



**Children, Young People and Education
Directorate**

**Five Acre Wood School SEN and Disability
Policy/SEN Information Report**

February 2024

Key Contact Personnel in School

**Nominated Member of Leadership Staff Responsible for the policy: Karen
Robinson-Jones Sarah Costain**

Designated Safeguarding Lead: Sarah Costain

Date written: October 2018

Date agreed and ratified by Governing Body: 20th November 2018

Reviewed: October 2019

Date agreed and ratified by Governing Body: 20th November 2019

Reviewed: October 2020

Date agreed and ratified by the Governing Body: 28th September 2020

Date of next review: October 2021

Reviewed: February 2024

Date of next review: February 2025

**This policy will be reviewed at least annually, and following any concerns
and/or updates to national and local guidance or procedures**

Five Acre Wood School's SEN and Disability Policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

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:

Child Protection

Peer on Peer abuse

Online Safety

Behaviour and Physical Intervention

Staff Code of Conduct

Supporting Pupils with Medical needs

Vulnerable adults

Complaints

This policy 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 or young person of compulsory school age 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) as 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 (2014, p5)

Five Acre Wood SEN Provision

Five Acre Wood has a designation as a school for children and young people with Profound, Severe and Complex Learning Difficulties. Our pupil range is wide and includes pupils with Profound and Multiple Learning Difficulties including physical and sensory impairment; pupils described as on the Autism Spectrum; pupils with complex medical needs and or sensory impairment as well as pupils with Severe and Moderate Learning Difficulties. A significant proportion of our pupils have speech and language needs but these are mainly a result of their primary learning difficulty.

School Vision

Five Acre Wood School is a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. Firm foundations and strong partnerships provide the platform for dynamic, challenging, and personalised learning pathways, preparing our pupils for their life journey.

We are a school where we believe in ‘Growing and Learning Together

Admissions Criteria

Children and young people attending our school will all have an **Statement of Special Educational Needs / Education, Health and Care Plan**. Decisions on the admission of pupils with an **Statement of Special Educational Need / Education, Health and Care Plan** are made by the Local Authority.

Facilities and Pupil Provision

Assessment

Five Acre Wood is as a 'needs led' school and as such we operate both formative and summative assessment.

Pupil's achievements are recorded electronically via Evidence for Learning and Bsquared., Progress SEN, Pupil Asset.

This system covers the objectives / statements relating to:

- Foundation Stage Profile
- Bsquared Assessments
- P Level Assessments
- National Curriculum Stages.
- Functional Skills assessments
- Engagement profile

Teachers and Senior Teaching Assistants update these objectives as and when applicable e.g. after a unit of work. However it is expected that these statements / objectives are updated at least on a termly basis three times a year. Pupil Asset allows for teachers and Senior Teaching Assistants to type comments stating how the pupil / student has achieved the selected statement / objective. Evidence for learning has There is also provision for photos of work and scanned worksheets to be uploaded as part of this evidence base.

Three times a year At the end of each term Teachers make a summative judgement on B-Squared or Evidence for Learning Pupil Asset about the pupils' progress. These judgements are used for data capture and analysis at the beginning of each new term and form part of the regular pupil progress meetings held between teachers and the senior leadership team. Pupils are monitored against expected rates of progress in line with KASS target setting algorithm.

Alongside assessments made against these descriptors, our different curricula use a range of alternative assessment processes, in accordance with the identified needs of individual pupils, as a means of capturing a full picture of their progress. Assessment for learning is carried out daily as teachers develop and adjust their lesson plans, strategies and curriculum allocation time to match the learning readiness of their pupils. The school uses a "basket of indicators" approach which includes for gathering information and evidence for the acquisition of learning using Evidence for Learning and Bsquared Progression Steps, Steps 4 life. P-levels. Where the P-levels do not match the priorities or the pace of learning for In addition particularly for pupils who have different priorities and a slower pace of learning children and young people, we use other means to track progress such as MAPP, Leuven, Barry Carpenter Engagement Scales, SCERTS, Living skills Framework, MOVE, Sensory Profiles, Behaviour For Learning Audit, Thinking Skills and Routes for Learning, Key skills framework.

School leaders monitor the progress of all pupils with the teachers three times a year. From these meetings progression maps or learning journeys will be developed to ensure that all pupils make evidenced progress.

We also use a range of diagnostic assessments where appropriate such as the Derbyshire Language, Neale Analysis of Reading Ability, Phonics Screening, Key Stage 1 Phonics Screening Check and The Salford Sentence Reading Test.

