



MASCALLS ACADEMY

Academic Excellence
Character | Culture

Mascalls Academy

SEND & Inclusion Policy/ Information Report

Review cycle:	1 year
Reviewed	September 2023
Next Review:	September 2024
Governing Committee:	
SLT Responsibility:	Annie Fowler - Lead SENCo
Supported by:	Hannah Warley - SENCo

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
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013.
- SEND Review: Right Support, Right place, Right Time - March 2022
- Opportunity for all: Strong Schools with great teachers for your child - March 2022

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

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Attendance Policy and Accessibility Plan.

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

Definitions

- **Reasonable Adjustments** - acceptable changes that *can* be made within the context of a mainstream setting in order to remove or reduce a disadvantage for a student with a disability compared to their peers.
- **Inclusion** - Providing equal access to curriculum, opportunities and resources for students who might otherwise be disadvantaged.
- **Graduated Approach** - This takes the form of a four-part cycle for support (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.
- **LIFT (Local Inclusion Forums Team)** - Allows schools to access support from specialist teachers, school outreach staff and educational psychologists.
- **STLS (Specialist Teaching and Learning Service)** - Give access to specialist teachers who are experienced teachers with a qualification in one or more areas of SEND. They work with the other professionals who are in contact with the child and their family to help that child or young person to achieve their learning goals.
- **SEN support** - Support that is additional to or different from the support generally made for other children of the same age.
- **Quality First Teaching** - Students with additional needs can be supported in class by high quality teaching as a first approach.

Definition of SEN

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

1. 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
2. A child or a young person of compulsory school age has a learning difficulty or disability 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
3. For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by

mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind

4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)
5. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used across the 0-25 age range and includes LDD
6. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

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: Mrs Jo Brooks - Principal
 Mrs Annie Fowler - Assistant Principal, Lead SENCo (Strategic oversight, monitoring of strategy)

 Miss Hannah Warley - SENCo (Operational Oversight)
 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 Subject departments, Colleges 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, Lead SENCo, SENCo and SLT the progress of pupils and the deployment of appropriate resources within their subject areas. Heads of department, Heads of Pastoral 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.
- 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 are held in accordance with the Code of Practice. This includes working with the Mascalls Academy Careers and Business Manager in relation to transition planning in years 9-13.

Our Visions for Inclusion at Mascalls Academy:

At Mascalls Academy, we believe that all our young people are entitled to receive a high-quality education regardless of their needs or disabilities. To enable our young people to do this it is vital that they are equipped with the tools needed to become independent learners, both inside and outside of the classroom. Our young people will be given the opportunity to become digitally literate and independent using our chrome books and assistive technology. They will be encouraged and supported to improve their disciplinary and digital literacy through targeted interventions, assistive technology and a whole school pedagogy focusing on improving literacy for all. Intervention and support will challenge and focus through scaffolding so that our young people reach their full potential in their time with us at Mascalls Academy.

All young people at Mascalls can expect to receive an education that enables them to achieve the best possible outcomes in line with their peers and become confident, able to communicate their own views and ready to successfully progress into adulthood.

Through our quality-first teaching, planning and provision we:

- Ensure that needs are identified as early as possible and support is put into place
- Ensure that children have access to a broad and balanced curriculum which is appropriately scaffolded to enable children to succeed
- Provide an accessible learning environment which is tailored to the needs of all pupils - Develop children's independence

- Regularly monitor the progress of children with SEND
- Work closely with parents and carers
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND.

We will work with parents and carers to establish a person centred approach to enable us to know and make decisions based upon what is important **to** our young people and what is important **for** our young people and ensuring we find the balance between.

If a pupil is identified as having SEN then we will put in place a plan to remove barriers to learning and implement the relevant and most effective provision to support the young person. This could include discreet targeted interventions in class i.e. scaffolding, assistive technology, check-ins, key words, knowledge organisers, sentence stems, writing frames, task boards etc. Our first wave of provision will be in class, adapting teaching to suit the needs of the pupil. This may then progress to specific targeted interventions during advisory where small group support is put in place. To enable us to do this effectively we will use the Graduated Approach as set out in the Code of Practice 2014 This approach has four stages: assess, plan, do and review.

The Graduated Approach: Assess, plan, do, review

Assess: Teaching staff alongside the SENCo will assess the pupil's needs. Teachers can report this through an Early Identification of Need Form. Parents can also raise concerns and the same procedures will apply. Through this, the Lead SENCo/ SENCo will then investigate and gather a clear picture of the child across all subjects by liaising with all relevant teaching and pastoral staff. The pupil's prior attainment, progress and behaviour will be considered as well as liaising with parents / carers and the young person. This will be regularly reviewed to ensure the support matches the need.

