

Milestone Academy

SEN & Disability Policy/SEN Information Report

Issued on 16/12/14

Reviewed 15/12/17

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

Children and Families Act 2014

SEN Code of Practice 2014 and updated version of May 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:

Behaviour Support Policy, Equal Opportunities Policy, Safeguarding Policy, Inclusion Policy, Curriculum Policy, Teaching and Learning Policy, Marking Policy, Homework Policy and Complaints Procedure.

The policy is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

This policy was developed in consultation with parents/carers, school teaching staff and representatives from the governing body, and will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

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

Milestone Academy is a lead special school for pupils in the Dartford and Sevenoaks districts with: 1. Severe Communication and Interaction needs and Learning Difficulties; 2. A combination of ASD and Severe Cognitive Impairment and 3. Profound, Multiple, Severe and Complex Learning Difficulties
Kent County Council summarises the needs of pupils with profound, severe and complex needs as follows:

Children with profound and severe needs will exhibit many of the following:

- A severe developmental delay or severe learning difficulty (e.g. up to 0.1 percentile)
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- An uneven profile with higher levels of attainment and functioning in some curricular areas.
- These pupils will have ‘complex’ needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical,

sensory, medical, communication and interaction etc) and will experience considerable difficulty in accessing mainstream school.

Milestone Academy as a member of KASS (the Kent Association of Special Schools), is an essential part of the County's special needs provision providing a service not only to the community and its learners but also filling a part of the County's continuum of service to children with SEN & D. By effectively meeting needs for a core of learners, Milestone Academy ensures that the county meets its responsibility to include all children from 2- 19 years.

2 Information about the policy for identification and assessment of pupils with SEN

This section is not applicable to Milestone Academy as all pupils will have an EHC Plan in place. The EHC plan will be reviewed annually. Pupils who attend the Nursery will be referred through the LIFT process. SEN would have already been identified by the mainstream setting or health professionals. Places are offered as an assessment place. During their time with us they will be either referred for an EHCP or supported back into their mainstream setting.

3 Information about the school's policies for making provision for pupils with special educational needs, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the EHCP and Provision Plans will be informed by the views of the pupil as far as possible. The views of parents, class/subject teachers and the assessment information from teachers will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Milestone Academy undertakes a process of continuous review and improvement and ensures that this is channelled into the achievement of its objectives by:

- An annual school plan with clear objectives and clearly defined responsibilities.
- Maintaining a range of policies with periodic review dates, thereby ensuring that the school can respond effectively to changes in the needs of its learners and staff.

Provision and progress for all pupils will be monitored and reviewed regularly

- The school will involve outside agencies when appropriate
- The current SEN and Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

For all pupils, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body as well as to the Local Authority.

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

Every pupil in the school has their progress tracked six times per year. Challenging but realistic targets will be set annually taking account of national rates of progress from individual start points as set out by the Kent Association of Special schools. The KASS Data group formulated an algorithm to benchmark expected rates of progress for pupils within KASS Schools. The original algorithm used a combination of PGP rates of progress plus data collected over a three-year period from KASS schools. Using legacy level conversions, the algorithm was developed to reflect expected rates of progress within the new NC.

Where a barrier to progress is identified, the school will put appropriate evidence-based interventions in place which will be monitored and reviewed regularly.

There are rigorous monitoring systems in place at Milestone Academy:

- Early Years Profiles are maintained through online journals with input from parents. When pupils attend as part of a dual placement, continuous assessment is carried out between both settings.
- The Annual EHC Meetings and plans are focused on the outcomes the child or young person seeks to achieve across Education, Health and Care. EHC plans set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.
- Where a pupil's behaviour is impacting on their own or others learning, systems are in place to plan, monitor & provide appropriate support. These are detailed in the Behaviour Support Policy. Behaviour records are seen daily and analysed termly, informing interventions and planned support with families and learners as far as possible.
- Annual progress reports are written for all learners in all subjects.
- Target setting in all subject areas takes place termly or more frequently,

depending upon the needs of the learner.

- Bi-Termly pupil progress meetings in English, Maths and Personal, Social and Physical Progress.
- Regular staff meetings enable staff to share information about individual learners.
- Learners are actively involved in reviewing their progress in daily lessons as far as possible.
- EHCP meetings, Annual Reports and Transition Planning Meetings involving parents/carers, learners and outside agencies where appropriate all contribute to monitoring learners progress.
- Targets are shared with learners and their parents/carers.

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Milestone Academy the quality of teaching is judged to be outstanding.

Milestone Academy is dedicated to the provision of a broad, balanced and relevant education for learners whose needs are best met by:

- A structured and differentiated curriculum with carefully established and regularly reviewed teaching plans and challenging aspirational yet attainable targets to ensure developmental pathways and progression for all pupils.
- Opportunities to learn and develop functional and personal, social and physical development skills across the whole curriculum and the wider community.
- The continuous development of independence skills.
- An holistic and inter-disciplinary approach to ensure appropriate therapies and supports for individuals is integral to their curriculum

- The provision of clear, achievable and frequently reviewed targets which reflect the needs of the learner, parents and other agencies.
- Consistently high levels of positive reinforcement linked with high expectations and the continuous building of self-esteem through recognition of all learners' achievements.

