

The Canterbury Academy Trust

Schools for all the Talents



Name of policy:	SEND Policy
Document owner:	Senior Vice Principal Inclusion
Document issued/last reviewed:	September 2025
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Additional notes:	Mrs A McKay Director of SEND Communication & Interaction Lead teacher for the Campus Cullum Centres (SENDCo) Miss B Tupper Director of SEND Physical & Sensory SRP HI Teacher of the Deaf SRP SLCN Mrs V Holman Director of SEND Cognition & Learning (SENDCo) Mrs E Vinn Director of SEND Social, Emotional, Mental & Health (SENDCo) Ms Billsbury is the SENDCo for off-site provision City & Coastal College
Number of pages:	12

In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

SEND POLICY

Policy Context and Definitions

Our SEN & Disability Policy aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

This policy is based on statutory

- Special Educational Needs and Disability (SEND) Code of Practice.

the following legislation

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.
- 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 also complies with our funding agreement and articles of association.

This policy should be read in conjunction with the following school policies: Admissions Policy, Behaviour Policy, Equalities Policy, Child Protection Policy, Homework Policy and Complaints Policy.

Roles and responsibilities

The name and contact details of the SEND Co-ordinator, The SENCo at Canterbury School is Mrs L Hopper. Mrs Hopper is a qualified teacher and experienced as a primary headteacher, who has taught in schools in Kent for over 27 years and is a trained SENDCO. She has the accreditation by the National Award for SEN Co-ordination. Mrs Hopper is the Senior Vice Principal of Inclusion who is contactable at: inclusion@canterbury.kent.sch.uk

Tel: 01227 463971

All teachers and teaching assistants have had awareness training to help identify and support students with SEND.

There are four Directors of SEND and SENDCOs at the Canterbury Academy:

Mrs E. Vinn, Director of SEMH (SENDCo)

Mrs V. Holman, Director of Cognition & Learning (SENDCo)

Miss B. Tupper, SRP HI &SLCN Director of Sensory & Physical

Mrs A. McKay – SRP (Cullum Centre), Director of Communication & Interaction (SENDCo)

The Canterbury Trust Governing Board has oversight for SEND and the designated Governor for SEND is Mr T McMahon.

Definitions

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. *SEN Code of Practice (2015, p 15)*

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’. *SEN Code of Practice (2015, p16)*

This definition includes sensory 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.

Definition of special educational provision

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Need for which Provision is made

At The Canterbury Academy Trust, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD, speech and language needs, visual impairment, hearing impairment, autism, learning difficulties and social emotional and mental health difficulties. There are other kinds of special educational needs 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 Canterbury Academy Trust also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational needs: Speech and Language, Hearing Impairment ASD, Behaviour Emotional and Social difficulties. Decisions on the admission of students with a statement of Education, Health and Care plan are made by the Local Authority.

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with the school. 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.

The Canterbury Academy Trust has three Specialist Resourced Provisions, for learners that have an Education Health and Care plan, with Speech Language and Communication, Autism and Hearing impairment as their primary need. In 2022 the secondary school opened a specialist resource-based provision for learners who have Hearing Impairment as their primary area of need. In 2021 the secondary school opened The Cullum Centre, a Specialist resourced provision for learners with an Educational Health Care Plan with a primary need of Autistic Spectrum Condition. The last provision at the secondary is to support children in mainstream education that have a diagnosis of SLCN. Admission for either Special Resources Provision will require an Education Health and Care Plan with the identified need as the first priority. This application is made via Kent County Council.

Identification and assessment of pupils with SEND

At The Canterbury Academy, we monitor the progress of all students regularly throughout the year to review their academic progress. On entry into Year 7, we use a range of assessments including NGRT Reading and Speech & Language assessments. Subject departments also undertake their own baseline assessments.

