

Tonbridge Federation

SEN & Disability Policy/SEN Information Report

Reviewed by Governors 23rd March 2023

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

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 school policies
Culture, Conduct and Community Policy, Equalities Policy, Safeguarding Policy,
Homework Policy, Complaints Policy, GDPR.

This policy was developed in conjunction with staff, governors, parents/carers and learners 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 (2015, p 15)*

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 (2015, p16)

1 The kinds of special educational need for which provision is made at the school

Within the schools of The Tonbridge Federation we can make provision for every kind of frequently occurring Special Educational Need without an Education, Health and Care Plan, for instance Dyslexia, Developmental Conduct Disorder, Speech and Language Needs, Autism as well as other learning difficulties and behaviour 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 and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of Special Educational Need: Autism Spectrum Disorder, Speech and Language Needs, Physical Disabilities, SEMH, Auditory Processing Disorder and a range of other SEN needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils 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 pupils with SEN

At Hugh Christie School and Long Mead Community Primary School we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points.

At Long Mead:-

- Language Link in Term 1 for all reception class children and as they enter Year 3. We will also re-assess key children in Year 5. Any children who join Long Mead mid-year are assessed on entry.
- Speechlink is used as a screening tool should there be concerns with an individual child's speech.
- Reading and spelling assessments including Suffolk and Schonell Tests
- Curriculum assessments of the core subjects in English, Maths and Science.
- We use the Boxall Profile to help identify SEMH need and also The Coventry Grid

- Lucid Screener is used where we suspect there may be an issue around Dyslexic tendencies
- A range of assessment tools may be used by our Assessment Manager to identify educational difficulties

At Hugh Christie:-

- Lucid Exact is used for all new entrants and also to help identify Access Arrangements
- Boxall Profile for SEMH needs
- BPVS
- TAPS
- Reading and Spelling tests are carried out at least once per year using WRAT.
- Curriculum assessments in all subject areas
- Speech Link is used in Year 7 and 8

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

At Long Mead:-

- Individual or group targeted interventions such as social skills, fine motor skills, handwriting practice, additional reading support from Learning Support Assistants or volunteer helpers
- Physical management programmes such as BEAM, Jump Ahead and Sensory Circuits
- Literacy and numeracy support from a qualified teacher or Learning Support Assistant
- Speech and language support
- Individual tuition from a qualified teacher
- Emotional support from a qualified counsellor
- Zones of Regulation
- Sanctuary Room

At Hugh Christie:-

- Literacy and numeracy support from a qualified teacher or Learning Support Assistant
- Individual tuition
- Small group subject specific interventions.
- Students with ASD may also be offered support from our Secondary Aged ASD Skills Centre.
- Emotional Support from a qualified counsellor
- Social Skills and Mindfulness interventions

- SALT support from our Speech and Language Therapist

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 of assessment tools to determine the cause of the learning difficulty. The Tonbridge Federation is experienced in using the following assessment tools:

- Dyslexia Screening Tool
- Wide Range Achievement Test (WRAT)
- Wide Range Intelligence test (WRIT)
- Test of Auditory Perceptual Skills (TAPS)
- British Picture Vocabulary Scale (BPVS)
- Phonological Assessment Battery (PHaB)

And we have access to external advisors who are able to use the following assessment tools:

- Movement ABC, Beery-Buktenica Development Test of Visual Motor Integration and Sensory Profile (Occupational Therapists and Physiotherapists)
- Clinical Evaluation of Language Fundamentals - CELF (Speech and Language Therapists)
- Boxall Profile, Basic Achievement Skills – BAS, Wechsler Individual Achievement Test – WIAT and Wechsler Intelligence Scale for Children - WISC (Educational Psychologists)

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 SEN support plan where appropriate 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 school 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 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support 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.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review 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 the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use are shown 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.

3c the school'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. 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 (2015, 6.37)*

In Long Mead Community Primary School the quality of teaching is judged to be good. In Hugh Christie the quality of teaching is judged to be good.

We follow the Mainstream Core Standards (<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-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 school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

The Tonbridge Federation follows 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 school's accessibility planning- identification of Disabled Parking Space at Long Mead. Long Mead's accessibility plans are constantly reviewed by governors and senior staff.

Hugh Christie is fully accessible. Staff at both schools have been trained to meet all accessibility and equalities obligations.