Where children and young people continue to make inadequate progress, Case Studies are written to put the person, their condition and their lives into a context that comprehends, understands and engages with them as they are, while also seeking to develop a positive pathway forward built on their strengths and needs.

Specialist Teacher Resources

We are in continual dialogue with the Specialist Teaching and Learning Service (STLS) who are employed by Five Acre Wood. From this group we have access to a variety of additional support such as the Hearing Impaired, Vision Impaired, and Multi-Sensory Impaired teachers (employed by Valence School). Outreach is delivered from our school where the trainers are both members of our staff and the STLS; these training opportunities are also available to our staff to further enhance pupil progress.

All teachers and support staff who work with our pupils are aware of the individual's learning priorities, the support to be provided the strategies to be used and are all committed to and involved in developing the learning environment for that child or young person.

Progress Review All children and young people in the school will have a review each year of the provision made for them, which will enable an evaluation of the effectiveness of the special provision and the other bodies involved with the pupil. The collation of the Annual Review evaluations of effectiveness will be reported to the governing body and to the KCC

Curriculum and Teaching Approaches

Staff at Five Acre Wood School are committed to offering our children and young people high quality teaching, differentiated for individuals that has an impact on their development, quality of life and aspiration for the future.

As written above, Five Acre Wood School is a Needs Led school and as such we not only group children and young people according to their learning need and learning style but we also offer different three-curriculum models to deliver relevant learning opportunities for individuals.

The Early Years learning approach curricula is for pupils of a nursery, reception and year 1 age. It plays a diagnostic role in establishing which learning approach / curriculum pupils embark upon next.

The Sensory learning approach curricula is for pupils at key fundamental and foundation levels of development (who are working within the Engagement Model), who typically have a description of profound and multiple learning difficulties. ~~those children and young people are working between P1— P4 who are still developing the early acquisition skills of primary communication, independence, the development of internal schema, mobility and social awareness.~~

The Practical and structured learning approach curricula is for pupils who are working consistently, and over time, below or very near the start of the national curriculum, who benefit from a practical approach to their learning. Pupils may typically (but not always) have a diagnosis of severe learning difficulties.

The Structured learning approach curricula for pupils who are working consistently, and over time, below or very near the start of their national curriculum, who benefit from structured learning environments. Pupils may typically (but not always) have a diagnosis of Autism. For children and young people who are working within P4 – P8 and need to focus on functional learning and the development of life skills. The Formal learning approach curricula is for those children and young people who can access a model of learning closer to those in mainstream skills where learning can be developed in discrete subject areas. At Five Acre Wood School, children join the Reception class in the year in which they turn five. We know that starting full time education is a very exciting time and we aim to make learning fun and challenging. Based on the EYFS ethos and with a strong focus on the 'characteristics of effective learning', the school provide a structured and stimulating curriculum in a caring and secure environment where the children can feel safe to explore, investigate and learn through first hand experiences. Five Acre Wood's Sixth Form provision is based at our Snodland site.

The Formal Learning approach curricula for pupils who are working below age-appropriate expectations but are able to access parts of the National Curriculum. For the majority of our students this means an adapted Secondary subject specific curriculum from Year 8 to Year 11.

The Functional learning approach curricula is for our students aged 16 – 19 years old (Sixth form) with moderate, severe and complex learning difficulties. (NB those with profound and multiple learning difficulties remain in the Sensory Learning Approach). Sixth Form caters for young people with Severe and Complex Learning Difficulties. Young people with Profound and Multiple Learning Difficulties remain on the main Five Acre Wood site. Young people are no longer subject to the expectations of the National Curriculum but they continue to focus on a broad range of subjects including the core subjects of Numeracy, Literacy, ICT, Personal and Social Development; key skills areas and vocational pathways. This is to ensure that our young people leave school at 19 years of age being as independent as possible in order to move on to the next stage of their lives. Activities in the Sixth form therefore reflect the age and changing needs of our young people.

Five Acre Wood's specialist post 19 provision 'Grow 19' is based at The East Malling Centre which caters for 10 post 19 students with learning disabilities and SEND. There are two four satellites: one offers provision for 32 KS1 & KS2 pupils within the Formal Curriculum phase at Palace Wood Primary School; the other one based at our Snodland site, caters for 134 KS3 and KS4 pupils within the Formal Curriculum phase, some KS4 pupils within the Practical Learning Approach and our more complex Functional Learning Approach pupils. Young people are no longer subject to the expectations of the National Curriculum but they continue to focus on a broad range of subjects including the core subjects of Numeracy, Literacy, ICT, Personal and Social Development; key skills areas and vocational pathways. This is to ensure that our young people leave school at 19 years of age being as independent as possible in order to move on to the next stage of their lives. Activities in the Sixth form therefore reflect the age and changing needs of our young people. This means that the curriculum is based on the teaching of functional skills with the aim of young people being able to generalise and apply these in as many everyday contexts and in as many practical ways within the community as possible. (For more information see the Curriculum Area on the school website.)