The starting point for all students is quality first teaching in the classroom, enabling teaching staff to meet the basic needs of learners, adhering to the Mainstream Core Standards set out by Kent County Council. Alongside this, we also use a range of assessments with all students as necessary. To further support the learning of our students, all students will study five periods of English and Mathematics each week in order to ensure that their English and Mathematics skills are accelerated. Qualified English and Maths teachers are timetabled in order to provide additional support where necessary or appropriate. Some students will also be supported through the most appropriate reading and/or numeracy intervention, where it is identified that a pupil has significant gaps or a student's reading age is significantly 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 student to catch up. Examples of extra support are included such as Literacy Gold, reader group, Lego therapy, sensory circuits and many more to support a pupil making progress. Some students may continue to make inadequate progress,

despite quality first teaching targeted at their areas of weakness. For these students, and in consultation with parents/carers, we will use a range of assessments to determine the cause of the learning difficulty. At the school we are experienced in using diagnostic and assessment tools which include screeners for dyslexia and dyscalculia, phonics and reading tests.

Additionally, we have access to external advisors, for example experts in Speech and Language Therapy and the Specialist Teaching and Learning 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 student to make better progress. These are 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 student which is additional and different to what is normally available.

If the student 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 student as having a special educational need. If the student 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/carers will be notified. We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

Effectiveness of Provision

Review of the SEND provision will be informed by the views of the students, parents/carers, support staff and teachers, and 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 students 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.

Assessing and reviewing the progress

Every student in the school has their progress tracked regularly throughout the year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Using the cycle, it will be possible to see if students 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 or a member of the SEND team will discuss with parents/carers throughout the academic year, to review progress and agree future provision. We also have an internal LIFT process to give staff support in ensuring students reach their full potential.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through a student passport. A copy of this student passport is shared with student and parents three times a year at parent's evening and staff can constantly see the student passports in the SEND tile spreadsheet. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

School's approach to teaching

Quality first teaching and an inclusive adaptive teaching strategies for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Leaders at the school regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

There is a continual and 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, which 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, 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'.

Adapting the curriculum and learning environment for students with SEN

At The Canterbury Academy, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students 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. Students who require additional Literacy and Numeracy support can access support through interventions led by a specialist teacher and/or support staff.

As part of our requirement to keep the curriculum and learning environment under review, the Governors have made the following improvements: increased access to more areas of the school site through its buildings programme, well-resourced sensory and inclusion room, continuously trained staff in SEND, and ensuring that the curriculum is appropriate for all students. Please see the Accessibility Plan.

Access Arrangements and Reasonable adjustments for Exams

As a school we believe in best practice. The Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed for all our internal and external examinations. This means that whilst advice and recommendations may be given in external specialist reports, it may not be possible to follow these if the assessment data does not fall within the limits set by JCQ.

The SENCo retains oversight of the access arrangements process within the school. Working with the Specialist Assessor, and the school's Examinations officer, the SENCo ensures that all access arrangements are correctly in place. Any decision to apply for access arrangements will always be made by the school, acting for and on behalf of the awarding bodies.

The school will be guided by a thorough understanding of a student's learning needs and in a range of circumstances over time, including assessments by the SENCo and/or the Specialist Assessor conducted from Year 10, recommendations from external reports (where the private assessor has consulted with the school prior to the assessment taking place), and the school teacher's own knowledge of the student's needs and their normal way of working, both in school and at home. A portfolio of 'evidence of need' will be compiled by the SENCo to support any application for access arrangements; this will include teacher feedback and evidence of a student's work.

Additional support for learning

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 students requiring SEND support. The amount of support required for each student 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 resources for pupils.

Students with special educational needs to engage in activities of the school

Wherever possible, clubs, trips and activities offered are also available to students 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 student in the activity. This includes modification of schedules, additional adult support or specialist equipment.

Emotional and social development

At The Canterbury Academy we aim to promote the mental and physical health and emotional wellbeing of all our students. We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching - for instance during PSHE lessons and mentoring time sessions, and also through our support structures such as teacher and Sixth Form mentoring, the buddy system, and indirectly through the conversations adults have with students throughout the day.

One in ten young people between the ages of 5 and 16 in the UK will have an identifiable mental health issue at any one time. Our inclusion team (SEND, Ethos, Safeguarding and Attendance teams) are familiar with the risk factors and warning signs that may indicate that a student is at risk of developing a mental health problem. As part of our Child Protection procedures, both staff and students are encouraged to share any concerns that they may have about the mental health of a student with the relevant Head of Year or support manager. The inclusion team monitor closely any students who are raised as a concern and will assess them as low or high-risk students.

