



POLICY FOR	SEND
PERSON RESPONSIBLE	Assistant Headteacher- SEND
DATE REVIEWED	January 2025
NEXT REVIEW DUE	January 2026

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

Children and Families Act 2014

SEN Code of Practice 2014

- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies Behaviour Policy, Equality Policy, Safeguarding Policy, Home School Agreement and Accessibility Policy.

This policy was developed through an engagement and participation process involving representatives from the governing body and special educational needs leads. It will be reviewed annually to ensure its continued relevance and effectiveness.

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 The Malling 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, autism, Asperger’s syndrome, physical disabilities, hearing impairment, learning difficulties, Social Emotional and Mental Health 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: Cognition and Learning Difficulties, Communication and Interaction, Physical/Hearing/Visual Impairment, Speech, Language and Communication Needs and Social, Emotional and Mental Health Needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The Malling School has a Specialist Resource Provision (SRP) for Speech, Language and Communication Needs and/or Autism. The SRP is funded by the Local Authority for up to 120 commissioned places KS3 -KS5.

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 with SENP

At The Malling School we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all the pupils at various points.

Where progress is not sufficient, even if a 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, 1:1 reading support, timetabled literacy lessons, group interventions with specialist Teaching Assistants e.g. vocab pre-teach, drawing and talking therapy, inference, behaviour management and social skills. Teaching Assistants also mentor students where necessary.

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. At The Malling School we are experienced in using the following assessment tools; Lucid Exact, Dyslexia Portfolio and BOXAL Profile for measuring social, emotional and behavioural difficulties. We also have a trained member of the SEND team who has successfully completed the postgraduate (level 7) AMDA accredited course and has the Assessment Practicing Certificate (APC) to be able to support and advise on strategies to support pupils with dyslexia. We are also able to access additional assessment tools through the Specialist Teaching and Learning Service.

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 provision 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 through the provision of Individual Pupil Profiles.

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 provision 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 an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body through monitoring visits and reports to governors.

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 throughout the 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 at The Malling School are listed 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 and provision 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 The Malling School the quality of teaching was judged to be 'Good' in our last Ofsted inspection (March 2023) and the teaching was considered to be becoming 'increasingly expert'. The provision for pupils with special educational needs and/or disabilities (SEND) was considered to be a 'significant strength'.

We follow the SEN Mainstream Core Standards <http://www.kelsi.org.uk> advice developed by Kent County Council to ensure that our teaching conforms to best practice. An audit of SEN Mainstream Core Standards has been carried out at The Malling School to identify strengths and areas for development and is regularly reviewed to ensure that the provision for pupils with SEND is highly effective. The Malling School refers to the Education Endowment Foundation Special Educational Needs In Mainstream Schools guidance:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. mentoring, small group intervention, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

The Malling School has a Specialist Resource Provision (SRP) for Speech, Language and Communication Needs and/or Autism included within the school. All teaching staff and pastoral teams work closely with the Specialist Resource Provision leads to ensure high quality teaching, classroom provision and pastoral care is available for all students, not only in the SRP pupils, but for pupils who have SEND across The Malling School. All teaching staff, teaching assistants and pastoral teams have access to the pupils' individual profiles and interventions through the online platform Edukey. Class Charts also enables teachers to create data-rich seating plans, optimising learning and taking into account SEND needs.

If a pupil's individual profile is updated, or a new profile created to support a pupil, staff are informed by the Inclusion team to ensure all current practice is up to date.

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

At The Malling School 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Inclusion team have made the following improvements as part of the school's accessibility planning:

- Training on the Kent Core Standards and Education Endowment Foundation Special Educational Needs In Mainstream Schools guidance for staff and use of these in classroom practice.
- Staff training on the changes to the SEN Code of Practice.
- Development and refining of a Personal Evacuation Plan for a physically impaired student.
- Teaching Assistants and teachers are receiving training in specific areas of needs e.g. ASD, SEMH and highly effective inclusive practice. Teaching Assistants attend CPD sessions twice a term.
- Weekly staff briefings and lecturettes (Monday, Wednesday and Friday) to support teaching, learning and inclusive practice in the classroom to support all pupils whatever their starting point.

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 website. 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. Applications for High Needs Funding are also applied for by the SENCO to support pupils with higher levels of need. Higher Need Funding will be in place until July 2025. After this date, KCC SEND will introduce an alternative funding stream that is soon to be published.

