



SEND Policy and Information Report

The Turner Free School is known as “the school” in this policy.

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

- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0-25 years 2015;
- SEND Code of Practice 2014;
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Schedule 1 regulation 51 - Information to be included in the SEND
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:- Accessibility, Admissions, Behaviour, Complaints, Disability, Equalities, Equal Opportunities Scholars, Single Equality Scheme and Safeguarding Policy. This policy has been developed with the governing body and parents of children with special educational needs and will be reviewed annually.

The SENDCo at the Turner Free School is Carrie Baker, who is a qualified teacher and who is undertaking her National Award for SEND Co-ordination. Carrie Baker is available on [ADD NUMBER] or [ADD EMAIL]. Carrie is supported by our Trust consultant for SEND, David Bartram.

The Governor Committee with oversight of SEND at the Turner Free School is [ADD INFO], and the Governor is [ADD NAME].

Definition of SEND

A child or young person has SEND 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. *SEND Code of Practice (2015, p 16)*

Definition of disability

Many children and young people who have SEND may 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'. This definition includes SENDsory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. *SEND Code of Practice (2015, p 16)*

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

At the school 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, visual impairment, hearing impairment, autism spectrum conditions, learning difficulties and emotional and social 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 scholars with an Education, Health and Care plan with the following kinds of special educational need: autism spectrum conditions, speech and language needs, specific learning difficulties and social and emotional difficulties.

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

SECTION 2 - information about the policy for identification and assessment of scholars with SEND

At the Turner Free School, we monitor the progress of all scholars regularly throughout the year to review their academic progress. On entry into Year 7, we also use a range of assessments including Hodder Reading and Spelling assessments, in addition to CATS and Midyis Testing.

The starting point for all scholars is quality first teaching in the classroom, enabling teaching staff to meet the basic needs of learners in their classroom, adhering to the Mainstream Core Standards set out by Kent County Council. Alongside this, we also use a range of assessments with all scholars as necessary.

To further support the learning of our scholars, all scholars will study five periods of English and mathematics a week in order to ensure that their English and Mathematics skills are accelerated. All scholars have two sessions of Cultural Capital lectures built into their timetable. Qualified English and Maths teachers are timetable during these periods in order to provide additional support. All scholars are will also be involved in DEAR (Drop Everything and Read) in order to promote reading across the school. Some scholars will also be supported through the Read Write Inc programme, Fresh Start, where it is identified that a scholar's reading age is below their chronological age.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the scholar to catch up. Examples of extra support include: Sounds Write, Talkabout for Teenagers, Drawing and Talking, small group support for handwriting, spelling and reading, pre-teaching of key vocabulary etc. (Please note a full list of the interventions we can offer is on our provision map).

Some scholars may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these scholars, and in consultation with parents, we will use a range of assessments to determine the cause of the learning difficulty. Additionally, we have access to external advisors, for example experts in Speech and Language Therapy, Educational Psychologists and the Specialist Teaching Service who are able to use further assessments should this be necessary.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the scholar to make better progress. These will be shared with parents, reviewed regularly, and refined / revised if necessary. At this point we will have identified that the scholar has a special educational need because the school is making special educational provision for the scholar which is additional and different to what is normally available.

If the scholar 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 scholar as having a special educational need. If the scholar 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 SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the scholar are aware of the support to be provided and the teaching approaches to be used.

SECTION 3 - information about the school's policies for making provision for scholars with special educational needs whether or not they have EHC Plans, including

3a how the school evaluates the effectiveness of its provision for such scholars

Review of the SEND provision will be informed by the views of the scholar, parents and teachers & the assessment information from teachers which will show whether adequate progress is being made.

The *SEND 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 scholars with or without an Education, Health and Care Plan a graduated approach will be taken, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of scholars with special educational needs

Every scholar in the school has their progress tracked regularly throughout the year. In addition to this, scholars with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at the Turner Free School are noted in Section 2 of this policy. Using these it will be possible to see if scholars are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEND support will be reviewed and adjusted. The SENDCO meets with parents/carers a minimum of three times annually to review progress and agree future provision.

3c the school's approach to teaching scholars with special educational needs

High quality teaching, differentiated for individual scholars, is the first step in responding to scholars who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly & carefully review the quality of teaching for all scholars, including those at risk of underachievement. This includes reviewing & where necessary, improving, teachers' understanding of strategies to identify and support vulnerable scholars and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*.

There is a robust Quality Assurance Programme in place to ensure that a high standard of teaching is maintained at all times. We follow the Mainstream Core Standards available from:

http://www.kelsi.org.uk/scholar_support_and_wellbeing/targeted_support/inclusion/inclusion_andachievement/publications_and_documents.aspx. This is advice developed by KCC 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 for example, precision teaching, mentoring, small group teaching, use of ICT software learning packages, counselling etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'

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

At the Turner Free School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for scholars 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. Scholars who require additional Literacy and Numeracy support can access this during weekly Cultural Capital lectures. Moreover, extended time, both in the morning and afternoon, can support scholars with SEND to receive intervention and make progress.