3e 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 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 and a full list of the interventions we can offer is on our provision map. 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. Both schools have applied for High Needs Funding to help support provision.

3f how the school enables pupils with special educational needs to 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 at our schools are available to pupils with Special Educational Needs either with or without an Education, Health and Care Plan. 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 support that is available for improving the emotional and social development of pupils with special educational needs

At The Tonbridge Federation 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 through PHSE, Advisory Time 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 counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, access to The Skills Centre, The Sanctuary Room and/or Sensory Room.

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 for the Tonbridge Federation is Paul Bargery, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: NPQH, PGCE History and Humanities, BA (HONS) Politics and Government and an MA in Education with a specialism in ASD. Paul is also the Designated Safeguarding Lead across the Federation. Paul is also a certified SPELL trainer and has recently qualified as an Attachment Lead.

Paul Bargery is available on 01732 353544 Ext 226 (Hugh Christie) or 01732 Ext 202 (Long Mead) or pbargery@tonbridgefederation.co.uk. Currently, Paul is based at Long Mead on Mondays, Tuesdays and Wednesdays and Hugh Christie on Thursdays and Fridays.

Rosamund Maxwell is the ASD Skills Centre Manager based at Hugh Christie and can be reached on 01732 353544 Ext 228. Rosamund has day to day oversight for the children on the roll of the Hugh Christie Specialist Resource Provision.

Jane Davies is the Mainstream Core Standards Lead at Hugh Christie. She has responsibility for transitions from primary school to Hugh Christie and transitions

within Hugh Christie for our SEND students. Jane is also responsible for publishing the SEND register and newsletter.

Angie Firkins is the Assistant SENCO at Hugh Christie and she is responsible for the day to day allocation and management of Learning Support Assistants.

Theresa Clement is the Specialist Speech and Language LSA at Hugh Christie and lead First Aider.

Emma Green is responsible for delivery of our Precision Teaching intervention and is also based within the English Department for 50% of her time.

Sarah Cope is an Attachment Lead.

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 teaching assistants have had the following awareness training:

- Dyslexia Awareness
- Attachment Disorder
- ASD awareness
- Differentiation training
- Mainstream Core Standards
- Universal Strategies in supporting SEND pupils
- English as an additional language
- Speech and language
- Behaviour Management
- De-escalation techniques
- Safeguarding
- ADHD awareness

As new members join the staff involved in teaching and learning, arrangements are made for each 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.

At Long Mead

- Nichola Wilson – Designated Safeguarding Lead
- Julie Barden – Higher Level Teaching Assistant and Primary Language for Learning
- Lisa Styles- Cued Articulation
- Noa Mitchell- Attachment Disorder
- Kelly Waghorne- Nurture UK

At Hugh Christie

- Jeanette Ingram – Designated Safeguarding Lead
- Laura Allen- Designated Safeguarding Lead
- Rosamand Maxwell- ASD Skills Centre Manager/ Associate Member of the Dyslexia Association (DI Teaching)
- Angie Firkins- BEAM, PD
- Theresa Clement- Selective Mutism Support, Designated Safeguarding Lead
- Sarah Cope- Zones of Regulation
- Emma Green- Precision Teaching

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 Nexus School, Five Acre Wood and Valance School. We also utilise Kent Educational Psychology Services, Inclusion Support Services Kent, 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 school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school 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 our schools are invited to discuss the progress of their children on three occasions a year and receive a report four times per year. 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 Provision Map which will be shared with parents three times per year.

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 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.

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 school

The normal arrangements for the treatment of complaints at our schools are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO 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 an Education, Health and Care Plan then 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 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 6 days per year at Hugh Christie and 3 days per year at Long Mead.
- A Service Level Agreement with the Kent Equality, Inclusion and Diversity Team for both schools.
- A Service Level Agreement with West Kent NHS Speech and Language Team for 6 visits per year at Long Mead.
- A Service Level Agreement with Words First for weekly Speech and Language Therapist visits at Hugh Christie.
- 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.
- Membership of professional networks for SENCO such as NASEN.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The Tonbridge Federation works 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. This can involve dedicated transition programmes and events, visits to feeder schools and home visits. We also contribute information to a pupils' onward destination by providing information to the next setting.

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

The local authority's local offer is published on <https://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.

Approved by the GB on

Next review on