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 The Malling School are available to all 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 Malling School 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, Period 1 Tutor Time – Personal Development curriculum 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 a counsellor, mentor time with a member of the Inclusion team, senior leadership team or a specialist Teaching Assistant, external referral to CYPMHS, referral to the Educational Psychologist, and a safe haven for pupils to go to when they need a quiet space.

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.

Access arrangements

Throughout KS4, and selectively for KS3 students, through whole school data and Inclusion team specialist testing, students are identified for Access Arrangements (exam concessions). An Oral Language Modifier (OLM) is provided as a reasonable adjustment in examinations for candidates of the highest need who require a level of language support beyond that provided by a reader. An Oral Language Modifier is permitted to explain or re-phrase the carrier language in an examination paper. Teaching Assistants are specially trained so that they are able to differentiate between the carrier and subject specific language.

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

The SENCo at The Malling School is Miss Claudia Graham- currently completing the accredited National Award for SEN Co-ordination.

Email: claudia.graham@themallingschool.kent.sch.uk

Leila Winter, who is one of the Assistant Headteachers and Head of The Malling School SRP, has been accredited by the National Award for SEN Co-ordination

Mrs Leila Winter is available on 01732 840995 or by email leila.winter@themallingschool.kent.sch.uk.

Mrs Susan Cook, Deputy Head of Specialist Resource Provision, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination

Email: susan.cook@themallingschool.kent.sch.uk

Mrs Helen Cable- SENCo-6th form, has been accredited by the National Award for SEN Co-ordination

Email: helen.cable@themallingschool.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

All teachers and teaching assistants have had the following awareness training; Child Protection and Safeguarding, SEN Code of Practice, Exam Access training, any up-to-date specific training for pupils with SEND and regular CPD training through staff briefings and lectorettes to ensure high quality teaching and inclusive practice is used in every lesson.

In addition, the Specialist Resource Provision staff receive enhanced and specialist training in the areas of ASD and Speech, Language and Communication Needs.

Where a training need is identified beyond staff expertise, we will find a provider who is able to deliver it. Training providers we can approach are local Special Schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, hearing impaired specialists, epilepsy specialists, diabetic nurse, Specialist Teaching and Learning Service and we also seek advice from the Local Inclusion Forum Team (LIFT). 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 with SEND at The Malling School are invited to discuss the progress of their children two times per year. Pupils with an EHC Plan are invited to review targets three 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 interventions 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 Edukey which will be shared with parents three times per year. Teachers work closely with teaching assistants who are delivering interventions during Period 1 and set individual pupil targets, which are monitored and their impact evaluated at the end of the intervention. If required further information may be sought from individual teachers to support in-year or annual reviews.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal assessments such as dyslexia screener or external referrals to key professionals such as occupational health, SALT or CYPMHS to seek assessments which will help us to better support their needs. 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.

An SEN parent forum (named 'Connect') has been created to support parents and enable them to discuss any concerns they may have with not only the Inclusion team but with other parents. Visiting key professionals and speakers are invited to attend meetings to explain their role, support parents and enable parents to seek advice and ask questions.

Connect meetings facilitate communication between parents and the Inclusion team resulting in reflection of school practice and improvements to ensure that every pupil with SEN at The Malling School is able to make excellent progress, socially emotionally and academically.

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. An Individual Pupil Profile will be written following discussion with both the pupil and their parent/carer. Pupils be required to complete a confidence questionnaire to inform staff of where a pupil may require extra support

academically, socially and emotionally. Once agreed the profile will be issued to their pastoral teams, teaching staff and teaching assistants to read, and uploaded to their SEN file on Class Charts.

9 The arrangements made by The Malling School supported 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 The Malling School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Pastoral Lead, Guidance Manager, Form Tutor, subject teacher, SENCo, or Assistant Headteacher/Head of Specialist Resource Provision, Deputy Head of Specialist Resource Provision to resolve the issue before making the complaint formal to the Headteacher or Chair of the governing body. All complaints relating to a named member of staff must be sent to the headteacher.

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 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 Malling School supported by 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 supports the school to engage with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Kent SEND with regards to The Malling School Specialist Resource Provision.
- 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 NASEN, The Key and SENCO forum for SENCO
- Specialist Teaching and Learning Service.

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

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 The Malling School 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. The SENCo and Deputy Head of SRP visit primary school SENCos, be it in person or virtually, to gather information on any students with SEND before the KS2/3 transition or in year for casual admissions or managed move students.

We also contribute information to a pupils' onward destination by providing information to the next setting. All information, including information on examination access arrangements are transferred to the FE college, apprenticeship provider or university.

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> 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