

Brompton Academy's Special Educational Needs and Disability Information

The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background.

The Government transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. They did this by introducing the new SEND Code of Practice 2014 which enables support to be extended from birth to 25. Its aim is to give children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met by:

Converting statements and learning difficulty assessments into a new birth to 25 Education, Health and Care Plan (EHCP), extending the rights and protections to young people in further education and training, and offering families personal budgets so that they have more control over the support they need.

Improving cooperation between all the services that support children and families and particularly requiring local authorities and health authorities to work together. In this way a coordinated approach to support children and young people with SEND can be implemented to enable the best possible outcomes.

Requiring local authorities to involve young people and parents/carers in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

The Local Offer was first introduced in the Green paper (March 2011) which details of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

Medway Local Authority publish the Local Offer in order to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to education, it will inform parents/carers and young people of how school and colleges will support them, and what they can expect across the local settings.

Brompton Academy is a mainstream school in a selective system with approximately 33% of the cohort identified as having a SEN. The Academy additionally has a specialist education centre (The Eliot Centre) for up to 20 students in each year group (100 students in total across the Academy). The students in the Eliot Centre have a very specific learning need identified on their EHCP and need to meet the entrance criteria in order to gain a place within the centre.

Brompton Academy will apply the published admission arrangements and criteria to all students regardless of SEN/D. An applicant's disability will not prevent an offer of a place

at the Academy being made where reasonable adjustments to the environment and curriculum can be made to accommodate the student's learning needs.

At Brompton Academy we strive to support all children to enable them to achieve. In order to do this many steps are taken to support them through their learning journey.

High quality teaching for all students is vital and all teachers are teachers of SEN. However, for some students there are occasions when further additional support may be needed to help them achieve their targets. This is where the SEN team can help.

The SEN team consists of:

Laura-Jayne Moll (SENCO)

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Paula Leyland (SENCO)

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Barbara Mc Bride (SENCO)

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Leona Talsma (Speech and Language Therapist and dyslexia specialist)

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Lisa Quigley (Speech and Language Therapist)

Eliot Centre Teachers

Catherine Nasillo

Camilla Wilkie-Smith

Laura Moll

John Obodan

Maxine Spindler

Gill Mace

Emma May

Adele Wilkinson

Curriculum Assistants

Elizabeth Martin

Sally-Ann Chamberlain

Jane Brameld

Suzanne Leslie

Amanda Neilson

Natasha Passfield

Christine Cordier

Michelle Sergeant

The Academy governors are kept up to date regarding SEN actions and policy with regular feedback from the Vice Principal at governor meetings. There is at least one full formal report provided to the governors annually which updates and reviews the progress of SEN/D students.

The SEN Governor is Rob Ryan - RobRyan@bromptonacademy.org.uk

SEN Coding

The following aims to explain how students are identified and 'coded' within the SEN register. This depends on their level of SEN need.

School Support (K) – the student is identified as SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Normally higher quality teaching to the whole class is likely to mean that fewer students will require such support. Students will initially be identified as requiring this support by teachers and/ or parents/carers and a decision as to the best way forward will be made in consultation with parents/carers and the child. All staff receive regular training from the SEN team on a range of interventions and have easy access to the SEN team to discuss individual cases.

Education Health and Care Plan (EHCP) – A statutory document which is sought by a school **or** parent/carer when despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress. In order to achieve an EHCP a specialist assessment is carried out by the Local Authority using a range of relevant specialists (e.g speech therapists, Educational Psychologists). Should this assessment prove the need/case an EHCP will be built in conjunction with the parent/carers, child and Local Authority to provide necessary special educational provision for the student. The decision to award an EHCP sits with the Local Authority and not with the Academy.

Broad Areas of SEN

The areas below are set out from the SEN Code of Practice 2014. The Academy caters for all students with the broad areas of need set out below. If these needs impact severely on the learning of the student or on the learning of others then the student and parent/carer are signposted towards further resources which they might access to support them in addition to that which we are able to provide within the school setting.