At Five Acre Wood School we believe that 'Every Moment Matters' and that every part of the academic, social and personal routines are opportunities for learning. As such playtimes, lunchtimes, moving in and out of school are seen as opportunities to develop and ensure the generalisation of skills. At our last Ofsted, March 2019, the quality of teaching was judged to be Outstanding.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching and use of ICT software learning packages.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made improvements as part of the school's accessibility planning. The new build is complete; our school day has been changed and staff hours amended in order that there is a minimum of 45 minutes a day in which staff can concentrate on pupils and young people's learning and develop professionally.

Inclusion

To enhance inclusion possibilities for our children and young people, our school will be based on 3-5 sites. We currently have a satellite placement at Palace Wood Primary School for pupils in Key Stage 1 & 2. We also have our Sixth Form and KS3/4 unit situated at the Snodland site with 2 Year 7 classes based in St Katherine's Primary next to the Snodland Satellite. In addition we have a Sixth Form and one Key stage 3/4 class based at the new Oxford Road site. At both all of these sites we work to ensure that our children and young people have access to the facilities available but also have enjoyable social inclusion.

Clubs, trips and activities offered to children and young people at Five Acre Wood School are available to all where practicable. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of our children and young people in the activities offered.

Pupil Well Being

At Five Acre Wood we understand that an important feature of the school is to enable all children and young people to develop emotional resilience and confident social skills, both through direct teaching, for instance through PSHE, SMSC, Well Being activities and indirectly with every conversation adults have with them throughout the day.

For some children and young people with the most need of help in this area, we can also provide the following e.g. in school play therapist, access to a counsellor, external referral to other agencies including school health and CHYPMH's, time-out spaces for use when upset or agitated.

Children and young people 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, tailored to their needs

SEN Co-ordinator

The role of the SENCO at Five Acre Wood is taken on by members of the SLT, who are qualified teachers and have been SENCO's continuously since before 1 September 2009.

These SLT members are available through contact with the school office or office emails.

All teachers and teaching assistants have received appropriate training to teach the children and young people at Five Acre Wood School. There is a minimum of 45 minutes a day in which staff can concentrate on pupils and young people's learning and develop professionally.

In addition the teachers receive enhanced 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 other special schools in the consortium and beyond, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapist, feeding specialists etc.

Facilities

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.

Partnership with Parents

All parents of children and young people at Five Acre Wood are invited to discuss the progress of their child on at least 3 occasions a year and receive a written report twice per year, the first in the EHCP review and the second at the end of the academic year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children and young people will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

Parents of children and young people with an Education, Health and Care Plan will be invited to contribute to and attend an EHCP Review, which, wherever possible, will also include other agencies involved with the child/young person. Information will be made accessible for parents. The child or young person 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.

The Governing Body

The Governing body is involved in all aspects of school life. They meet regularly with the Principal throughout the year to discuss issues relating to the school.

The normal arrangements for the treatment of complaints at Five Acre Wood are in operation. We encourage parents to discuss their concerns with the class teacher, Phase Leader Learning Approach Lead or a member of the SLT to resolve the issue before making the complaint formal to the Chair of the Governing Body.

There are some circumstances, usually for children who have an Statement of SEN/ 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.

Multi-agency provision

A Service Level Agreement is in place with the Educational Psychology service. We maintain a link to the Disabled Children's Service for support to families for some children and young people with high needs. We maintain access to Local Authority service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for children and young people with requirement for direct therapy or advice though this service is considerably enhanced by the addition of our own Occupational Therapist and Speech and Language Therapists who are based in the school. Through Our Speech and Language Therapists we will ~~to~~ make referrals to the Communication and Assistive Technology Team.

We have membership of professional networks for the SENCOs e.g. NAS, SENCO forum, NASEN etc 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 www.kent.gov.uk/iask

Transitions

At Five Acre Wood we work closely with the educational settings used by the children and young people before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. We also contribute information to a young person's onward destination by providing information to the next setting.

The Local Authority's Local Offer

The Local Authority's Local Offer is published on <http://www.kent.gov.uk>.

Parents/Carers without internet access should make an appointment with the school office for support to gain the information they require