



The Island Learning Trust

Special Educational Needs and Disability Policy

March 2025

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015 (Last Updated September 2024)
 - 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
- The Statutory Framework for the Early Years Foundation Stage 2024

This policy also takes account of the best practice outlined in HM Government SEND Review March 2022: Right Support, Right Place, Right Time.

This policy should be read in conjunction with the following policies:

- Nurturing Relationships and Behaviour Policy
- Safeguarding Policy
- Equality and Accessibility Plans
- Teaching and Learning Policy
- School's SEND Information Report
- Complaints Policy
- Positive Handling Policy

This policy was developed with all staff and parents/carers at all three schools, the Governing Board, The Island Learning Trust and will be reviewed annually.

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/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)

Definition of Disability:

Many children and young people who have SEND 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*)

The kinds of special educational needs for which provision is made within the Trust

At The Island Learning Trust we can make provision for every kind of frequently occurring special educational need without an Education Health and Care Plan (EHC) or High Needs Funding; for instance speech, language and communication needs, physical, social, emotional and mental health, Autism, ADHD, learning and behaviour difficulties, Dyslexia and Dyspraxia. There are other kinds of special educational needs which do not occur so frequently and with which the school is less familiar; these needs would require additional training and advice in order for us to meet them.

Each school also currently meets the needs of children with an Educational Health and Care Plan and/or High Needs Funding with the following kinds of special educational needs: Autism, ADHD, Tics and Tourettes, physical disability, speech, language and communication needs, specific and moderate learning difficulties.

Decisions on the admission of pupils with an EHC Plan are made by the Local Authority. The admission arrangements for pupils without an EHC do not discriminate against or disadvantage disabled children or those with a special educational need.

Information about the policy for identification of pupils with SEND

At each school within The Island Learning Trust we monitor the progress of all pupils at least three times a year (dependent on Ofsted rating) to review their academic progress. We also use a range of assessments with pupils at various points: Year R Baselines Assessments, Year 1 phonics screening; Speechlink; Language Link; Salford Reading Test and BOXALL Profile.

Where progress is not sufficient, even if a special educational need has not been identified, we put in extra support to enable the pupil to catch up (AEN (Additional Educational Need/Monitoring-children who are up to 12 months behind their peers). Examples of extra support are: precision teaching, Toe by Toe, Write from the Start, NESSY, Clever Fingers, IXL, Numicon, Clicker 8, Task boards, Individual Workstation/Timers/Individual Visual Timetable, social skills groups, Emotional 5-point Scales, Zones of Regulation/Colour Monster, 1:1 pastoral intervention, Emotional Literacy Support Assistant work (ELSA) gap filling based on gap analysis, additional small group or 1:1 interventions to address a specific need.

Some pupils (SEND) 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 each school we are experienced in using the following assessment tools: Phonics screening, Accelerated Reader Assessments, Speechlink, Language Link, Dyslexia (GL Assess), Salford Reading Test and BOXALL Profile. We have access to external advisors who have a further range of assessment tools (e.g. Specialist Teaching Service, a Private OT and Speech and Language Therapist). The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to support the child enabling them to make better progress. These will be shared with parents alongside Personalised Provision Plans which are reviewed regularly, being refined or revised as part of the graduated process. At this point we will have identified that the child has a special educational need due to the provision being made which is additional to and different from that which is normally available.

If the child 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 child as having a special educational need. If the child is able to make good progress without the continued support they will no longer be considered as having a special educational need. Parents will be notified of any changes. We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used.

Information about the Trust’s policies for making provision for pupils with SEND with and without EHC Plans

Each review of the Personalised Plans will be informed by the views of the child, the parents and class teacher and the assessment information will show whether adequate progress is being made.

The SEN Code of Practice (2015) describes inadequate progress thus:

- Is significantly below 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 rates of progress
- Widens the attainment gap

For pupils with or without an EHC plan or High Needs Funding 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 EHCP annual review evaluations of effectiveness will be reported to the governing body. In addition the parent(s)/carer(s) will have the opportunity to meet with the SENDCo and Class Teacher/TA on at least two other occasions throughout each year.