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

Milestone Academy follows new National Curriculum statement on Inclusion.

- Teachers have high expectations for every pupil. The curriculum is adapted and differentiated to meet the needs of all pupils. The learning environment is similarly adapted to meet the needs of individual pupils, and where appropriate pupils are provided with access to ancillary aids and assistive technology.
- Teachers use appropriate assessment to set targets which are challenging but realistic. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Inclusion in the wider community is encouraged through:

- Work experience.
- Access to college/ vocational courses.
- Educational off site visits and activities
- Community Participation
- Cross school events, such as Music Festivals and sporting tournaments/ competition.

Facilities made available by the academy are fully described on the academy's website. They include:

- Each Phase has a suite of rooms; in Early Years and Upper Phase 1 this includes access to outside learning environments. All phases in the school have classroom bases and individual work spaces. There is a library for use of the whole school.
- The Phase 3 and Phase 4 departments offer a mix of subject teaching rooms and class based rooms. These also have individual work spaces and mini ICT areas.
- The school has a range of specialist teaching rooms, these include:
 - An Art and Design Technology room.
 - A Science room.
 - A Food technology room.

- A Music room.
 - A Drama studio.
 - A Sports hall.
 - A hydrotherapy pool with a suite of changing facilities.
- A range of specialist provision includes access to the interactive room, Sensory spaces, soft play room and libraries.
 - Therapy Team including three Speech and Language Therapists, Occupational Therapist, Signing tutor, S & LT Assistant, Physiotherapy and Physiotherapy Assistant.
 - Early Years Provision.
 - A Key Stage 1/ Key Stage 2 satellite provision at Dartford Primary Academy.
 - A Phase 3 satellite provision based at The Leigh Academy.
 - Sixth Form satellite provision for some pupils at Wilmington Academy.

Learning outside the classroom is enhanced through:

- Outdoor learning areas for Early Years and Key Stage 1 classes
- Large playground areas
- The adventure trail
- Swings and activity centres.
- Bike areas.
- Allotments and greenhouse.
- Forest areas.
- Use of local community facilities including North Kent College swimming pool and Hartley Primary forest area.
- Work related learning at Bore Place for Key Stage 4.
- Work experience in Key Stage 5

There are a range of other specialist rooms used by external agencies which include:

- A medical room
- A Therapy room
- Training, Resource and Consultancy Centre
- All day cafeteria

The facilities and provision at Milestone Academy are regularly reviewed and improved according to the needs of our learners.

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

Pupils will be grouped in small classes of between 7- 13. They will be taught by the class teacher and be supported by between 2-5 teaching assistants, based on the needs of each class.

As detailed in the assessing and reviewing section (3b), pupils' progress will be closely tracked and specific interventions will be put in place for individuals.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities).

All clubs, trips and activities offered to pupils at Milestone Academy will be appropriate and meaningful learning opportunities in order to:

- ensure maximum access and attainment within and beyond the National Curriculum (NC) including P-scales & accredited courses. This is achieved through utilising available resources to develop learners and their independence skills, with a strong emphasis upon their personal, social, cultural, moral and educational development.
- ensure learners are safe, happy, feel valued as individuals and learn to co-operate with others.
- meet learners personal, physical and social development needs; encouraging and rewarding the acquisition of moral values ensuring our learners leave the school ready to succeed in the next stage of their lives.
- Ensure the Academy's Core Moral purpose and culture effectively provides for learners with a wide range of needs within a multi-disciplinary environment which allows them to realise their full potential.

Where there may be health and safety concerns regarding pupils and activities, this will be risk assessed. Subject to risk assessment and where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At Milestone Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example in lessons such as PHSE, Citizenship, Communication sessions and indirectly with every conversation/ interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: Social Stories, Social Skills groups, ELSA (Emotional Literacy Support

Assistant, time-out space for pupil to use when upset or agitated, mentor time with an identified member of staff, restorative justice, lego therapy, The Special Friends intervention programme, referral to the Trust Educational Psychology service, an external referral to CAMHS LD.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require access to age appropriate resources and support.

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

This section is not applicable to Milestone Academy, as a school for pupils with profound, severe and complex needs.

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

When beginning employment at Milestone Academy, new employees will receive induction training which will include:

- Safeguarding (child protection) training
- Moving and Handling Theory.
- An introduction to total communication.
- An introduction to Signalong.
- An introduction to Autism.
- An introduction to proactive strategies to support behaviour.
- E-Safety training.
- Fire Awareness,
- An Introduction to Eating & Drinking Difficulties
- Epilepsy
- Moving and Handling Practical if working with pupils with a physical disability.

The professional development of all staff involved in meeting the needs of all pupils at Milestone Academy is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- Training delivered by in-house specialist staff such as Speech and language therapists, ASD & Behaviour Leaders, School Nurse, PMLD Leader, English and Maths Leaders, MOVE, Moving & Handling Leader, Signalong Tutor, PECS Implementor and Team Teach Trainers.