Specialist assessment may be called upon through the LIFT / STLS services or health, social services or other agencies (with parental agreement.)

Plan: If it is decided that SEN Support is required then parents will be formally notified. The Lead SENCO/SENCo, in conjunction with the parents, young person and any other professionals involved will then coordinate a plan. This will include, outcomes, reasonable adjustments, interventions, support, expected impact on progress, development of behaviour and a clear date for review.

All relevant staff will be informed about this plan and the needs, this will usually include a pupil profile with appropriate teaching strategies outlined. Strategies will be monitored for their use in the classroom by the Lead SENCo/ SENCo.

Do: Inclusive strategies aim to ensure the student accesses the fullest possible curriculum and remaining within the class with the subject expert, therefore teaching staff maintain full responsibility for working with the young person and making reasonable adjustments identified within the plan to ensure needs are met. They will work closely with learning mentors and any specialist teachers involved alongside the Lead SENCo/ SENCo to plan and assess the impact of support and interventions and how they can be fully supported in the classroom.

Review: This is the evaluation of the plan in line with agreed review dates The effectiveness of the intervention, support and adjustments should be evaluated alongside agreed outcomes. Plans may need to be revised in accordance with the

progress and development as part of a review meeting. This will always be in consultation with the young person and parent / carer. Parents / carers will be invited to SEND drop in sessions throughout the year to discuss any concerns.

If the young person continues to make less than expected progress then specialist assessment may be called upon through the LIFT / STLS services or health, social services or other agencies (with parental agreement.)

Pupils with an EHC Plan are likely to receive the following support:

- The Learning Support 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. This provision is monitored, evaluated for impact and adjusted as necessary using the EHCP review.
- Learning Mentors work with subject teachers to ensure necessary strategies are implemented.
- Specialist teachers may be involved in providing advice on strategies and interventions.
- Individual or small group tuition provided by the members of the Learning Support team.
- Enhanced support from a range of external agencies where appropriate.
- A risk assessment may be carried out for any individual that may require it for theirs and others safety

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

Each 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 the pupil, teachers, 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 an Education, Health and Care Plan there will be an annual review by the Lead SENCo or SENCo which will enable an evaluation of the effectiveness of the provision. A review of provision for SEN Support takes place during parents evenings. We also offer SEN Virtual Drop Ins to parents of those on the SEN register throughout the year. These are 10 minute appointments offered to all pupils on the SEN register so that parents can receive a review of their child's progress or discuss any concerns and ask for support and guidance.

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)

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

At Mascalls Academy we follow the advice provided by the Mainstream Core Standards and from the Specialist Teaching and Learning Service 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 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 doors and lighting in A 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
- Environmental adjustments for visually impaired pupils

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

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 resources for pupils with high needs, and above that amount, an application can be made to Kent County Council for High Needs Funding.

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

Pupils will be identified to staff using a pupil profile 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 and Learning 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 an 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, college pastoral support 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 through our Place 2 Be provision, mentor time with a member of staff, external agency referral, further pastoral 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 Lead SENCO/SENCo and/or lead member of staff for EHCP will attend Year 6 transition reviews of pupils with an EHC plan to ensure a smooth transition and appropriate planning of the student's curriculum. This includes additional individual transition visits to the Academy.

We also contribute information to a pupils' onward destination by providing information to the next setting. 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 three 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. 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 and placed on the SEN register and reviewed regularly. Parents will be informed and are encouraged to participate in the review of this provision. 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.

The arrangements for use of the behaviour policy for pupils with SEN Support

Reasonable adjustments

The Mascalls Academy's behaviour policy applies to all pupils however, consideration will be taken for pupils with SEN when it is felt that verbatim application of the policy would be discriminatory. In this case a consultation between pupils, parents and the College senior leadership team 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.

We encourage parents to discuss at an early stage their concerns with the Head of College, Head of Pastoral, subject teachers, Lead SENCo, SENCo and Principal to resolve the issue before making the complaint formal to the Leigh Academies Trust.

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.

The Lead SENCo is a senior leader and qualified teacher, who holds the National Award for Special Educational Needs Coordination. The SENCo is a qualified teacher, and holds the National Award for Special Educational Needs Coordination.

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

All Staff are invited to SEN drop in clinics, these can be workshops on a specific area of need / disorders (ie ADHD and classroom strategies to support) or general drop ins to discuss concerns, ask for advice / support.

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 regards to the 4 areas of need.

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, 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.
- Access to Speech and Language Therapy Services for assessment and advice.

- Ability to make requests for advice from the 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)

Independent Advice Service Kent (IASK) 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: iask@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

