

The Canterbury Academy Trust

Schools for all the Talents



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SEND POLICY AND INFORMATION REPORT

1. Policy Context and Definitions

Our SEN & Disability Policy & Information Report 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 written in line with the requirements of:

- Children and Families Act, 2014
- SEN Code of Practice, 2015
- SI 2014 1530: Special Educational Needs and Disability Regulations, 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
 - Equality Act, 2010
 - Schools Admissions Code, DfE 1 Feb 2012
 - SI 2012 1124: The School Information (England) (Amendment) Regulations, 2012
 - SI 2013 758: The School Information (England) (Amendment) Regulations, 2013

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

2. Roles and responsibilities

The name and contact details of the SEND Co-ordinator, The SENCo at The Canterbury Academy is Mrs Lisa 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:

lhopper@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) - evinn@canterbury.kent.sch.uk

Mrs V. Holman, Director of Cognition & Learning (SENDCo) - vholman@canterbury.kent.sch.uk

Miss B. Tupper, SRP HI &SLCN Director of Sensory & Physical -
btupper@canterbury.kent.sch.uk

Mrs A. McKay – SRP (Cullum Centre), Director of Communication & Interaction (SENDCo)
amckay@canterbury.kent.sch.uk

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

3. 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)*

3.1 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.

3.2 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.

4. SEND information report

4.1 Special Educational Need for which Provision is made

At The 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 Canterbury Academy 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 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.

4.2 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 to ensure that their English and Mathematics skills are accelerated. Qualified English and Maths teachers are timetabled 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 can 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 can 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 can 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.

4.3 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. The collation of annual review evaluations of effectiveness will be reported to the Challenge & Community Board.

4.4 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.

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 twice a year at parents 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.

4.5 School's approach to teaching

Quality first teaching, differentiated 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.'

4.6 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.

4.7 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.

4.7 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 with high needs. For anything above that amount, the Local Authority 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.

4.8 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.

4.9 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.

4.91 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.

5. 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 ASC;

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.

6. 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. For highly specialist equipment the school will seek the advice of the KCC team or apply for Higher Needs Funding to purchase it.

7. 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.

8. 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.

8.1 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 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.

9. 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 and Procedure. 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.

9.1 Partnership Bodies

The school has engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- 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

10. 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.