For those students who are felt to be at higher risk and therefore have need for additional help in this area, we also provide one or more of the following strategies, depending on which is felt to be the most appropriate:

- access to a counsellor
- time-out space when upset or agitated
- 1:1 intervention work on emotional regulation and resilience or our Stepping Stone programme
- mentor time with a member of the inclusion, leadership team or SENCo
- an Early Help notification for family or individual support
- referral to The Rosewood School
- external referral to Child and Adolescent Mental Health Service (CAMHS)
 - referral to, and consultation with, the Local Inclusion Team Forum for specialist teacher advice on different areas of need
- referral to other support agencies such as the Rising Sun and The Young Lives Foundation

A decision on which support strategies will be provided will be made by the inclusion team in consultation with parents, and if necessary, a decision on which support strategies will be provided will be made by the inclusion team in consultation with parents and relevant healthcare professionals. This will take the form of an assessment of the student's needs, which will lead to the creation of a support plan and the implementation of the relevant action to provide that support. The support plan created will be reviewed regularly by the inclusion team and changes to the support offered will be made if necessary.

Students 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 students who do not need this support. The support provided will be discussed by the inclusion team, with parents and, if necessary, relevant healthcare professionals. External referrals can also be made to agencies such as NELFT. We have a zero-tolerance approach to bullying.

Speech, language and communication development

Speech, Language and Communication development are important life skills. They are linked to learning, attainment, behaviour and social and emotional development, as well as mental wellbeing. We are committed to supporting the speech, language and communication development of all our students. We are working in partnership with our NHS link speech and language therapist as well as specialist teachers to continue to improve our practice and provision and help to ensure that all our students reach their potential. Your child may therefore come into contact with them within their classroom or around school.

If you have any concerns about your child's speech, language or communication skills, please speak to your child's class teacher in the first instance. We will then work together with you to agree on the next steps. You will be kept informed about any plans to support your child.

Expertise and training of staff

All teachers and support staff have had the following awareness training:

- Child Protection (key members of staff are trained as Designated Safeguarding Leads);
- Supporting pupils with Autism;
- SEND code of Practice;

Other areas of training for identified staff include:

- Dyslexia awareness
- ASC Awareness
- Speech and Language difficulties
- Mental Health, including specific training on anxiety, attachment and trauma
- Selective Mutism
- Cognitive Behaviour Approaches
- Attachment Disorders
- Pathological Avoidance Disorder
- Cystic Fibrosis
- 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.

Equipment and Facilities to support students with SEN

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.

Consulting Parents and Carers

All parents of students at The Canterbury Academy are invited to discuss the progress of their children whenever they feel a meeting is necessary and receive an update on progress. As part of our normal teaching arrangements, all students are able, where appropriate, to access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

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 student 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. Parents/carers will have digital access to the pupil passports and provision plans three times a year for SEN support students and termly for those with EHC Plans.

In addition to this, parents of students 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 student. Information will be made accessible for parents.

Consulting Young People

When a student has been identified to have special educational needs, because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made as part of person-centred planning. Parents/carers 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.

Transferring between phases of education or in preparing for adulthood and independent living

At The Canterbury Academy we work closely with the educational settings used by the students 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 students joining the school in Year 7. All students are invited to attend transition days and a summer school as well as additional transition days for our most vulnerable students and small schools.

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

Students who are identified as ASC, anxious or vulnerable are invited to additional transition days so that students can meet key staff and familiarise themselves with the surroundings,

environment and expectations. We liaise closely with students, their parents/carers and their primary schools in order that information can be shared appropriately.

Arrangements for Handling Complaints

The normal arrangements for the treatment of complaints at The Canterbury Academy are used for complaints about provision made for special educational needs. These arrangements are detailed in the School's Complaints Policy. We encourage parents to discuss their concerns informally in the first instance with ethos team, SEND department and subject leaders and teachers.

If the complaint is not resolved after it has been considered through the formal Complaints Procedure by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If the complaint continues to remain 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, 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.

Partnership Bodies

The school has engaged with the following bodies:

- Access to the National Autistic society through the Cullum Centre
- Teacher for Hearing Impairment, South Kent Area Coordinator, Hearing Impairment Coordinator East and South Kent, STLS Sensory Service
- Link to Disabled Children's Service for support to families for some students with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice
- Access to local authority's Speech and Language Therapy Services for scholars with requirements for direct therapy or advice

Information Advice and Support Kent (IASK) is a free, confidential and impartial service based in Kent. They offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities. This includes health and social care where it is linked to education.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk or www.kent.gov.uk/iask

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5. Local Authority's Local Offer

The Local Authority's Local Offer is published on the Kent County Council website (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.



