

# Viking Academy Trust



## SEND Policy Ramsgate Arts Primary School

Approved by the Trust: Term 2 2019

Reviewed annually: Term 2

Last review date: Term 2 2019

Signed:

A handwritten signature in black ink, appearing to read 'Roby', is written over a faint rectangular stamp.

Chair of Trust

# SEND Policy

## The Viking Academy Trust

### Ramsgate Arts Primary School

#### Schools in the Viking Academy Trust (VAT)

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This SEND is specific to **Ramsgate Arts Primary School**.

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

Behaviour Policy, Single Equality Statement, Safeguarding Policies, Complaints Policy, Transgender Policy, Medical, Health and Safety Policy

Ramsgate Arts Primary believes that every teacher is a teacher of every child, including those with Special Educational Needs. This policy is produced with the aim of all pupils to be fully included throughout all areas of the trust. We aim to raise the aspirations and expectations of all pupils. This policy was produced through guidance from key legislation. The policy was then reviewed by the trusts staff, who were able to validate the policy is a true reflection on their classroom practice and school expectations. All parents were invited to a consultation of the policy. Parents, who took part in this consultation, viewed the policy and gave feedback. This resulted in

adjustments being made accordingly. Finally, the policy was reviewed and approved by the trustees and will be updated accordingly to incorporate in updates in legislation or changes in school practice.

### **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**

At RAPS, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, downs syndrome, physical disability, learning difficulties, social and emotional 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. 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 RAPS, we monitor the progress of all pupils across the year to review their academic progress. We also use a range of assessments with all the pupils at various points eg phonics screening, speech link, language link, spelling age, reading age, a range of assessments to give an indicator of a possible barrier to learning, including non-verbal reasoning, memory, auditory and visual processing, fine and gross motor, SDQ's and Boxhall.

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, all additional support is recorded on the school provision mapping system in consultation with parents. Examples of extra support can be found in Appendix A.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area 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.

We also have access to external advisors such as: TISS, SAL, School Health, OT, Physio, CYPMHS, Green Banks, Head Start.

The purpose of 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, may be put into a personalised provision map 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.

## 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

All personalised provision plans are reviewed a min of 3 times a year. Each review of the personalised provision map will be informed by the views of the pupil, parents and

class/subject teachers and the assessment information 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 an 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. All associated paper work is reported to the SEN department of the LEA.

### 3b 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)*

We follow the Mainstream Core Standards (click here: [KELSI CORE STANDARDS](#))

This is 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. personalised curriculum / 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' 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.

At RAPS, the quality of education is judged to be *GOOD* (Ofsted Section 5 inspection - May 2018) and our current self-evaluation concurs with this.

### 3c 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 (see Appendix A). 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. Refer to High needs top up funding here.

3d 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 RAPS are available to pupils with special educational needs either with or without an Education, Health and Care Plan. The school will use their best endeavours to allow access for all.

3e support that is available for improving the emotional and social development of pupils with special educational needs

At RAPS, 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 lessons and indirectly with every conversation adults have with pupils throughout the day. 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.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with member of pastoral support team, access to lunchtime club, external referral to CAHMs, time-out space for pupil to use when upset or agitated etc

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

The SENCO at RAPS is Emily Hughes who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Hughes is available on 01843 582847 or [senco@vikingacademytrust.com](mailto:senco@vikingacademytrust.com)

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, ASD, SAL, De-escalation, Memory, ODD, ADHD, Dyslexia, Emotional Regulation, Sensory processing, Alternative recording.

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, TISS, Educational Psychologist,

Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. 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, the school will seek to acquire these through 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 RAPS are invited to discuss the progress of their children in school on three occasions a year and will also receive a written report once a year.

In addition to this, parents of pupils 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.

If your pupil has been identified as having an educational need there may be additional meetings with outside agencies and opportunities to review provisions throughout the year.

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 RAPS are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Deputy Head, SENCO or the Head of School to resolve the issue before making the complaint formal to the Executive Headteacher or 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 Educational Health 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 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  
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, etc  
Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

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](http://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

At RAPS, 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. Key staff (SENCO, Assistant Head) attend nursery transition sessions arranged with Thanet Primary/Infant Schools. Where additional transition information may be necessitated, meetings are arranged with parents and nursery staff as appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition meetings are held in conjunction with secondary schools and all relevant information is communicated. These are attended by the SENCO. Additionally, secondary leaders (Head of Year 7 or KS3) make visits to Year 6 children and pupils to gain further transition information during term 6.

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

The local authority's local offer is published on [www.ramsgateartsprimary.co.uk](http://www.ramsgateartsprimary.co.uk) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.