

## Woodpecker Court

Wigmore lane Eythorne Kent CT15 4BF

Tel: 01304 830958 Mobile: 07720 800391

Email: [dmeehan@woodpeckercourt.com](mailto:dmeehan@woodpeckercourt.com)

Registered company: 9629678 registered in England & Wales

VAT registration number: 218990574



**Woodpecker Court**

# **Woodpecker Court SEN & Disability Policy/SEN Information Report**

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 provision policies:
- Behaviour/Discipline Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Procedure

This policy was developed with engagement and participation of parents/carers, representatives from the Advisory Board and tutors who have an association with special educational needs 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, p 15)*

### **Definition of disability**

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

### 1 The kinds of special educational need for which the provision caters for

At Woodpecker Court, despite being a post 16 specialist provider we can also make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the provision is less familiar, but we can access training and advice so that these kinds of needs can aim to be met.

The provision also currently meets the needs of students with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: SEMH, Communication and Interaction and Cognitive and Learning. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority following a consultation process and Woodpecker Court's ability to meet the needs of the individual taking into account the impact on the education of other students that it already has on roll and is catering for.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Woodpecker Court we monitor the progress of all students three times a year to review their academic progress. We also use a range of assessments with all the students at various points eg. Reading Age, Spelling Age, Writing Assessment, BKSb and BPSD.

Where progress is not sufficient, even if a 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 1:1 intervention, individual action plans and greater use of rewards.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness and the bespoke nature of our provision. For these students if under the age of 16, and in consultation with the home school, we will recommend the use of assessment tools by the home school to determine the cause of the learning difficulty. We also provide evidence as required to support the home school in any applications they may make with regards to the students' SEN. The purpose of this more detailed way of working is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with us via the home school, including the parent, put into their SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because we are making special educational provision for the student which is additional and different to what is normally available.

If the student is over the age of 16 we will consult other professionals that may be working with the student as well as the parents/carers and will together make an informed decision on how best to ensure the student makes sustained progress.

At this point we will have identified that the student has a special educational need because we are making special educational provision for the student which is additional and different to what is normally available or if this is not suitable consider securing a suitable onward destination for the student.

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 SEN is changed parents will be notified.

3 Information about Woodpecker Court's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including  
3a How the school evaluates the effectiveness of its provision for such pupils

We will ensure that all tutors and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

Woodpecker Court writes a personal development plan for every student. Student's that have an EHCP and SEN have a provision plan also.

The provision reviews all of its interventions termly, it continually reflects upon its practice; evolving to try and best support the needs of all of its past, present and future students. Each review of the SEN support plan will be informed by the views of the student, parents and tutors as well as the assessment information from tutors which will show whether adequate progress is being made.

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

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

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for them, 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 Advisory board.

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

The provision takes into account the academic outcomes of the students, BPSD indicators as well as the evaluation of any intervention that the student may have been undertaking three times a year to ensure that any IEP or Provision Plan is updated. This may occur sooner if the students' named provision changes or if a Pre-16 student returns to their home school. For students that require a provision plan these will not be finalised for a period of up to 2 academic weeks following their induction; during which time assessments will be undertaken as well as a series of observations to ensure that suitable targets are identified.

Every student in the provision has their progress tracked three times per year.

In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Woodpecker Court are Reading, Spelling BKSBS, Writing, BPSD. Using these it will be possible to see if students are increasing their level of skills in key areas.

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

If these assessments do not show adequate progress is being made the SEN support/IEP will be reviewed and adjusted.

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

Woodpecker Court's quality of teaching is yet to be judged by an Ofsted inspection but we are working closely with a number of professionals and with the Local Authority to continue to improve.

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

We follow the Mainstream Core Standards [https://www.kelsi.org.uk > data > assets > pdf file > MCS-SEMH](https://www.kelsi.org.uk/data/assets/pdf/file/MCS-SEMH) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the provision employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages.

At Woodpecker Court 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 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 the Advisory Board have recently made improvements as part of the school's accessibility planning and have identified that the following aspects of the provision need to be improved, to continue with a focus on CPD, reflection and Student Voice and consider in the long term methods on how to improve facilities to allow access for a greater range of SEN type.

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

As part of our contract for post 16 students we receive 'SEN funding'. This funding is used to ensure that the quality of teaching is good in our provision and that there are sufficient resources to deploy additional and different teaching for students requiring SEN 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 many cases a very high level of resource is required, this is funded according to the specific needs of the student and the interventions tailored to them.

### 3f how the provision enables students with special educational needs to engage in activities of the school (including physical activities) together with students who do not have special educational needs

All activities offered to students at Woodpecker Court are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the provision will use its own resources for a short time, while available to it to provide additional adult support to enable the safe participation of the student in the activity.

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

At Woodpecker Court we understand that an important feature of the provision is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance PSHE, breakfast, lunch or debrief time and 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 list, access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for student to use when upset or agitated etc.

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

The SEN Co-ordinator is Michelle Reid who is advised by both The Local Authority and an experienced SENCO Consultant.

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

All tutors and teaching assistants have had awareness training.

Where a training need is identified beyond this we will find a provider who is able to deliver it.

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

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

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

All parents of students at Woodpecker Court are invited to discuss the progress of their children on 3 occasions a year and receive a written report 3 times per year.

In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will 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. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this expected 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.

In addition to this, parents of students with a statement of SEN / 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 The arrangements for consulting young people with special educational needs about, and involving them in, their education

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 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.

9 The arrangements made by the Advisory Board relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at Woodpecker Court

The normal arrangements for the treatment of complaints at Woodpecker Court are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with tutor, Assistant Principal and Principal to resolve the issue before making the complaint formal to the Chair of the Advisory Board.

If the complaint is not resolved after it has been considered by the Advisory Board, 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 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 provision.

10 The contact details of support services for the parents of pupils with special educational needs and disabilities and students and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

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



At Woodpecker Court 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. If a student has not come from an educational provision, then the information is sought from any professionals involved. There may be times where a start date is delayed whilst we are awaiting this vital information.

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

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

The local authority's local offer is published online and parents without internet access should make an appointment with the SENCO for support to gain the information they require.