Communication and Interaction

This may include students with speech, language and communication needs or those children with ASD (Autism Spectrum Disorder) who may have particular difficulties with social interaction. The Academy has two Speech and Language therapists as part of the SEN team and specialist advice can be sought from them.

Cognition and Learning

This may include those students working at a slower pace than their peers, even with appropriate differentiation. This may include those students with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social/Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include mental health difficulties, such as anxiety, depression, self harming, substance misuse, eating disorders or physical symptoms which are not medically explained. Other students might have disorders such as ADD (Attention Deficit Disorder), ADHD (Attention Deficit and Hyperactivity Disorder) or attachment

disorder. The Academy works closely with range of mental health professionals to seek external support where needed given the complexities of mental health.

Sensory and/or Physical Needs

Some students have a disability which prevents or hinders them from making use of the educational facilities provided. Specialist advice is sought for these students, especially for those with hearing or physical impairments.

Below are Brompton Academy's responses to the questions set out by Medway Local Authority to contribute to their 'Local Offer'.

School Information

1). How does the school know if young people need extra help?

The Academy uses a variety of information on arrival at the academy and throughout the young persons time at the Academy to identify if they need extra help including:

- Close liaison with primary school or previous place of learning throughout the time of transition.
- Attendance at any multi agency/EHCP reviews or other meetings - prior to arrival and once on our roll
- Prior and ongoing learning results/achievements .e.g. SATs, Cognitive Abilities Tests (CATs), Reading and Spelling tests
- Specialist reports from specific assessments/screening assessments. e.g Dyslexia/Dyscalculia
- Significant disparity between subject tests and or progress
- Progress significantly below expected levels (using national expectations)
- Communication with/concerns raised by students
- Concerns raised by teachers
- Concerns raised by parents/carers
- Information received from external agencies. e.g. Paediatricians, Speech Therapists
- Attendance information

*These are of course not exhaustive but are the main methods of assessment.

Following the concerns being raised the SENCo may consider and undertake or commission additional assessments/investigations (e.g. Educational Psychologist assessment, referral to CAST for ADHD/ADD/ASD assessments) in conjunction with consultation and communication with the student and parents/carers of the young person involved.

2). What should I do if I think my child may have special educational needs?

The route to raise concerns or to consult about your concerns are below in the most suitable order of contact:

- The student's Personal Tutor - this person is the first port of call for any concerns you may have
- The specific subject teacher

- Specific subject leader
- The relevant SENCo

You may contact all these staff through the main office email address in the first instance at officeBA@universityofkentacademiestrust.org.uk or ring the Academy to speak to them or make an appointment to meet.

Additionally, we have an email address which directs all concerns to the centre of the Inclusions team hub. Any person - parent/carer/student/teacher or member of the support staff may use this to communicate a learning or wellbeing concern to the Academy. The email address is: refernow@universityofkentacademiestrust.org.uk

3). How will Academy staff support my child?

Academy staff will endeavour to deliver 'quality first' teaching. The students are placed in sets appropriate to ability and need. Teachers are trained to teach young people with a variety of additional learning needs and are responsible for ensuring that students are able to access the learning. This is monitored as part of the regular review and observation cycle.

These different aspects to quality class teaching include:

- Scaffolding - relevantly adapted resources for individuals or groups in the class
- Careful use of differentiation - task, groups, subject content, practical etc
- Clear explanations and structures to lessons
- Positive and constructive relationships with students
- Specialist/individualised apps/ICT
- Use of practical interaction
- Peer and self assessment
- Robust and regular reinforcement of literacy, language and specialist terms
- Specialist 'cues' - e.g. standard use of signalong or cued articulation in the Eliot Centre core subjects
- Students in the Eliot Centre are taught in small groups with specialist trained staff - both support and teaching.

Outside the classroom students are supported with the following:

- Safe dining area - primarily for Eliot Centre students but used as needed for others
- Access to 'cool down' spaces
- Additional non teaching staff to support and be 'eyes and ears' for young people (including the SEN department and pastoral support team).
- Staff trained specifically to respond and support e.g. in self harm, ADHD, self esteem, eating difficulties etc
- When students need additional support to make progress there are a range of additional possibilities - of course groups and individuals vary all the time.