Special Educational Needs and Disabilities (SEND) Information Report

The Canterbury Academy
Part of The Canterbury Academy Trust
Knight Avenue, Canterbury, CT2 8QA

Website: www.canterburyacademy.co.uk

Inclusion Team

SEND Governor:

Mr Terry McMahon

Senior Vice Principal of Inclusion / SENDCO:

Mrs Lisa Hopper

01227 463971 or Inclusion@canterbury.kent.sch.uk

Inclusion Team

Mrs Aimee McKay

(Director of SEND Communication & Interaction including Campus Lead Cullum Centre)

Mrs Victoria Holman

(Director of SEND Cognition & Learning)

Mrs Emma Vinn

(Director of SEND Social, Emotional and Mental Health including Nurture classes)

Miss Bryony Tupper

(Director of SEND Physical & Sensory including HI SRP & SLCN SRP)

Approved by: Sarah Morgan

Date: 25.09.2025

Next review date: 25.09.2026

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy.

In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for, SEND, read our SEND policy alongside this Information Report.

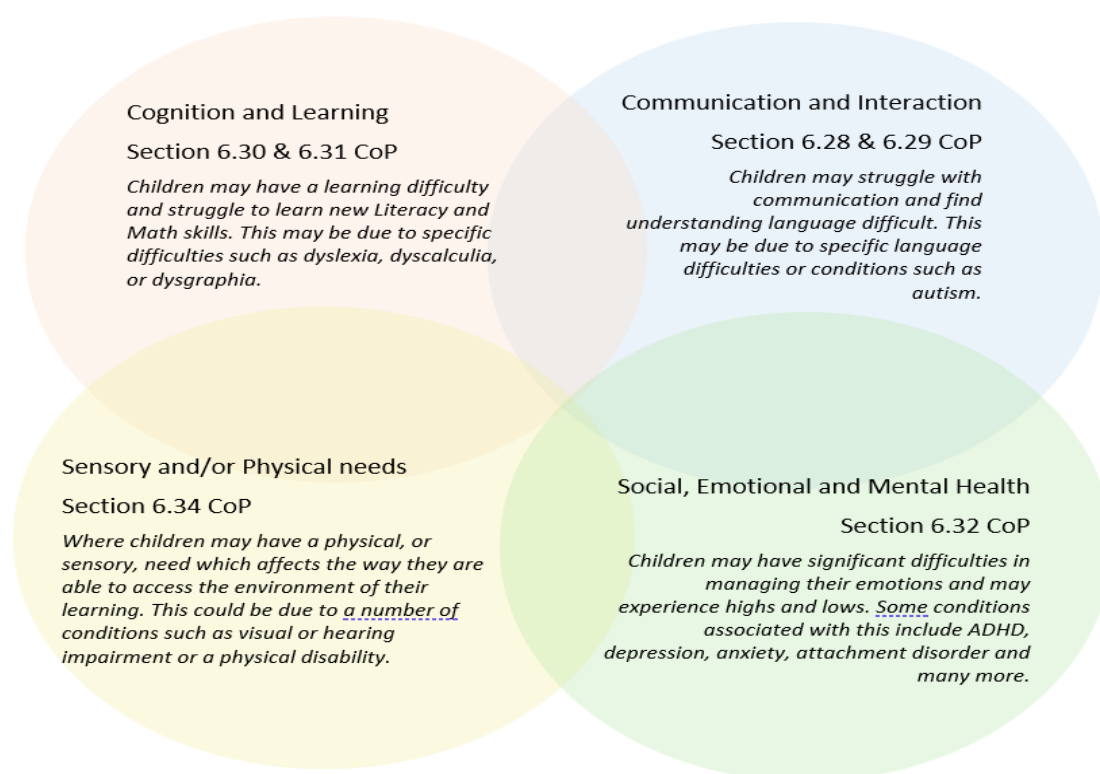
Overall statement of SEND provision in the school

The Canterbury Academy School currently provides additional and/or different provision for a range of diverse needs; in accordance with the SEND code of practice (June 2014, updated April 2020), including:

Communication and Interaction difficulties, for example, autistic spectrum condition and students with speech and language difficulties.

