

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY/SEN INFORMATION REPORT**

### **The Trust's Vision**

Our vision is to significantly improve the quality of learning and life experiences of pupils at Temple Grove Academy particularly those pupils who have a Special Educational Need or Disability (SEND). We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

### **1. Introduction**

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

This policy should be read in conjunction with the following TGA policies, all of which can be found on the academy's website:

- Behaviour Policy
- Equal Opportunities Policy and Accessibility Plan
- Complaints Policy
- EAL Policy

This policy was developed with all staff at Temple Grove Academy and agreed after consultation with parents/carers and the governing body. This policy will be reviewed annually.

### **2. 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 (2014, p 4)*.

## 2.1 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)*

## 2.2 Identification of SEN Support at Temple Grove Academy

Temple Grove Academy reviews the SEN Support register half termly at Pupil Progress Meetings. Pupils may be placed on the SEN Register under one of the four categories:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical Difficulties

In relation to Cognition and Learning 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

Therefore, when considering whether a pupil has special educational needs any of the following may be evident:

- Pupil makes little or no progress even when teaching approaches are targeted particularly in a pupil’s identified area of weakness;
  - Pupil shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
  - Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil’s own learning or that of the class groups, despite having an individualised behaviour support programme;
  - Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
  - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
  - Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.
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### **3 The kinds of special educational need for which provision is made at the school**

At Temple Grove Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome and learning difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The academy also currently meets the needs of pupils with Education, Health and Care plan with the following kinds of special educational need: Autism Spectrum Disorder (ASD). Decisions on the admission of pupils with a statement of special educational needs / 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.

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

At Temple Grove Academy we monitor the progress of all pupils through pupil progress meetings half termly to review their academic progress and their progress is tracked using assessment tool B squared. We also use a range of assessments with all the pupils at various points including:

- Phonics screening in year 1
- Curriculum assessments each term for all pupils
- Language Link assessment for all reception pupils
- EYFS baseline assessment

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. The particular intervention scheme used will be dependent on each individual child but may include:

- Beanstalk 1.1 Reading
- Emotional Literacy Support
- Clever Fingers/Dough Disco
- Phonics intervention
- Social Skills such as Lego Therapy
- Counselling and Play therapy
- Sensory Circuits
- BEAM (Balance Education and Movement)

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 Temple Grove Academy we are experienced in using the following assessment tools:

- Dyslexia Portfolio Dyslexia Screen
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- Speech and Language Link
- Leuven Scales
- BPVS (British Picture Vocabulary Scale)
- Boxall Profile

Temple Grove Academy also have access to external advisors such Local Inclusion Forum Team (LIFT), Kent Educational Psychologist Service, Speech and Language Therapy Service and Community Paediatrics.

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 Personal 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 special educational needs. When any change in identification of SEN is changed parents will be notified.

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.

### **3.2 Information about the academy's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including how the academy evaluates the effectiveness of its provision for such pupils**

Each review of the SEN Personalised 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 is being made.

For all pupils with a Personalised Provision Plan, their outcomes will be reviewed with parents 3 times a year at Parent/Teacher meetings. For pupils with Education, Health and Care Plan there will also be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **3.3 The academy's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the academy has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, language assessment etc. The assessments we use at Temple Grove Academy are listed in section 2. 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 the SEN support plan will be reviewed and adjusted.

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### **3.4 The academy's approach to teaching pupils with special educational needs**

High quality first 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. Academies 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 (2014, 6.37)*

At Temple Grove Academy the quality of teaching is judged to be requires improvement in our last Ofsted inspection and the academy is working closely with the Local Authority to improve this to good. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the academy employs some additional teaching approaches, as advised by internal and external assessments e.g. Beanstalk reading intervention. This is delivered by additional staff employed through the funding provided to the academy as 'notional SEN funding'.

