



**St Augustine Academy**  
**SEN & Disability (Access) Policy**

Last Review Date: September 2020

Next Review Date: September 2021

# SEN & Disability Policy (Access)

SEN is the acronym used regarding Special Educational Needs and will be used throughout this document

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 Academy policies:- Behaviour Policy, Child Protection Policy, Complaints Policy, Disability Statement, Discipline Policy, Equal Opportunity Policy Students, Home Learning Policy, Inclusion Policy and Safeguarding and Promoting Student Welfare.

This policy was developed in consultation with the Senior Leadership Team, The Academy Council, 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 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.) The kinds of special educational need for which provision is made at the Academy:*

At St Augustine 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, learning difficulties, social, emotional and mental health difficulties, visual impairment and physical impairment. 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 students with an Education, Health and Care plan with the following kinds of special educational need:

- Complex medical conditions
- History of learning difficulties with associated difficulties
- Physical and sensory impairments
- Social, emotional and mental health difficulties
- Speech, language and communication difficulties and disorder including those with an Autistic Spectrum Disorder (ASD) diagnosis

St Augustine Academy has a SEN Resourced Provision for ASD needs:

**The ARC (Autism Resource Centre) [http:](http://www.saa.woodard.co.uk/228/autism-resource-centre-arc)**

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This provision is funded by the local authority for up to 12 places.

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## *2.) Information about the policy for identification and assessment of students with SEN:*

At St Augustine Academy we monitor the progress of all students three times a year to review their academic progress. We also use a range of assessments with all the students at various points including Year 6 transition date, Cognitive Ability Tests (CATs), reading tests on entry and subsequent reading tests through the 'Accelerated Reader' programme specifically 'Star Reading' tests, spelling tests and teacher assessments.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are Accelerated Reader Programme, Bedrock, homework club, in class support, Irlen Screening, Churches and Schools Together (CAST), Super Skills (social and emotional intervention), and emotional support from our care and guidance counsellor.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will consider an onward referral to external agencies such as Children and Young People's Mental Health Services (CYPMHS), LIFT – Local Inclusion Forum Team amongst others. At the start of Year 10 some students will be assessed for access arrangements by an external verifier using Wide Range Achievement Test Edition 4 (WRAT 4) and Comprehensive Test of Phonological Processing (CTOPP).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. At this point we will have identified that the student has a special educational need because the Academy is making special educational provision for the student which is additional and different to what is normally available.

If the student 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 student as having a special educational need. If the student 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 student are aware of the support to be provided and the teaching approaches to be used.

3.) *Information about the Academy's policies for making provision for students with special educational needs whether or not they have EHC Plans, including:*

**3a.) How the Academy evaluates the effectiveness of its provision for such students:**

Review will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

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 students with an Education, Health and Care Plan there will 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 academy council.

**3b.) the Academy's arrangements for assessing and reviewing the progress of students with special educational needs:**

Every student in the Academy has their progress tracked three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at St Augustine Academy are referred to in section 2. Using these, it will be possible to see if students are increasing their level of skills in key areas.

### 3c.) the Academy's approach to teaching students 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. Schools 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)*

In St Augustine Academy the quality of teaching is judged to be 'good' (Ofsted, 16/03/18).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice:

[http://www.kelsi.org.uk/\\_data/assets/word\\_doc/0009/30060/Mainstream-Core-standards-for-all-learners-for-KELSI-1.doc](http://www.kelsi.org.uk/_data/assets/word_doc/0009/30060/Mainstream-Core-standards-for-all-learners-for-KELSI-1.doc)

In meeting the Mainstream Core Standards the Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching and use of ICT software learning packages. Mainstream staff work closely with the specialist ARC (Autism Resource Centre) staff to enhance their classroom practice. These are delivered by additional staff employed through the funding provided to the Academy via 'notional SEN funding'.