The Island Learning Trust's arrangements for assessing and reviewing the progress of pupils with SEND

Every pupil in the school has their progress tracked at least three times a year (~~dependent on Ofsted rating~~), however, in addition to this, pupils with special educational needs may have more frequent assessments, depending on their need, of their reading age, spelling age etc. in the form of personalised plan reviews (these take place at least three times annually).

The Island Learning Trust's approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils is the first step in responding to those who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We carefully and regularly review the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary, improving teachers' knowledge and understanding of strategies to identify and support vulnerable pupils and the SEND most frequently encountered. Each school employs some additional teaching approaches as advised by internal and external assessments such as one to one and small group teaching; precision teaching; software learning packages (Clicker 8, IXL, Accelerated Reader). These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'. At The Island Learning Trust we adapt the curriculum and learning environment for pupils with SEND. We also incorporate the advice given as the result of assessments, both internal and external and the provision described in EHC plans.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards each school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one reading /precision teaching, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

How The Island Learning Trust adapts the curriculum and learning environment for pupils with SEND

At The Island Learning Trust we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs /Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review subject leaders have been updating our curriculum and policies to ensure they are as inclusive as possible.

Additional support for learning that is available to pupils with SEND

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 those pupils requiring SEND support. The amount of support required for each child 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 £6,000 per year of resource for each pupil with high needs and above that amount the Local Authority should provide top up to the individual school, subject to approval by the SENDCo and Head of School.

All clubs, trips and activities offered to pupils at schools within The Island Learning Trust are available to pupils with SEND either with or without an EHCP. Where necessary the school will use the resources available to it to provide additional adult support to ensure the safe participation of the child in the activity and put a Risk Assessment in place if appropriate.

Improving the emotional and social development of pupils with SEND

At The Island Learning Trust we understand that an important feature is to enable all pupils to develop emotional resilience and social skills, both through direct teaching such as PSHE and indirectly with every conversation adults have with children throughout the day. For some pupils, with the most needs for help in this area we can also provide access to both our Family Liaison Officer (FLO) and Pastoral Support Worker/Lead (PSW/PSL); social skills groups; emotional regulation interventions; bereavement and loss support and behaviour support. In addition, we fund access to an Emotional Wellbeing Practitioner for those KS2 pupils who require this and also an even higher level of support through 1:1 counselling for those exceptional cases. Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by the majority of pupils.

Safeguarding challenges for SEND pupils (KCSIE)

KCSIE - Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Expertise and training of staff in relation to children and young people with SEND

All teachers and teaching assistants have had appropriate awareness training, e.g. - Restorative approach CPD and also where necessary Positive Handling Training. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

- Educational Psychologists
- Speech and language therapists
- Occupational therapists
- Specialist teaching and learning service (STLS) based at Meadowfields

The cost of training is covered by the notional SEND funding.

How equipment and facilities to support children and young people with SEND will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, high needs 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.

Consultation and involvement of parents of children with SEND/AEN

All parents of pupils at schools within The Island Learning Trust are invited to discuss the progress of their children twice a year and receive a full and detailed written report at this time, with a further opportunity to discuss any concerns. In addition we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements all pupils will access some additional teaching to help them catch up if progress monitoring shows this to be necessary; this will not mean the child has SEND. All such provision is recorded, tracked and reviewed on a class provision map, reviewed termly. If, following this normal provision, improvements are not seen we will contact parents to discuss the involvement of assessments which will help us to address these needs better. As a child, at this stage, is identified as having SEND, parents will be invited to planning and review of this provision. Parents will be encouraged to actively contribute to all assessment, planning and review. Parents of pupils with an EHC will be invited to contribute to and attend an annual review which, whenever possible, will also include other agencies involved with the pupil.

