



Special Educational Needs and Disability (SEND) Policy

Review Body: Board of Directors

Approved on: 14 March 2024

Date of Next Review: March 2025

Review Period: 1 year



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 all other school policies including: Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Learning and Teaching Policy, Assessment Policy and Complaints Policy.

This policy was developed with parents/carers, staff, representatives from the governing body and Boards of Directors. This policy will be reviewed annually.

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) across Inspire Academy Movement.

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Definition of Special Educational Needs (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)*



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)*

1. What kinds of special educational needs does the Inspire Academy Movement make provision for?

At Inspire Academy Movement, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance; dyslexia, dyspraxia, speech, language and communication needs, ADHD, ADD, auditory processing difficulties/disorders, autism (ASD), Asperger’s syndrome, physical disabilities, visual impairment and emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training, support and advice so that these kinds of needs can be met.

The schools also currently meets the needs of pupils with an EHCP with the following kinds of special educational need: ASD, speech and language disorders and SEMH needs.

Decisions on the admission of pupils with an EHCP are made by the Local Authority.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

2. How does Inspire Academy Movement identify and assess pupils with special educational needs?

At Inspire Academy Movement, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all/some the pupils at various points e.g. Y1 phonics screening, language link, BEAM, CATs tests, reading and spelling age test etc.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra targeted/specialist support or provision to enable the pupil to catch up. Some examples of extra support are; group interventions, individual interventions, boosting sessions, Pastoral Support Plans, Nurture Group, counselling, speech and language support, social communication groups, emotional understanding groups, Jump Ahead, Sensory Circuits, Numicon interventions, Sound Linkage, Precision Teaching, Shadow Reading/Paired Reading, Fresh Start, additional reading support etc.

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. If parents are concerned about their child and feel that an assessment is needed that the school have not identified, they are encouraged to speak to the class teacher and can also request a meeting with the SENCO.

At Inspire Academy Movement we are experienced in using the following assessment tools; Dyslexia Portfolio, memory assessment tools (Memory Magic, Memory Rating Scale), Dyscalculia Toolkit, Leuven scales, Sandwell Early Maths Assessment, Test of Auditory Processing Skills (TAPS), visual stress tests, BEAM, Jump Ahead, The Boxall Profile, Sound Linkage, Speech Link, Language for Learning. We also have access to external advisors (specialist teachers, speech and language therapists, educational psychologists, occupational therapists, physiotherapists) who are able to use a variety of additional 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. The results of any assessments will be shared with parents, put into an SEN Support plan or provision map and reviewed regularly, and refined/revised as 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. Additionally, those pupils with a physical need that requires additional support/provision will be identified and added to the SEND register, as well as those pupils who require being educated out of their chronological year group.

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. How is provision made for pupils with special educational needs whether or not they have EHC Plans? Including...

3a How does Inspire Academy Movement evaluate the effectiveness of its provision for pupils with special educational needs?

Each review of the SEN Support plan may be informed by the views of the pupil, parents, class teachers and the assessment information from teachers or additional assessments which will show whether adequate progress is being made.

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

- 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 an EHCP there will be interim reviews and 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.

3b. How does Inspire Academy Movement assess and review the progress of pupils with special educational needs?

Every pupil in the school has their progress formally tracked three times per year and pupil progress meeting are held between class teachers, key stage leaders, Assistant Head Teachers, Head of School/Head Teachers and the SENCO. During pupil progress meetings, pupils making inadequate progress are identified, barriers to learning are discussed and targeted/specialist support and interventions are planned for using the school's graduated approach. In addition to this, pupils with special educational needs may have more frequent assessments. 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/provision map will be reviewed and adjusted.

3c. What is Inspire Academy Movement's approach to teaching pupils with special educational needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Inspire Academy Movement, we 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)*

The quality of teaching is judged to be Good across all schools within Inspire Academy Movement in our last OFSTED inspections. (Please see the Trust's website for the full Ofsted reports).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. The Mainstream Core Standards for Kent can be found here:

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Parental version of the Mainstream Core Standards can be found here:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, pre-teaching, small group teaching, use of ICT software learning packages such as Clicker 7. These are delivered by



additional staff employed through the funding provided to the school as 'notional SEN funding'

3d. How does Inspire Academy Movement adapt the curriculum and learning environment for pupils with special educational needs?

At Inspire Academy Movement 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 EHC Plans.

3e. What additional support for learning is there 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 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. 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.

3f. Can pupils with special educational needs engage in activities of the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils with Inspire Academy Movement are available to pupils with special educational needs either with or without an EHCP. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g. What support is available for improving the emotional and social development of pupils with special educational needs?