- Cognition and Learning difficulties, for example, dyslexia, dyspraxia, moderate and multiple learning difficulties.
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical Disability, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

For the admission of students with diagnosed or presenting learning need, all reasonable adjustments would be made to ensure that the student is a fully included member of our Over



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

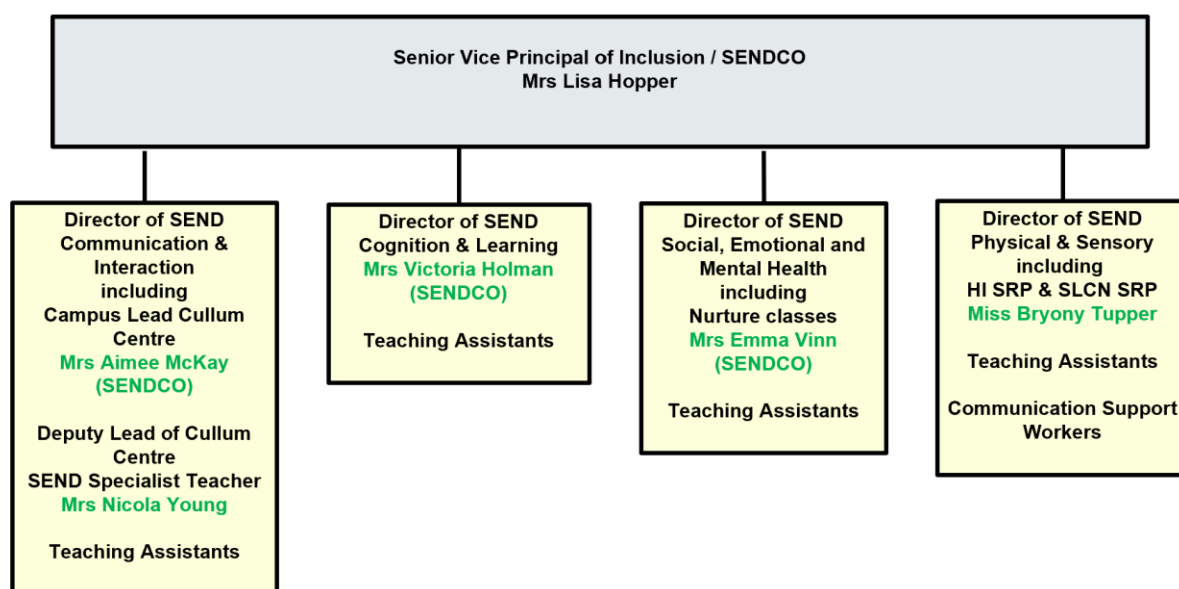
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

Staff & Key responsibilities



At Canterbury Academy all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of student needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*



Our SENDCO for Canterbury Academy is Mrs Lisa Hopper.

Other SENDCOs at Canterbury Academy are Mrs A McKay, Mrs V Holman or Mrs E Vinn.

Inclusion@canterbury.kent.sch.uk

They are all qualified teachers. They have all achieved the National Award in Special Educational Needs Co-ordination.

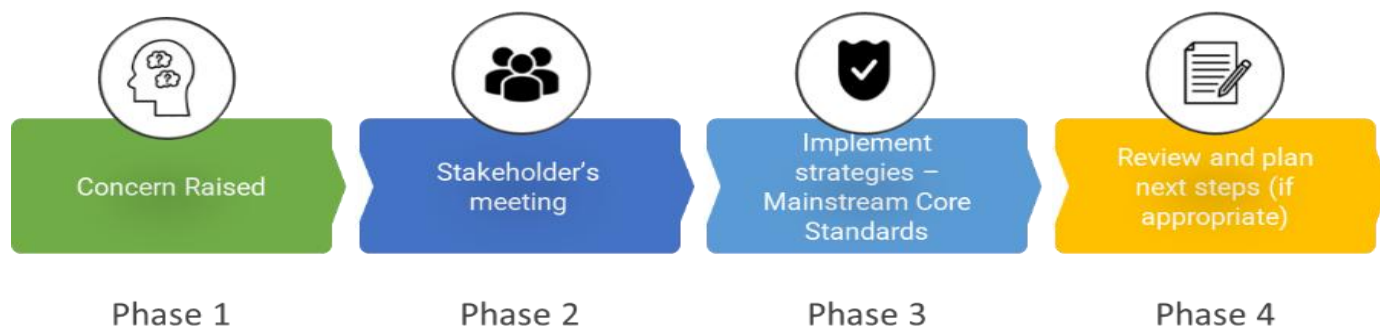
We believe at Canterbury Academy that ***SEND is everyone's responsibility and the best place for students to learn is with their peers.***