### **3.6 How the academy adapts the curriculum and learning environment for pupils with special educational needs**

At Temple Grove 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 strategies described 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 including:

- Installation of handrails in the Year 3 / 4 corridors
- Creation of a disability suite including accessible toilet
- Alterations to fire exits to allow wheelchair access
- Installation of whiteboards in all classrooms
- Creation of dedicated disabled parking bays
- Yellow markings around the school to demarcate steps and change in levels.

### **3.5 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 the SEN page our website. In very few cases a very high level of resource is required. The funding arrangements require academies to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority

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should provide top up to the academy with a funding called 'High Needs Funding.' This HNF has to be applied for each relevant pupil.

### **3.6 How the 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 Temple Grove Academy are available to pupils with special educational needs either with or without a 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.

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

At Temple Grove 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 for instance PSHE, Circle Time and assemblies 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:

- Social skills intervention such as Emotional Literacy or Lego Therapy
- Play Therapy
- External referral to CAHMS
- External referral to Two Bridges Outreach support
- Time out space if a child is upset or agitated
- Assessment using the Boxall Profile or British Picture Vocabulary scale

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.

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

The SENCO at Temple Grove Academy is Sophie Tillman-Harries, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds a Post Graduate Certificate in Special Educational Needs and Disability.

Sophie Tillman-Harries can be contacted on: 01892 520562

## **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**

The training of academy staff is varied but the academy is dedicated to the continuous professional development of its staff. Most teachers and learning support assistants have had training in the following areas:

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- Team Teach
- Precision Teaching
- Attachment Difficulties
- Language for Learning
- Social Communication Difficulties including Autism Spectrum Disorder
- Widgit
- Circle time
- Makaton

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:

- Specialist Teaching Service,
- Kent Educational Psychologist Service,
- Local Speech and Language, Physio and Occupational Therapy Service, The cost of training is covered by the notional SEN funding.

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

Where external advisors recommend the use of equipment or facilities which the academy does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the academy 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**

All parents of pupils at Temple Grove Academy are invited to discuss the progress of their children on three occasions a year and their provision plan will be reviewed. 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. All such provision will be recorded, tracked and evaluated on a Personal Provision Plan which will be shared with parents three times per year.

If following this Personal Provision Plan- improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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.

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

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. 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 academy**

The normal arrangements for the treatment of complaints at Temple Grove Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher first, then either the SENCO or Head teacher 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 a Statement of SEN 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 academy.

## **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**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team

Temple Grove Academy have also completed and received accreditation for The Balanced System, Scheme for Schools for Speech, Language and Communication Needs.

## **11 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)**

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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

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

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

## **12 The academy's arrangements for supporting pupils with special educational needs in transferring between phases of education**

At Temple Grove Academy 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. When pupils transfer to us from pre-academy the following transition arrangements are used:

- All families are offered a home visit by our Nursery and Reception Teachers in order to get to know the child and family before they join us.
- Our Reception Teachers visit all children in their pre-school settings to observe them and discuss strengths and needs with the professionals who are already working with them.
- For children who have complex additional needs, a transition meeting may be arranged with all family member and professionals involved with the child in order to make any appropriate arrangements to ensure a smooth transition.
- All children are offered the opportunity to visit the academy several times before joining.
- All children are given a transition booklet which shares information about the child and the academy before they start in September.

We also contribute information to a pupils' onward destination by providing information to the next setting. When pupils transfer to secondary school the following transition arrangements are used:

- For pupils with EHC plans, personalised transition plans are created at annual review
- Pupils are released from academy to attend as many transition days at the new school as are needed. If pupils need to be supported by our academy staff to help them with this, they are made available.
- Vulnerable pupils access a Year 6 transition intervention programme, which seeks to support them with practical strategies for managing different situations at Secondary Schools.
- The Year 6 class teacher, SENCO and Pastoral Support Manager meets with a representative from each of the appropriate secondary schools to discuss the strengths and needs of all children.

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

The local authority's local offer is published on:

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[http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/sen\\_and\\_disabilities/local\\_of\\_fer.aspx](http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_of_fer.aspx)

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

Approved by the Governing Body on: September 2021

Next Review on: September 2022

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