



# Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

## **SEND & Disability Policy/ SEN Information Report**

**February 2021**

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, complaints, anti-bullying, equality, safeguarding and all other school policies

This policy written by the Headteacher, the SENCO and with the Management Committee in liaison with the Senior Leadership Team, all staff and in consultation with parents of pupils with SEND 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

All pupils at MMAP will have a SEN need of SEMH due to the fact that they are now in alternative provision, whether that be full-time or on our KS3 rolling programme of 12 weeks. Many pupils at MMAP will also have an additional range of need(s) which can also act as barriers to learning.

MMAP can make provision for every kind of frequently occurring special educational need for pupils without an Education, Health and Care Plan (EHCP) or statement of special educational needs - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum disorders, ADHD, ADD and ODD.

There are other kinds of special educational need which do not occur as frequently and with which MMAP is less familiar, but we can access training and advice so that these kinds of needs can be met.

In line with Kent's SEND strategy, pupils with an EHCP / statement of special educational need should not be referred to MMAP. However, in exceptional circumstances, provision may be made at MMAP but this is usually very short term and whether MMAP has the staffing capacity to support the pupil.

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.

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

All pupils attending MMAP will have been receiving SEND support from their mainstream schools, over and above that provided by high quality teaching that is differentiated and personalised. However, following discussion at the Inclusion Forum, as part of the In Year Fair Access protocol. The primary special educational needs for which pupils are referred to MMAP are social, emotional and mental health (SEMH) needs which are impacting on their ability to learn and are adversely affecting their behaviour.

All pupils attending MMAP will have been identified as being at risk of permanent exclusion or may have been permanently excluded.

Although all pupils would have been assessed in their home schools, we also use a range of assessments with all the pupils on entry to the service, such as reading and spelling assessments. We also work closely with the home school in relation to their SEMH need. Depending on progress, even if a special educational need has not been identified then the SENCO/teachers will assess at other points during the pupils' time at MMAP. Where further intervention is required, we provide additional support via teaching assistants, this support may include in class support, small group teaching or individualised support for identified pupils.

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. Where necessary the support from an Educational Psychologist who is able to use a range of specific cognitive 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. These will be shared

with parents, put into a SEN support 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 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 academic progress formally tracked six times per year. In addition to this, pupils may need more assessments in reading, spelling, etc. This will depend on length of stay and need. The current standardised assessments we use at MAMP are the Hodder Diagnostic Reading Analysis (DRA) and The Vernon Graded Word Spelling test and Testwise which is a web-based platform that enables you to test your students' education, mental health and well-being, using our online assessments.

All pupils' wellbeing and involvement is tracked 3 times a year, using SEBD Progress with social, emotional and behavioural difficulties is tracked for all pupils, and shared with their mainstream schools. This level of communication allows us to see if intervention is required.

For Skills Online is used as an initial assessment to obtain a level of Functional Skills, in addition all subject teachers enhance the validity of this assessment by tracking progress against the PIXL/DfE programmes of study and attainment target statements. The teacher of each subject then uses their professional judgement based on the outcomes of the baseline incorporated with KS2 data to provide a target grade for the year that can be achievable but not unrealistic; enabling the pupil to make adequate progress.

Previously at MMAP, we have used a number of methods to record and track individual pupils' progress with social, emotional and behavioural skills in each lesson. However, none quite met our specific needs and so last year, following staff, parent and pupil discussion, we trialled and embedded a daily point reward system with all pupils, to increase pupil involvement and motivation. This provides a bespoke in-house recording system across the provision. In every lesson, each pupil's behaviour, work, effort and progress towards meeting targets are monitored. The information can be accessed quickly by all staff, enabling form tutors and to monitor individual pupil's progress on a daily basis. Information is collated and reviewed weekly to inform progress towards targets. This is analysed and data is used to inform parents and is also used in our weekly celebration/student voice assemblies.

If these assessments do not show adequate progress is being made, the personalised 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)*

Following our last Ofsted inspection (Nov 2019) the quality of teaching was judged to be good and the school is working hard to increase this to outstanding.

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/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 school employs some additional teaching approaches, as advised by internal and external assessments e.g., one to one tutoring / mentoring, small group teaching and additional in class support. 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**

At MMAP 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 statements of special educational needs / Education, Health and Care Plans.

The learning environment at MMAP is based upon very small teaching groups, with all lessons staffed by both a teacher and a teaching assistant. We use a pupil centred, supported approach to all aspects of our work and are able to adapt aspects of the curriculum or its delivery and the learning environment to individual needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Headteacher, SLT, SENCO and Management Committee frequently review and update the curriculum offer. There has also been the identification and then subsequent on the spot training of SEND issues in the school briefing sessions

### **3e) Additional support for learning that is available to pupils with special educational needs**

Our 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 mainstream schools to provide up to £6000 per year of resource for pupils with special educational needs, and above that amount the Local Authority should provide top up to the school through Higher Needs Funding. (KCC's Schools' Funding Forum has developed a system for this which was implemented in April 2015). All pupils at MMAP are on the role of a mainstream school and MMAP can have access to additional resources from an individual pupil's mainstream school whilst they are with us.

### **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 MMAP are available to pupils with special educational needs either with or without a statement of special educational needs / 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. A risk assessment for the trip and individual student/pupil is carried out prior to the trip to further ensure safety.