3e additional support for learning that is available to scholars with special educational needs

As part of our budget we receive 'notional SEND 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 scholars requiring SEND

support. The amount of support required for each scholar 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 scholars with high needs, anything above that amount the LA should provide High Needs Funding to the school. This requires evidence of additional support and intervention for a period of time before the application will be accepted.

3f how the school enables scholars with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

Wherever possible, clubs, trips and activities offered are also available to scholars 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 provide additional adult support to enable the safe participation of the scholar in the activity. This includes modification of schedules, additional adult support or specialist equipment.

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

We understand that an important feature of the school is to enable all scholars to develop emotional resilience and social skills, through direct teaching, for instance in tutorial, PSHE and in spiritual, moral, social and cultural (SMSC) in lessons. Additionally scholars are supported indirectly with every conversation adults have with scholars throughout the day.

For some scholars with the most need for help in this area we also can provide the following: access to mentoring, counselling and Pastoral Support Programmes, support from SALT and Educational Psychologists. External referrals can also be made to agencies such as ChYPs.

SECTION 4 - the name and contact details of the SEND Coordinator (SENDCo)

The SENDCo at the Turner Free School is Carrie Baker, who is a qualified teacher and who is undertaking her National Award for SEND Co-ordination. Carrie Baker is available on [ADD NUMBER] or [ADD EMAIL].

SECTION 5 - information about the expertise and training of staff in relation to children & young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

- Child Protection (Key members of staff are trained as Designated Child Protection Officers);

- Supporting scholars with ASC;
- Teach like a Champion;

Other areas of training for identified staff include:

- Dyslexia awareness;
- Visual Impairment Training;
- ASC Awareness;
- Attachment Training;
- Speech and Language difficulties;
- Mental Health, including specific training on anxiety;
- Selective Mutism;
- Cognitive Behaviour Strategies;
- Phonics;
- Behaviour and Safety.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologist, Speech and language therapist, Specialists Teaching and Learning Service etc. The cost of training is covered by the notional SEND funding.

SECTION 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 SEND funding, or seek it by loan. For highly specialist equipment the school will seek the advice of the KCC team, or apply for Higher Needs Funding to purchase it.

SECTION 7 - the arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of scholars at the Turner Free School are invited to discuss the progress of their children during parents' evenings and receive a full written report annually. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all scholars 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 scholar has a special educational need. All such provision will be recorded, tracked and evaluated.

All parents of scholars on the SEND register will meet with the SENDCo three times a year, or more often if required.

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 scholar will be identified as having special educational needs because special educational

provision is being made and the parent will be invited to be part of the planning and review of this provision.

In addition to this, parents of scholars 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 scholar. Information will be made accessible for parents.

SECTION 8 - the arrangements for consulting young people with special educational needs about, and involving them in, their education

When a scholar has been identified to have special educational needs, because special educational provision is being made for her, the scholar will be consulted about and involved in the arrangements made 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 and maturity in later years.

SECTION 9 - the arrangements made by the governing body relating to the treatment of complaints from parents of scholars with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at the school are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the school to resolve the issue before making the complaint formal. Please refer to the complaints policy.

SECTION 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 scholars with special educational needs and in supporting the families of such scholars

The governing body have engaged with the following bodies:-

- Membership of LIFT for access to specialist teaching and learning service;
- The option of a Service Level Agreement with Educational Psychology service;
- Access to local authority's Speech and Language Therapy Services for scholars with requirements for direct therapy or advice;
- Membership of professional networks for the SENDCO e.g. SENDCO forum, NASEND etc;
- Close contact with Local Social Services teams;

SECTION 11 - the contact details of support services for the parents of scholars with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have

children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:-

HELPLINE: 03000 41 3000

Office: 03000 412 212

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/kpps>

SECTION 12 - the school's arrangements for supporting scholars with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At the school we work closely with the educational settings used by the scholars before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The main primary schools are visited and information is gathered from the class teacher to support transition, prior to scholars joining the school in Year 7. All scholars are invited to attend a transition day.

We also contribute information to a scholars' onward destination by providing information to the next setting, e.g. universities, further education colleges, apprenticeship providers etc. to ensure details of the support in place is communicated.

Children who are identified as ASC, anxious or vulnerable are invited to an additional transition day with parents, so information can be shared and scholars can meet key staff and familiarise with the surroundings, environment and expectations.

SECTION 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/about-the-local-offer>

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

Glossary:

ChYPS	- Child and Young People's Service
EAL	- English as an Additional Language
KCC	- Kent County Council
LA	- Local Authority
NASEND	- National Association for Special Educational Needs
SEND	- Special Educational Needs
SENDD	- Special Educational Needs and Disabilities
SENDCO	- Special Educational Needs Co-ordinator

Trust Board Approval:

Review Date: