

# **Mascalls Academy**

## **SEND Policy/SEN Information Report**

**Review cycle:** 1 year  
**Reviewed** March 2017  
**Next Review:** March 2018  
**Governing Committee:**  
**SLT Responsibility:** John Vennart  
**Supported by:** SENCo Ruth Gately

# Mascalls Academy

## SEND Policy/SEN Information Report

(This policy includes EAL pupils)

*A list of acronyms can be found at appendix A.*

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
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This policy should be read in conjunction with the following Academy policies;

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy

This policy was developed with engagement and participation from parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

### **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 or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...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)*

Children’s SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## **Basic information about Mascalls Academy SEN policy:**

People responsible:                      Principal,  
  
   Vice Principal  
  
   SENCO  
  
   Governor for the Learning Support Department

## **All staff and the governing body are committed to:**

- Ensuring that all pupils with SEND have access to a broad, balanced and relevant curriculum, consistent with the whole school curriculum policy to ensure their progress.
- Ensuring that special educational needs of pupils are identified and addressed through an early diagnosis of learning needs. This includes contact with feeder schools and parents, routine screening, specialised testing, classroom observation and liaison with subject teachers, outside agencies and specialists. This information is used to shape both curriculum, academic and pastoral planning for the student.
- Ensuring that pupils with SEND are educated, wherever possible, alongside their peers.
- Fostering educational and social inclusion. Pupils with special educational needs and disabilities are fully involved in the life of Mascalls Academy, including participation in extra-curricular activities, trips and visits.
- Ensuring that provision for pupils with SEND matches the nature of their individual needs. Principally this is achieved through the teacher’s knowledge of each student’s skills, abilities and needs and the teacher’s ability to use this knowledge by identifying and providing appropriate ways of accessing the curriculum for every student (supported by the pupil advice to staff and student passports).
- Ensuring that Faculties, Subject areas, Learning Communities and those responsible for Literacy and PSHE demonstrate commitment to the SEND policy by ensuring that learning for all pupils is given equal priority and that available resources are used to maximum effect.

- Monitoring through the Heads of department, SENCO and SLT the progress of pupils and the deployment of appropriate resources within their subject areas. Heads of department, Heads of Learning Communities and teaching staff liaise with the Learning Support Team as appropriate.
- Ensuring that EHCP (Educational Health Care plan) assessments are requested when the student has demonstrated appropriate cause for concern or when transferring from their Statement (the latter to be completed in consultation with the LA to ensure the smooth transition of pupils from their statement to an EHCP).
- Ensuring continuity of provision within and between educational institutions.
- Promoting the full involvement of parents and carers in meeting the needs of pupils with SEND.
- Ensuring that all EHCP reviews of statement and EHCP pupils are held in accordance with the Code of Practice. This includes working with the Mascalls Academy careers department in relation to transition planning in years 9-13.

### **SEND provision at Mascalls Academy**

At Mascalls Academy we can make provision for many frequently occurring special educational needs without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism spectrum disorder, specific learning difficulties and social, emotional and mental health difficulties, hearing and visual impairment. There are other kinds of special educational needs and disabilities that do not occur as frequently and with which the school is less familiar, but we are able to access training and advice so that these kinds of needs are met, for example Muscular Dystrophy.

Mascalls Academy also currently meets the needs of several pupils with a statutory statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Autistic Spectrum Disorder, Specific Learning Difficulty, Speech, Language and Communication and Behaviour Emotional and Social Difficulty. 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 a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. Parents of students without a statement of special educational needs/ Educational Health care Plan will make an application through normal admissions arrangements as outlined in Mascalls Academy's Admissions Policy.

Mascalls Academy is committed to working in partnership with the pupils, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.

### **Information about the policy for identification and assessment of pupils with SEN**

At Mascalls Academy we monitor the progress of all pupils five times a year to review their academic progress. We also use a range of assessments with all the pupils at various points such as; NFER Cognitive Ability Tests (CAT's) upon entry to Mascalls Academy, Access Reading Tests and spelling tests at least once a year.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are through department support and intervention plans and include lesson 6 support at 3pm once a week, revision timetables, guides, advice to parents offering specific guidance at home.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the

cause of the learning difficulty. At Mascalls Academy we are experienced in a number of learning assessment tools. We also have access to external advisors such as Educational Psychologists, Specialist teachers, Occupational therapy and Speech and Language therapists who are able to use specialist assessment tools.

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 in their lessons. These will be shared with parents, put onto a SEN pupil provision plan 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 Academy is making special educational provision for the pupil which is additional and different to what is normally available.