At Inspire Academy Movement, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, circle time, Rights Respecting, 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 e.g. pastoral support plan, access to a counsellor, mentor time with member of senior leadership team, external referral to Children and Young People's Mental Health Service (now CYPMHS, formally CAMHs) or Early Help, time-out space for pupils (including a sensory tent) to use when upset/agitated/angry, time to talk with trained TAs, cognitive behavioural therapy approaches and the Wellbeing Toolkit.



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. Who are the SEN Co-ordinators? How can I contact them?

The SENCo for the three schools in the Trust are:

Mrs Adele Solomides asolomides@inspiream.org.uk – Four Elms Primary School

Miss Sarah Ellsworth ellsworth@inspiream.org.uk – Seal CEP Primary School

Mrs Clare Henry chenry@inspiream.org.uk – Maypole Primary School

5. Have staff had training in relation to children and young people with special educational needs? How will specialist expertise be secured?

All teachers and teaching assistants have had the following awareness training; Supporting children with ASD, Dyslexia Friendly Environments, Supporting Speech, Language and Communication Needs within the Classroom, Leuven Wellbeing and Involvement, Language for Learning, Attachment Training, Nurture Provision Training.

In addition, some teachers and teaching assistants have received the following enhanced and specialist training; Makaton, Language for Learning, Bereavement Support, Earlybird/Earlybird Plus/Cygnets, Wellbeing and Involvement, Fine Motor Skills Support (including clever fingers and write dance), Sensory Circuit Training, Colourful Semantics, ADHD awareness, ASD awareness, Supporting children with ASD in KS1, Early Help training and workshops, Lego Therapy, Dyscalculia Awareness, Dyslexia Awareness, Wellbeing Toolkit, Social Stories and Comic Strip Conversations training, Clicker Apps training, de-escalation training, Nurture Group Network training and speech and language training including; colourful semantics, attention and listening, developing verbal reasoning, narrative and concepts.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Valence School and other Specialist School outreach including Milestone and Ifield, Educational Psychologist, speech and language therapists, occupational therapists, physiotherapists, specialist teachers etc. The cost of training is covered by the notional SEN funding and the schools training budget.

6. How will equipment and facilities to support children and young people with special educational needs be secured?



Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. Alternatively, for those pupils with an EHCP or significant additional needs, this may be paid for using High Needs Funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team and from the specialist teaching service.

7. How will I, as a parent, be informed about my child and involved in their education?

All parents of pupils at Inspire Academy Movement are invited to formally discuss the progress of their children on two occasions a year and receive a written report once per year from the class teacher and also have the opportunity to discuss their children formally with the SENCO three times per year. However, within the Trust, we encourage all parents to contact class teachers regarding concerns in the first instance and the SENCO for further support and guidance outside of these allotted times. In addition we are happy to arrange meetings outside of 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 Intervention Record Sheets.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to 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 EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8. How will my child be involved in decisions about their learning?

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 child-centred planning. Parents are likely to play a more significant role in the early years with the young person taking more responsibility and acting with greater independence in later years.

9. How are complaints from parents of children with special education needs managed by the school?

The normal arrangements for the treatment of complaints at Inspire Academy Movement are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with; the class teacher initially, then the SENCO and finally the Assistant Head or Headteacher/Head of



School, to resolve the issue before making the complaint formal to the Chair of the Local Governing Body.

If the complaint is not resolved after it has been considered by the Local 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 EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How does the Local Governing Body involve 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 local 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
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services/Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. SENCO forum, AEN updates

11. What other support is there for parents of children with special educational needs?

Information, Advice and Support 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 (Mon – Fri 9am – 5pm)

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

Office: 03000 412 412

E-mail: iask@kent.gov.uk

<https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact>

12. What will happen when my child starts or leaves Inspire Academy Movement?



At Inspire Academy Movement 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. If a child is joining us in Reception, we visit Early Years settings and hold transition meetings with key workers, we invite the children to three taster sessions in July, we provide photographs and information about the new environment, staff and routines, we hold a Family Fun Day in August and we carry out home visits in September. If pupils are joining The Inspire Federation in years 1-6 or as an in year admission, we contact the previous school/setting to obtain as much information as possible and hold meetings with parents and children before transition and once the child has settled. We also gain information from outside agency reports where possible and may wish to contact external agencies for transition support and advice. We are actively involved in the Early Help process and attend transition Multi-Agency Support meetings.

We also contribute to a pupils' onward destination by providing transition information to the next setting. We pass on all reports and support records and where appropriate arrange transition meetings. We are very happy to accommodate and support transition visits for pupils moving on from The Inspire Federation.

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

The local authority's local offer is published on the KELSI website and can be found here: <https://www.kelsi.org.uk/special-education-needs/send-information-hub>

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