### **3g) Support that is available for improving the emotional and social development of pupils with special educational needs**

At MMAP 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 through the PSHE tutor time programme, careers' lessons and indirectly with every conversation adult have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: mentor time with member of senior leadership team, some pupils may also access additional individual or family support through an Early Help Needs referral or through external referral CAHMs, time-out space for pupil to use when upset or agitated etc.

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 MMAP is Pauline Blayney, who is a qualified teacher

Pauline Blayney is available by making contact via the school office [schooloffice@mmap.kent.sch.uk](mailto:schooloffice@mmap.kent.sch.uk) or by [Pblayney@mmap.kent.sch.uk](mailto:Pblayney@mmap.kent.sch.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**

Between them, staff at MMAP have a wide range of experience in working with pupils with a range of SEN. In recent years, all teachers and teaching assistants have had the following awareness training: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, ADHD, attachment, learning difficulties, behaviour difficulties including mental health, Anaphylaxis, epilepsy, restorative approaches, solution focussed approaches, safeguarding, radicalisation and information on the SEN Reforms September 2014.

In addition, some individual staff have received the following enhanced and specialist training in: Restorative Justice, Emotional First Aid, Solution Focussed Brief Therapy, Counselling Psychology (BSc), Educational Psychology (MSc), Counselling Skills, Child and Adolescent Mental Health, Mental Health First Aid, SENCO training, AEN update training, Creative and Practical Therapeutic Skills Diploma, LEGO Therapy, mediation training, the Solihull Approach, nurture group training, Safeguarding, neural linguistic therapy, Sign Along, visual impairment training, manual handling, delivering specific physiotherapy programmes, delivering specific occupational therapy programmes.

The SENCO also regularly attends the 3-x yearly County AEN Updates, the LIFT meetings (local inclusion forum teams) and will continue to attend the Annual SENCO Conference in London each year either by video link or in person.

Where a training need is identified beyond our current provision then we will find a provider who is able to deliver it. Training providers we can approach are: Bower Grove, The Specialist Teaching Service, Educational Psychologist, Speech and language therapist, occupational therapist, physio therapist, etc. Additionally, individual staff have access to Kent's CPD programme and a range of external providers.

## **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**

At MMAP we believe in the participation of parents/carers in all aspects of their child's education, including that made for their special educational needs. All parents of pupils at MMAP are formally invited to discuss the progress of their children on three occasions a year and receive a written report three times per year for KS4 and once a session for KS3. Where additional special educational provision is made, this will be recorded, tracked and evaluated on a Personalised Plan which will be shared with parents three times per year at KS4 and once a session at KS3.

In addition, staff make regular phone calls/send text messages to parents/carers and parents/carers and are encouraged to phone to discuss their child or to arrange meetings outside these times. Form tutors, subject staff, the welfare staff team and re-integration staff make regular contact with parents/carers and for some pupils this will be on a daily basis.

Where adequate progress is not seen, we will contact parents to discuss the use of alternative strategies or further internal or external assessments which will help us to address these needs better. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHCP / statement of SEN will be invited to contribute to and attend their child's Annual Review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents. However, the arrangement to have EHCP pupils in school as documented earlier is extremely rare and not recommended as a suitable provision by the LA.

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



Person-centred planning is at the heart of all we do at MMAP. Pupils at MMAP are encouraged to take a full part in all aspects of their education, including those related to their special educational needs. Pupils at MMAP are routinely consulted about and involved in any arrangements made for them, for example, informally through discussion with form or subject teachers or the welfare team, through daily and weekly reviews and more formally through attendance at all review meetings. Such consultation may be initiated by pupils themselves, parent(s)/carer(s) or staff from the provision.

### **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 governing body at MMAP is the Management Committee. The normal arrangements for the treatment of complaints at MMAP are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, SENCO or Welfare Co-ordinator, Headteacher and SLT, to resolve the issue before making the complaint formal to the Chair of the Management Committee.

If the complaint is not resolved after it has been considered by the chair, 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 or 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 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
- 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, etc
- Membership of professional networks for SENCO e.g., 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](mailto: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 MMAP 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. Pupils are referred to MMAP through the Inclusion Forum where needs are discussed and referral documentation is provided, which includes previous provision and its impact.

Once MMAP has been identified as being an appropriate provision for a pupil, parents/carers will be contacted and a home visit will be arranged. A member of the MMAP team will visit and speak to the individual pupil and their parent(s)/carer(s) to introduce the provision and to hear from them what they feel the issues are. This will be followed by a Pre-Admission Meeting (PAM) at MMAP, where the young person and parent(s)/carer(s) have a tour of the provision and a more formal opportunity to discuss the placement at MMAP and to raise any specific issues that they wish, including those relating to the young person's SEN. They will also be tested to gauge ability and strengths

When moving on, Review meetings are held with staff from MMAP, the individual pupil and their parent(s)/carer(s) and staff from the receiving provision. A package of information to the next setting is provided which will include an updated pen picture, assessments and progress data. At the meeting, a re-integration/ onward transfer plan will be drawn up. This plan will normally include a pre-visit (or visits depending on individual needs) supported by a member of MMAP staff and/or direct support by MMAP staff for pupils during transition.

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

Kent's "Local offer" is where to find out about services available to 0–25-year-olds with special educational needs and disabilities in Kent.

You can find out about:

- arrangements for identifying and assessing children and young people with special educational needs and disabilities
- how to access services and how Kent makes decisions
- services to support young people prepare for adulthood and independence
- arrangements for resolving disagreements, mediation and appealing to the SEN Tribunal
- sources of support, advice and information

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.