In these cases we also employ other support strategies including:

- Where appropriate additional support staff in classes (Curriculum Assistants)
- Significantly smaller classes
- Specific 'key worker' staff allocation
- Assessments to ensure fair access to examinations (access arrangements)
- Individual programmes of learning. E.g. Social Use of Language course or specialist vocational courses or work placements
- Speech therapy – 1-1 or small group
- Occupational therapy – small group
- Individual plans for moving round the building e.g. exit passes or lift passes

4) Who will explain these to me?

These provisions/plans/interventions will be overseen by a relevant person e.g. SENCo or specialist programme provider and these people will explain what is planned. A meeting and/ or telephone discussion will be held with the parent/ carer to discuss the provisions on offer to support a child. The Academy uses the Assess, Plan, Do, Review (ADPR) cycle to track intervention and all stake holders are informed of the progress of an intervention.

There will be a variety of methods for this depending on what is most suitable for the parent/carer/student and the communication needed:

- or group meeting
- Email
- Letter
- Text message
- Where an individual plan is required this will be overseen by a relevant person.

Progress and assessment of the success of the special programmes will be carried out using the ADPR cycle in conjunction with:

- Termly assessments of progress against targets in all subjects
- Termly assessments in literacy in all subjects
- Attendance rates
- Reading or Spelling tests
- Specialist assessment tools - e.g. speech acquisition
- Individual assessment of self regulation/management of various behaviours
- Parent/carer and student feedback
- External provider feedback e.g. work experience reports
- The relevant SENCo and Head of Eliot Centre (the latter specifically regarding Eliot centre students only) are responsible for ensuring that interventions impact positively in terms of outcomes for the student and represent best possible practice and value for money. Interventions are recorded in a 'provision map' and are tracked by the SENCo or Head of Eliot Centre.

5) How will the curriculum be matched to my child's needs?

There are a range of aspects where the curriculum is/can be adapted to suit the needs of individual students these include:

- Students are banded and streamed according to ability in all core subject lessons - English, Maths, Science, Spanish, History and Geography
- Small group literacy intervention (for those with a reading age below their chronological age on arrival at the Academy)
- Occupational Health/Speech Therapy/SULP programmes (largely Eliot Centre courses)
- Social skills/anger management/self esteem and confidence building programmes
- Off site specialist, short term skills programme

Additionally in Phase Two and Three (Key Stage 4 and 5) the following is/can be provided:

- Suitable subject range and choice for external examinations is adapted for the various ability bands e.g. BTEC and vocational courses maybe more freely available to the lower band students
- Supported work experience placements
- Specialist subject Learning Mentors - small groups and 1-1
- Specialist support from University of Kent Ambassadors
- University of Kent 1: 3 PhD student support for Level Three students in specialist subjects
- The use of technology to enhance students learning and progress is built into the subject curriculum and has significantly aided students with additional needs. The Academy SEN and specialist staff are constantly engaging with new pieces of software and relevant apps which are developed to ensure that our Brompton Academy students have the best possible opportunity to access the curriculum.

We recognise that every student is an individual and we will always aim to be as flexible as possible in ensuring individual provision where needs are identified.

6) How will I know how my child is doing?

There are a range of methods for you to find out how your child is progressing, both formal and less formal:

- Three times a year full data tracking of the student's progress - these include, for every subject, student targets, achievement in term assessments/exams, end of year predicted grade based on current progress, literacy skill level, home learning and attitude to learning. These data returns state in specific terms if there are concerns or skills are developing
- Four times a year attendance report showing student's current attendance percentage
- Progress is mapped termly against the expected levels of progress towards targets using national data
- Where appropriate, formal invitation to review progress which will be sent out from the SENCo or Head of Eliot Centre, three times a year. These will, as far as possible, co-inside with existing parent consultation evenings
- Parent teacher consultation evening at least once per year for every year group

- EHCP or PEP's (Personal Education Plans) review meetings for students with and EHCP or who are in public care respectively
- Personal Tutor individual contact
- Subject teacher or leader individual contact
- Individual Behaviour Plans (IBP)/Personal Support Programmes (PSP) parent/carer, student and lead pastoral staff member
- Specific intervention individual or group feedback/information sessions.
- Subject teachers are encouraged to keep in contact with parents/carers and report both success and weaknesses in student achievements. The Personal Tutor is the first point of contact and the staff member with whom parents/carers communicate most closely. Depending on the individual, different methods of appropriate communication and contact will be developed to ensure support and clear feedback is achieved.