External agencies

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation

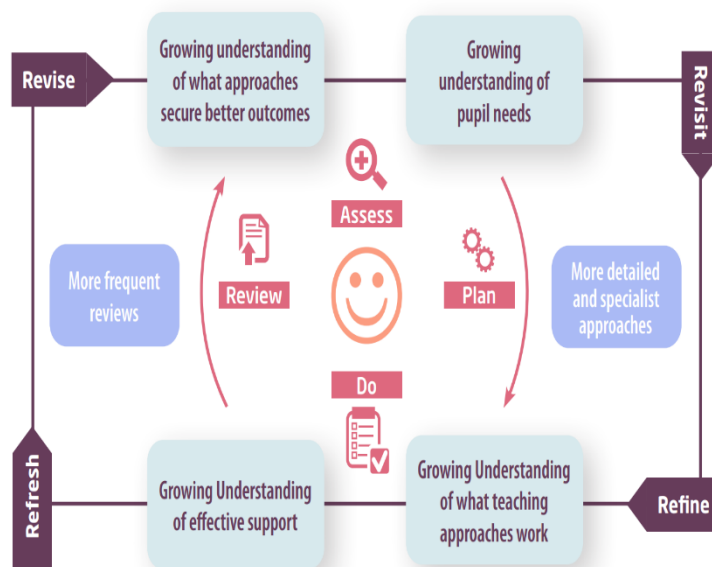
What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SEND department are aware. To raise a concern, you can contact the mentor, Directors of SEND or SENDCO using the inclusion@canterbury.kent.sch.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

How will I be involved in decisions made about my child's education?

Every student in the school has their progress reviewed three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc, where appropriate. Using these, it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the student passport will be reviewed and adjusted.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through a student passport. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's mentor, support manager or SENDCO.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two students are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

We understand that your child's teacher plays a vital role in their progress and development, and we ensure that high-quality, inclusive teaching is at the heart of our approach.

We're committed to providing all children with access to a rich and varied curriculum throughout their time at The Canterbury Academy School. Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. We tailor learning opportunities to meet the unique needs of each child, whether they're working in groups or individually.

Our high quality, inclusive teaching is informed by the Mainstream Core Standards advice developed by Kent Local Authority to ensure that our teaching conforms to best practice.

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

These adaptations may include: adjusting our teaching methods, for example, by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and using visual aids. Modifying our resources and staffing arrangements to provide appropriate support.

We invest in ongoing training for our teaching and support staff, ensuring they have the skills and knowledge to meet the diverse needs of our children. When planning support, we carefully consider utilising recommended aids such as laptops, coloured overlays, visual timetables, and larger font sizes. Deploying teaching assistants or support staff to provide appropriate support based on the individual presentation of need. Scaffolding lesson materials to provide appropriate levels of challenge and support. We also provide a range of interventions to support pupils with specific needs for example, Literacy Gold reading intervention, paired reading, SPaG, Social Stories, Comic Strip, Healthy Relationships, Emotional Wellbeing Team.

According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

If your child has an EHCP they will have relevant provision and intervention in place based on the targets in their plan. We encourage your child to take ownership of their learning and work independently, with our support, whenever possible.

Training is planned to reflect the school strategic plan which is reviewed annually by senior leaders, governors and staff. Our teaching and support staff have participated in a variety of professional development opportunities, including: SEND Code of Practice (2015), ASC, ADHD, Dyslexia, Trauma informed Practice, Adapted Teaching, Mainstream Core Standards. We also implement recommendations from external specialists to further enhance our support.