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 he or she will not be identified with a special educational need. When any identification of SEN is changed parents will be notified.

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

#### **Name and contact details of the SEN Co-ordinator**

The SENCO at Mascalls Academy is Mrs Ruth Gately, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination and also holds the following qualifications BEd Hons, NPQH.

Mrs Ruth Gately is available on 01892 839030 or [ruth.gately@mascallsacademy.org.uk](mailto:ruth.gately@mascallsacademy.org.uk).

#### **Information about Mascalls Academy's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including;**

##### **Mascalls Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the Academy has their progress tracked five times per year. In addition to this, pupils with special educational needs may have more frequent learning assessments of reading, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

- If these assessments do not show adequate progress is being made then some form of provision will be put in place. This may involve intervention by certain departments/subject areas or further support being offered by the Learning Support department. If this is the case then a SEN pupil provision plan is completed and the outcomes reviewed and adjusted accordingly once the intervention has taken place. Intervention by Learning Support may involve one or more of the following:
- Learning Mentors work with subject teachers to implement a plan of support, setting and monitoring appropriate strategies for pupils.
- Individual or small group tuition (withdrawal) provided by SENCO or members of the LS team.
- Enhanced support from a range of external agencies where appropriate.
- Specialist teachers or Educational Psychologists will be involved in providing advice on strategies and interventions.

When a pupil has been identified as requiring significant additional support parents are contacted and a meeting with the pupil and parents arranged to discuss what support and strategies need to be put in place in order for the pupil to make progress.

**Pupils with an EHC Plan (or Statement for a limited period until 2017) are likely to receive the following support:**

- Subject teacher differentiation.
- The LS team is involved in assessment and provision planning.
- Support from a SEN pupil provision plan which is specifically tailored to individual attainment and degrees of need and which may be enhanced by provision required by the individual's EHCP or Statement. This provision is monitored, evaluated for impact and adjusted as necessary using the EHCP or Statement review.
- Learning Mentors work with subject teachers.
- Specialist teachers or Educational Psychologists will be involved in providing advice on strategies and interventions.
- Individual or small group tuition (withdrawal) provided by the SENCO or members of the LS team.
- Enhanced support from a range of external agencies where appropriate.

**How Mascalls Academy evaluates the effectiveness of its provision for such pupils.**

Each semester the data review will show whether adequate progress is being made for all pupils at Mascalls Academy, including those with SEND. Through the use of a SEN pupil provision plan for those pupils receiving intervention through the learning support team there will be regular review meetings which will involve pupil, teacher, Learning Mentor and parent feedback. Parents will be fully involved in the evaluation process of their pupil's progress.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review by the SENCO of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

**Mascalls Academy'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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. SEN Code of Practice (2014, 6.37)

At Mascalls Academy the quality of teaching is judged to be good in our last Ofsted inspection (2012). We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

**How the Academy adapts the curriculum and learning environment for pupils with special educational needs**

At Mascalls Academy 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 recommendations offered in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the Academy's accessibility planning:

- Installation of lifts in Riley, J Block, A Block and English Block
- Ramp access to all buildings except B Block
- Ramp access and automatic doors to reception area
- Ramp and level access to canteen and main eating area
- Automatic lighting in A Block and English Block
- Use of LED lighting throughout Academy
- Timetabling to allow ground floor level access
- Class seating plans which reflect the sensory needs of individual pupils
- Resources and printed materials adapted to meet sensory needs of individual pupils
- Any additional staff training requirements are coordinated by senior staff

Review of site and survey by Leigh Academy Trust will identify the aspects of the Academy which need to be improved.

### **Examination Arrangements**

Students with an identified need will be monitored for support in exams during Key Stage 3. Following an assessment by the schools specialist exams assessor an application for access arrangements for public exams will be made in line with JCQ Access Arrangement and Reasonable Adjustments Regulations.

### **Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the Academy 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 intervention map (Learning Support). 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).

Mechanisms for delivery of a personal budget, as set out in an EHC plan and will comprise of one of the following:

- Notional arrangements- where the authority retains the funds but the parent/young person (through consultation with the Academy) directs its usage.
- Third party arrangements- where funds are paid to an individual or another organisation on behalf of the parent/young person and they manage the funds (this will be done through consultation with the LCB).
- Direct payments-where the individuals receive the cash to purchase services themselves.

### **Pupils who have identified additional needs which do not require targeted intervention**

Pupils with, for example autistic spectrum disorders, sensory needs, physical needs will be identified to staff and the appropriate strategies to support progress will be provided. Progress of these pupils will be monitored and interventions put in place if required.