### **3d.) how the school adapts the curriculum and learning environment for students with special educational needs:**

At St Augustine Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students 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 Academy Council have recently made the following improvements as part of the Academy's accessibility planning:

- New build and refurbished West Block fully accessible.
- Staff training on the changes to the SEN code of practice.
- Development & refining of Personal Evacuation Plans for students & staff.

The curriculum at St Augustine Academy is regularly reviewed to ensure it meets the needs of our students. Any additional staff training requirements to facilitate this are co-ordinated by senior staff.

### **3e.) additional support for learning that is available to students 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 students requiring SEN support. The amount of support required for each student 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 students with high needs, and above that amount the Local Authority should provide top up to the school following a successful 'High Needs Funding' application.

**3f.) how the Academy enables students 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 students at St Augustine Academy are available to students with special educational needs 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 student in the activity

**3g.) support that is available for improving the emotional and social development of students with special educational needs:**

At St Augustine Academy we understand that an important feature of the Academy is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance; Assemblies, Mentor Time, PENN resilience programme (Year 7-9), PSHE Focus Days (Year 10 & 11), throughout the curriculum, and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following:

- Mentor time with a member of staff.
- Pastoral Support Programmes with Director of Learning or Senior Leadership Team Member
- CAST mentor.
- Anger management programmes.
- Key worker for students and parents.
- External referral to outside agencies (Early Help Referral etc.)
- Student manager support
- Time out space provided in the LSU (Learning Support Unit)
- Care, support and guidance worker.
- Careers guidance officer based at St Augustine Academy.
- Year group based support hubs.

Students 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 students who do not need this support.

*4.) The name and contact details of the SEN Co-ordinator:*

The SENCO at St Augustine Academy is Mr Nick Leatherbarrow, who is a qualified teacher and has completed the National Award for SEN Co-ordination course.

Mr Nick Leatherbarrow is available on 01622 752490 or [nleatherbarrow@saa.woodard.co.uk](mailto:nleatherbarrow@saa.woodard.co.uk)

*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:*

All teachers and learning support assistants have had the following awareness training:

- Child Protection and Safeguarding
- Radicalisation Awareness Training (The Prevent Duty)
- FGM Awareness Training
- ASD awareness
- English as an additional language
- Dyslexia Awareness
- Irlen Awareness
- New SEN code of practice
- Differentiation training

Arrangements are made for new staff (teaching and support) and trainee teachers to receive training in these areas appropriate to each person's role.

In addition the following teachers have received the following enhanced and specialist training:

Mr Nick Leatherbarrow – National Award for SEN Co-ordination and Child Protection.

Mrs Jeannie Sebell – Designated Child Protection Co-ordinator

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, Five Acre Wood Outreach, Bower Grove Special School, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists. 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 students at St Augustine Academy are invited to discuss the progress of their children once a year and receive a written report three of times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students 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 student has a special educational need.

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 student 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 students 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 student. Information will be made accessible for parents/carers.

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

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student 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 Academy Council relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school:*

The normal arrangements for the treatment of complaints at St Augustine Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's mentor, subject teachers, subject leaders, student manager, SENCO, Directors of Learning, Assistant Principals, Vice-Principal and Principal to resolve the issue before making the complaint formal to the Chair of the Academy Council.

If the complaint is not resolved after it has been considered by the Academy Council, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the Academy.

*10.) How the academy council involves other bodies, including Health and Social Services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:*

The Academy Council have engaged with the following bodies:-

- Membership of Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service.
- Link to Disabled Children's Service for support to families for some students with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice.

*11.) The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):*

Information Advice and Support Kent (IASK) formerly 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:** 03000 412412

**Fax:** 01622 671198

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>

*12.) The Academy's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:*

At St Augustine Academy we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Appropriate staff visit the students in all feeder primary schools and contact is made with Year 6 teachers and/or primary school SENCOs to ensure that we are fully aware of any additional needs that a student joining our Academy may have. Key stage 3 → 4; guided option choices are provided. Our careers and guidance officer oversees the transition of all of our students from Key Stage 4 → 5, ensuring that any support needs and any other relevant information is passed on to the destination of their choice.

*13.) 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>

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