- Professional development sessions and one-off sessions on relevant subjects provided by a range of external specialists. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses offered by external providers, accredited and non-accredited.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at Milestone Academy are invited to discuss the progress of their children two times per year and receive a written report each academic year. In addition we are happy to arrange meetings outside these times. The Academy hosts regular coffee mornings for parents on a variety of topics such as sensory processing dysfunction, ASD, communication, toileting and puberty.

In addition to this, parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Milestone Academy encourages pupils and students to participate, at an appropriate level and in ways that reflect their evolving maturity.

- The pupil's views will always be ascertained, but this may not always be through direct discussion with the pupil.
- Pupils will be enabled/ encouraged to participate in all decision-making processes in their education.

- Pupils need to be part of the process, to know that they are listened to and that their views are valued

Some of the ways pupil will be included in decision making process will be through:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- As far as possible, learners being involved in their own assessment and are encouraged to make evaluative and descriptive assessments of their achievements. These may lead to further targets towards which learners are highly motivated.
- Being empowered to identify their own behaviour for learning needs with appropriate levels of support.
- Incorporating their views in every aspect of review of their education.
- Encouraging self-advocacy and independence.
- Development of pupil voice through involvement and engagement with the student council.

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

Any complaints from parents of pupils with special educational needs concerning the provision made at the academy should be made through the academy's procedures. The Complaints Policy is available on the academy's website or can be obtained from the academy office.

We encourage parents to discuss their concerns with their child's class teacher in the first instance to resolve the issue. Parents can also contact the Assistant Principal of the phase their child is in, the Vice-Principal or Principal 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, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN or 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Leigh Trust Board of Governors involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Leigh Trust Board of Governors has engaged with the following bodies:-

- Free membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service
- Educational Psychology - Three EP's are currently appointed to work 5 days, jointly, a week across the Trust schools
- Access to Local Authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO - SENCO forum and NASEN (National Association for Special Educational Needs)

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

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service/contact-Information-Advice-and-Support-Kent>

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Learners at Milestone Academy have:

- A Statement of SEN/ EHC Plan with specified aims, objectives and statement of need. Transitional outcomes are in place at years 6 and 11 and 14.
- Reports from other agencies.
- Where appropriate, a learner record from a feeder school which provides an account of the learner's attainments, needs, provision and progress.
- Children in the Early Years are admitted through the LIFT process.

This information provides a basis for making initial plans for the child.

During the first few weeks of the child's time at Milestone Academy:

- Further information/assessment/advice may be sought from agencies previously involved or indicated.
- Baseline assessment of basic skills and attainment will be made using a variety of appropriate assessment and observations.

The individual needs of each child will be established through:

- The learner's view of their needs (where possible).
- The parent's view of the pupil's needs.
- Statement/ EHC Plan.
- A summary of available information from the child's school history.
- A summary of outside agency involvement.
- The School's view of the pupil's needs.

This is updated by review procedures at Annual EHC meetings, Termly Pupil Progress Review Meetings, Outside Agency involvement, e.g. CHiN meetings.

Where pupils already attend Milestone Academy but transition between classes and phases, they may be supported in the following ways:

- Class teams meet to share information and plan appropriate transitions specific to individual pupil need.
- Observations of pupils in their current class/ phase.
- Allocated transition morning for pupils moving to the Secondary phase, to familiarise themselves with the staff and new environment.
- Additional transition support according to individual need.
- A transition pack of photographs and/ or symbols for pupils to refer to over the summer holidays in preparation for September. This will be provided according to individual need.
- Post transition support from previous class teacher/ team.

- Parents invited to attend information sessions on next Key Stage/ phase of education.

We also contribute information to a pupils' onward destination by providing information to the next setting.

Milestone Academy encourages all pupils to think about their next stages in life. We aim to support our pupils to go on to achieve the best possible outcomes in participating in society, further education, independent living, supported living and/or employment. To achieve this we may:-

- access expert and impartial advice from the Trust's bespoke Career's Advisor to ensure that career advice and guidance along with high quality work experience provides high aspirations and a wide range of options; and
- help pupils and parents understand and explore how the support they receive in the Academy will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Ensure all student outcomes are linked to their planned transitions into adulthood and are trans disciplinary to ensure a holistic approach to their learning and skills gained, whether their intended destination be work, further education or independent living.

At the end of their study in the 6th Form, students leave with an ASDAN Certificate, Award or Unit accreditation in Personal and Social Development and/ or Personal Progress and a range of Vocational awards; students also achieve accreditation in functional English, Maths and ICT. These can then be used as a basis for further accreditation at a later stage at another learning provider.

13 Information on where the local authority's local offer is published.

The Local Authority's local offer is published on [<http://www.kent.gov.uk/education-and-children/special-educational-needs>] and parents without internet access should make an appointment with the Academy Vice-Principal for support to gain the information they require.

Reviewed on: 15 12/17

Approved by the Principal on : 15/12/17

Next review on