These pupils may require the use of specialist equipment or regular advice or observations, where appropriate from the Specialist Teaching Service. Pupils are provided with this support so that they can access the full curriculum.

### **How Mascalls Academy enables pupils with special educational needs to engage in activities of the Academy (including physical activities) together with children who do not have special educational needs**

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

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

At Mascalls Academy we understand that an important feature of the Academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. structured activities during advisory time and through organised Social Communication Group interventions (run by Learning Support Department) and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to a counsellor, mentor time with member of staff or sixth former, external agency referral, further pastoral support, Learning Mentor support.

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

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

Liaison takes place with primary schools to arrange induction programmes for transferring pupils in the summer term. The SENCO and/or lead member of staff for EHCP will attend Year 6 transition reviews of pupils with an EHC plan (and Statement for a limited period until 2017) to ensure a smooth transition and appropriate planning of the student's curriculum. This includes Aspire Taster day for vulnerable pupils, additional individual transition visits to the Academy and Summer school for all students.

We also contribute information to a pupils' onward destination by providing information to the next setting. Using the support of the Careers/Business Links Manager we can offer preparation and advice for further education and appropriate work placements.

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

Mascalls Academy recognises that the partnership between parents of pupils with SEND and the Academy has a crucial bearing on the pupils' educational progress. Mascalls Academy works closely with parents incorporating parents' views in assessment and subsequent reviews and making arrangements to ensure that parents are fully informed about the Academy's procedures. All parents of pupils at Mascalls Academy are invited to discuss the progress of their children once a year and receive a progress report four times a year. Under the requirements of the SEND Codes of Practice 2014,

parents of SEN pupils are invited to attend a meeting three times a year to discuss, agree and review personalised targets so that SEN pupils make expected progress. In addition we are happy to arrange meetings outside these times. 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.

If following this provision, improvements in progress are not seen, then the use of internal or external assessments will help us to better address these needs. If special provision is then put in place from this point onwards the pupil will be identified as having special educational needs. Parents will be informed and are encouraged to participate in the review of this provision. In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **The arrangements for use of the behaviour policy for pupils with SEN**

The Mascalls Academy's behaviour policy will be differentiated for pupils with SEN when it is felt that application of the policy, verbatim, would be discriminatory. In this case a consultation between stakeholders will be held to ensure a fair and appropriate outcome.

### **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 Academy.**

Parents are encouraged to share any concerns at an early stage.

We encourage parents to discuss their concerns with the Head of Learning Community, advisor, subject teachers, SENCO, Vice Principal and Principal to resolve the issue before making the complaint formal to the Chair of the governing body.

Complaints from parents of pupils with SEND are dealt with in accordance with the Academy's complaints procedure. Any such complaints are investigated and acted upon by the Principal.

If agreement cannot be reached when provision is discussed, mediation services may be used.

### **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.**

SENCO is a qualified teacher and a member of the Senior Leadership Team.

All staff are updated regularly with any relevant SEND changes by the SENCO and the Learning Support Department team.

All new staff have several induction sessions on the needs of pupils with SEND.

Outreach and external agency support is accessed through LIFT (Local Inclusion Forum Team) as required within the limits of Mascalls Academy.

Teachers and Learning Mentors have had awareness training with regard to ADHD/ADD, ASD, dyslexia, dyscalculia, exam arrangements, language for learning, use of numicon and pupils with mental health needs.

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 Broomhill Bank School, Oakley School, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, consultants, physiotherapists, dyslexia specialists etc.

**How the governing body supports other bodies, including health and social services, 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 governing body is supportive of Mascalls Academy engaging the following bodies and the SEN governor will review this provision annually with the SENCO and Principal:-

- Membership of LIFT for access to specialist teaching and learning service.
- A Service Level Agreement with Educational Psychology service.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for assessment and advice.
- Ability to make requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN, TES and SNIP.

**The contact details of support services for the parents of pupils 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

**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)      <http://www.kent.gov.uk/kpps>

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

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## Appendix A

### Acronyms

SEND	Special Educational Needs and Disability
AEN	Additional Educational Needs
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
LS	Learning Support
PSHE	Personal, Social and Health Education
ICT	Information Communication Technology
TA	Teaching Assistant
EAL	English as an Additional Language
KCC	Kent County Council
ASD	Autism Spectrum Disorder
KS	Key Stage
EHCP	Education Health Care Plan
CPD	Continuing Professional Development
LA	Local Authority
ECM	Every Child Matters
LIFT	Local Inclusion Forum Team
CAF	Common Assessment Framework
CCG	Clinical Commissioning Group
LCB	Local Commissioning Board