The SENCo team are available to meet or discuss students needs by telephone or email at any time throughout the school year.

7) What support will there be for my child's overall well-being?

The Academy is arranged into six Mini Schools. Two of these are designated as specifically Years 7 and 8, three are for KS4 students and the last Mini School is the UKAT Sixth Form. These schools function as large family groups and have the following staff teams to support the students within the Mini School.

- Personal Tutor - responsible for day to day contact
- Senior Leaders - responsible for the overall care and academic progress of year groups
- Learning Coach - the daily 'on the ground' contact. They monitor attitude to learning and manage mediation between students and staff in addition to following up attendance issues with the Personal Tutors
- The support available from the team for the student may include specific intervention groups. e.g. anger management, social skills, or 1-1 advice on specific difficulties e.g. self harming or bullying.

There is a very clear behaviour system and policy which is applied consistently across the year groups. Student misdemeanours and behaviour infractions are recorded in the Management Information System (MIS) and monitored by the Pastoral Team. This information provides the basis for the teams to design relevant interventions for groups or individuals.

An In-School Review (ISR) is held once a term where Academy staff and where appropriate other professionals meet and plan further intervention for those students who have not responded well to the interventions previously put in place for them. The aim of the ISR is to gain an understanding of and try to resolve a student's area of difficulty.

There is a wide range of strategies in place to support young people at risk of exclusion and relevant programmes and strategies are deployed to avoid the use of these sanctions and consequences. Where fixed term exclusions are used we always endeavour to implement alternative sanctions first e.g. time in the Pupil Respite Room, restorative justice, detentions etc. A risk assessment can be undertaken where appropriate in respect of a child's vulnerability/SEN prior to any exclusion.

8). What specialist services and expertise are available or accessed by the Academy?

Additional Support available for students through referral:

Counselling
Small group lunch/dining space
Careers - Information Advice and Guidance
Speech Therapy
Mindfulness

There is also excellent access to and relationships with the following external professionals and teams:

School Health
CAST (Child and Adolescent Support Team)
CYPMHs (Child and Young Person Mental Health Service)
Behaviour support specialists
Educational psychologist
SLCN (Speech, Language and Communication Needs Team)
Medway Action for Families
Kent Council for Addiction
Sensory Impaired team
Social Services

Where necessary or by request, support can be co-ordinated across a range of teams using the Common Assessment Framework (CAF), to support both students and their families.

The Academy's Refernow system is suitable for use to refer any social, emotional or behavioural difficulties. Referrals to Refernow can be made by phone, e-mail or letter (email: refernow@universityofkentacademiustrust.org.uk). This service consists of a team of staff who discuss and assess individual students and co-ordinate a central strategy for an individual's care. This may involve referral to outside agencies or a change in strategy within the Academy. The original referrer to Refernow will receive feedback appropriate to their original referral.

9). How does the Academy manage the administration of medicine?

Individual long or short term medication provision are treated as restricted and as such treated very formally:

- All medicines must be brought in to the Academy by the parent/carer in their original pharmacy dispensed packaging
- The administration of medicines form must be completed and signed by the parent/carer - this covers what the medication is, what the specific administration instructions are and times and quantities to be given etc.
- The medicines are stored in a secure and locked cupboard in a secured office
- Only the designated staff member may issue medicines
- The student signs to acknowledge receipt of the medicine
- Where individual personal care needs to be provided on a short or longer term basis the relevant assessments are made and provision for this to be provided by appropriately trained staff is managed.

- What training have the staff supporting young people had?
- SENCOs are highly experienced in variety of SEN and are working towards the National Award for SEN Coordination. All staff are trained regularly in all aspects of D/SEN/Inclusion and Safeguarding including an online D/SEN training and assessment package. Our Speech and Language Therapists are highly experienced and qualified.