In addition, the SENDCo run termly parent support group meetings. Invitations are sent to all parents of SEND. These sessions are very informal and generally last for 1 hour on a particular day of the week convenient to that school. Parents make suggestions for topics for discussion e.g. Speech and Language, Mainstream Core Standards or Sleep and often outside professionals or members of the community, such as KCC Librarians join the session.

Consultation and involvement of children with SEND

When a pupil has been identified as having SEND because additional provision is being made for them, they will, where appropriate be consulted about and involved in the arrangements made for them as part of child-centred planning. Their views are gathered and recorded on their SEND personalised plans or EHCP. For younger children parents are likely to play a more significant role with the child taking more responsibility as they get older.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

The normal arrangements for dealing with complaints at The Island Learning Trust are used for complaints about the provision made for SEND at any of the three schools. We encourage parents to discuss their concerns with the class teacher, SENDCo or Head of School to resolve the issue before making the complaint formal to the Chair of the governing body. If the complaint is not resolved after it has been considered by the governing body a disagreement resolution service or mediation service can be contacted. If it remains unresolved the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability). There are some circumstances, usually for children who have an EHC plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall into this category cannot be investigated by the school.

Involvement of other agencies in meeting the needs of SEND pupils

The governing body have engaged with the following:

- Free membership of the Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning services.
- Early Help Service
- NHS Emotional Wellbeing Team
- A service level agreement with a Speech and Language Therapist and Occupational Therapist (River Mead Solutions).
- Access to the NHS Speech and Language Service; Occupational Health and Physiotherapy Services via appropriate referrals.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Link to Disabled Children's Service for support to families for some pupils with high needs.

Information and Advice Support Kent (IASK)

IASK support families of children and young people (0 – 25 years) with special educational needs or disabilities. They hope to empower children/young people and their parents to make informed choices about their children's education, other outcomes and communicate confidently.

Their advice and support is confidential and impartial. They are not on anybody's side.

IASK is overseen by a steering group, half of which must be parents.

They also support schools in working with parents.

Helpline: 03000 41 3000

Email: iask@kent.gov.uk

Telephone Helpline open Monday - Friday, 9am - 5pm

Transition arrangements for pupils with SEND

At The Island Learning Trust we work closely with the educational settings to which pupils transfer at the end of Year 6 as well as the pre-school settings attended by children before coming to any of our schools.

For any child already identified as having SEND before starting school a transition meeting is held in order for us to seek information about the child's difficulties and strategies that work. This will involve representatives from the school, the pre-school, parents and, usually, any other agencies involved with the child. We also contribute to ensuring a smooth transition for all SEND pupils to the secondary phase of their education through meetings, supporting documentation such as pupil profile sheets and, where necessary, additional visits.

Name and contact details for The Island Learning Trust SENDCo and School SENDCos

The SENDCo at Halfway Houses is Mrs Gemma Lewis, who is also Designated Teacher for CiC and Deputy DSL. She is a qualified teacher with a BA (Hons) Primary Education and National Award for SEN Co-ordination. She is available on 01795 662875 or by email hhsendco@tiltrust.org.

The SENDCo at Minster Primary School is Mrs Bethan McIntosh, who is also Designated Teacher for CiC. She is a qualified teacher with a BA (Hons) Primary Education and National Award for SEN Co-ordination. Mrs McIntosh is available on 01795 872138 or by email at missenco@tiltrust.org.

The SENDCo at Sunny Bank Primary is Miss Joanne Akrill who is also Designated Teacher for CiC and Deputy DSL. She is a qualified teacher with a BA (Hons) Primary Education and National Award for SEN Co-ordination. She is available on 01795 473891 or can be emailed at jakrill@tiltrust.org.

Local Authority's Local Offer

The Local Authority's Local Offer will be signposted on the school website. Parents without internet access should contact the school SENDCo for support to gain the information they require.

Policy Reviewed:	March 2025
Next Review:	March 2026