You can find more information about how we make our school accessible in our Accessibility Plan on our website. Our Accessibility Plan outlines the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and covers how we are increasing the extent to which disabled pupils can participate in the curriculum.

We also provide the following interventions and have an Intervention Directory across our Trust.

- LEGO therapy

- Literacy Gold
- Paper pack club
- Mentoring
- Place2be counselling
- Cognitive Behavioural Therapy
- Speech and Language support
- Bespoke interventions for targeted topics
- Sensory Circuits
- Inclusion room with sensory room
- Daily check ins
- Social stores

These interventions are part of our contribution to Kent County Council's local offer.

What is the Special Resource Provision (SRP)?

At Canterbury Academy we have three special resource provisions (please see website for more information).

Cullum Centre for Autism - SRP

Hearing Impaired SRP

Speech Language & Communication Needs SRP

Staff Training

Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs. The type and frequency of training is reflective of the cohort of students at our school. All staff receive regular training updates.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress in each intervention
- Student questionnaires
- Monitoring by Directors of SEND, SENDCO and Senior leadership team
- Using individual provision plans to measure progress
- Holding an annual review (if students have an EHCP – Education, health and care plan).

How will the school ensure my child has appropriate resources?

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 students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is in our Intervention Directory. 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 resources for students and additional funding is applied through the Communities of Schools.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

How will the school make sure my child is included in activities alongside students without SEND?

We pride ourselves in having an inclusive provision for all students. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential and school trips. All students are also included in our variety of Pillars, allowing them the opportunity to access a wide range of additional experiences outside of the classroom environment. All students are encouraged to take part in sports day, school plays, special workshops with external companies and agencies such as Christ Church University and the University of Kent. No student is ever excluded from taking part in these activities because of their SEND needs and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the student in the activity. This includes modification of schedules, additional adult support or specialist equipment.

How does the school make sure the admissions process is fair for students with SEND?

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

If your child has SEND and you are prospectively looking for them to attend Canterbury Academy, we encourage you to arrange a visit to meet with the SEND Team to tour the school but to also discuss how their needs could be met if they attended. For students with an EHCP this would ideally take place when the young person is in Year 5 and before a request for Canterbury Academy to be named on the EHCP is made. Students with EHCPs who are assessed as requiring a specialist place in our

Special Resource Provisions (Cullum Centre for Autism, Hearing Impaired or Speech Language and Communication Needs) are allocated via Local Authority processes.

How does the school support students with disabilities?

At Canterbury Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD, speech and language needs, visual impairment, hearing impairment, autism, learning difficulties and social emotional and mental health difficulties. There are other kinds of special educational needs 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 needs: autism, speech and language needs, hearing impairment, Global Developmental Delay and social emotional and mental health difficulties.

How will the school support me child's mental health and emotional and social development?

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching, for instance in assembly, RE, Citizenship and PSHE lessons. Additionally, students are supported indirectly with every conversation adults have with pupils throughout the day. Additionally, students are supported indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following: access to counselling, pastoral support and interventions, support from SALT and the Specialist Teaching and Learning Service. External referrals can also be made to agencies such as NELFT. We have a zero-tolerance approach to bullying.

What support is in place for looked-after and previously looked-after children with SEND?

Mrs N Waterman will work with Mrs L Hopper, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCP are consistent and complement one another.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At school we work closely with the educational settings used by the students 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 students are invited to attend a transition day and summer school.

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

Children who are identified with a specific need, anxious or vulnerable are invited to additional transition days so that students can meet key staff and familiarise themselves with the surroundings, environment and expectations. We liaise closely with students, their parents/carers and their primary schools in order that information can be shared appropriately.

What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Councils local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/types-of-special-educational-needs/what-is-special-educational-needs-and-disabilities-send>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

What should I do if I have a complaint about my child's SEND support?

The school's detailed complaints procedure can be found in the policy section of our school website.

Complaints about SEND provision in our school should be made to the Director of SEND or SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Below is the disagreement resolution and mediation services for Kent.

www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan

Supporting Documents

Equality Information and Objectives Statement

Child Protection Policy

Behaviour Policy

Accessibility Plan

Attendance Policy

SEND policy

Kent SEND Information Report

SEN & Disabilities Code of Practice (DfE/ DoH,2015)

Mainstream Core Standards

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages