received the following enhanced and specialist training:

Area of need	Specific training
Communication and interaction.	Signalong, selective mutism, speech and language difficulties, Autism, Asperger's, Colourful semantics, reluctant speakers, active learning, speech development
Cognition and learning	Down Syndrome, Dyslexia, memory difficulties, dyscalculia, Clicker 6
Social, emotional and mental health.	The Incredible 5 point Scale, attention deficit and hyperactivity, building resilience, Lego therapy, play therapy, de-escalation techniques, attachment difficulties, anxiety, bereavement and loss, drawing and talking
Sensory and/or physical	Sensory difficulties, sensory Circuits, supporting children with physical difficulties, disability sports, assistive technology

Where training is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: special schools, Educational Psychologist, speech and language therapist, occupational therapist, physiotherapy and the specialist teaching service. The cost of any training is covered by the School's notional SEN funding.

This list is constantly being updated as new training becomes available and new needs are identified. Mrs Alcalá will be happy to provide more details on request.

WORKING IN PARTNERSHIP WITH PARENTS...

At The Discovery School, we are proud of our positive relationships with parents. They tell us that they have a particularly positive experience of how we support children with SEND and like the way that we work positively together to achieve the best outcomes for their children.

All parents of pupils at The Discovery School are formally 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 of these times. We encourage parents to talk with us if they have any concerns about their child as soon as possible so that we can work together to decide on the best way forward. Parents of children recognised as having SEND will also be invited to a transition meeting at the end of the school year with the child's outgoing and new class teacher to discuss progress and share strategies for the year ahead.

Any additional support a child is receiving (regardless if they have been classified as having SEND) will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at parents' evenings.

The Discovery School is committed to collaborating with parents around the support their child receives in school. Parents are encouraged to make use of the school's open door policy and are always invited to come into school to discuss any concerns or their child's provision. Parents of children with identified SEND will be invited to meet with professionals involved with their child. Where this is not possible, Mrs Alcalá or the class teacher will provide feedback.

...AND CHILDREN

When a pupil has been identified to have special educational needs because special provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

TRANSFER BETWEEN SCHOOLS

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 as seamless as possible. For those joining our school, we would hold a transition planning meeting for children with severe or complex needs and will meet with parents, professionals and visit nursery settings where appropriate. We are happy to meet with parents who are considering our school for their child to discuss the provision that we may be able to provide. We also contribute information to a pupils' onward destination by providing information to the next setting, whether this be as part of a transfer to secondary school, a different primary school or onto a special school. This will be through transition meetings and liaison with the receiving school's SENCO. For some children, this transition has to be carefully planned and we put in place additional measures, such as members of staff from Discovery will do joint visits to the new school, to ensure a smooth transition. Where a child is leaving us we would work in a holistic way to ensure that this transfer is positive for the child and their family.

ADDITIONAL INFORMATION AND SUPPORT FOR PARENTS

Information, Advice and Support Kent or IASK (who were formerly known as Kent Parent Partnership Service) provide 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.

Email: iask@kent.gov.uk

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

Minicom: 03000 413 030

They can also meet parents face to face at a suitable time and place, outside of office hours if needed. IASK are funded by KCC but are impartial and independent.

KENT COUNTY COUNCIL

The local authority's local offer is published on 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.

THE GOVERNING BODY'S DUTY

The Governing body have a duty to oversee the provision made by the school for those with SEN and Disabilities. They allocate a named governor to work closely with Mrs Pullen to monitor provision and allocate resources strategically to meet the needs of all children.

The named governors for SEND are Martine Mccahon and Annabel Cornall.

The governing body will ensure that the school is engaging with the relevant external organisations, 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. For The Discovery School, this includes: Free membership of LIFT for access to specialist teaching and learning service, A Service Level Agreement with Educational Psychology service, access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice and ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

COMPLAINTS

The normal arrangements for the treatment of complaints at Discovery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns initially with the class teacher, or/then with Mrs Alcala and finally Miss Gobell, to resolve the issue before making the complaint formal to the Chair of the Governing Body.

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 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. Instead, they would contact their case worker at KCC for further details of the appeals process.