The Pastoral Team are trained in various aspects of Child Protection and where appropriate have knowledge and experience of delivering specific support packages and programmes.

Planning for the progress and support of students with SEND is also a focus of all staff induction and our ITT, NQT and Teach First programmes. Safeguarding and SEND information is also available for any supply or short term staff who may be working with our students. Support, provision and outcomes for students with SEND is an explicit focus for all staff as part of the six weekly data assessment and lesson observations. This has proved to be an effective means of evaluating the impact of training.

The Eliot Centre staff, including the five Teaching Assistants are experienced in a range of specific aspects of language disorder, speech and language acquisition and Dyslexia. They also undertake regular, continuing professional development including courses in Cued Articulation and Signalong which they deploy in their teaching.

10). How will you help me to support my child's learning?

We welcome the support and involvement of parents in their children's' learning. We provide a variety of methods and opportunities for parents/carers to assist them in supporting their children in learning. We provide:

- Transition evenings for all new Year 7 parents and children.
- Parent specific workshops which run along side the Year 7 induction workshops for Year 6 transitions which take place at Easter over a week.
- Specific initiative 'strategy' sessions. e.g. for Year 11 parents/carers and students to raise understanding and confidence in the ability to support young people through revision, time planning and the stress of exams.
- Using the iPad as a learning tool - parent/carer courses to teach parents how to use the iPad themselves as well as how their children use them at the Academy for learning. Additionally how to manage the iPad at home with a teenager.
- Parental meetings before, during and after various interventions with students. e.g. anger management programmes - to support the student and parents/carers through the process and effect long term change, ensuring a 'joined up' approach.
- Many opportunities are available for parents to meet and review the progress of their children and access support for themselves to aid in this process through Brompton Academy's comprehensive support system.

All staff are very happy to be flexible in their liaison with parents/carers to ensure that the appropriate support is in place for students both at home and in the Academy.

11). How will I be involved in discussions about and planning for my child's education?

We aim to develop close and mutually supportive relationships with parent/carers from the first point of transition. Where students have D/SEN transition is usually extended, enhanced and bespoke and we aim to involve parents/carers as a source of expertise around the needs of their child. Opportunities to engage in these discussions will be available at:

- Subject evenings - at which the relevant SENCo is always present
- Personal Tutor consultations evening with parents/carers
- SENCo initiated meetings/reviews
- EHCP reviews
- PEP meetings & Looked After reviews
- Early Help meetings and multi agency meetings
- Specific group meetings .e.g. Literacy/higher attainer parent/carer meetings
- Additional to this there will be ongoing opportunities through parental meetings with the Pastoral and SEN team at individual student planning meetings concerning particular assessments/interventions.

12). How will my child be included in activities outside the classroom including Academy trips?

The Academy seeks to ensure that all students are included in all activities including trips and learning off site is actively encouraged and viewed as a valuable element of the curriculum. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the impact of the activity on all the young people who are participating. Parents/carers are consulted at every stage to ensure that their personal 'know how' and knowledge of the young person is very carefully considered in the planning. The Academy has a robust and well developed support system of trips and social events for our specialist groups, particularly those of Young Carers and Looked after Children.

13). How accessible is the Academy environment?

The Academy is fully accessible and has a range of facilities including:

- Disabled toilets in all key areas of the Academy
- Accessible changing facilities and showers within the PE department
- Ramps and lifts sited across the Academy internal and external spaces
- Wide corridors and accessible classrooms
- Good lighting and visibility into all learning spaces
- Very large projection areas in the vast majority of learning spaces (larger than conventional white boards)
- Modern technologies - both for the individual and within the infrastructure
- Sound reinforcement in every learning space
- Clear signage and visual 'clues' (colours in particular areas)
- We also maintain a register of staff with additional language skills or other communication skills e.g. signing.

14). Who can I contact for further information?

Barbara Mc Bride - SENCo

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Laura Moll - SENCo

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Main office - OfficeBA@universityofkentacademiestrust.org.uk

How will the Academy prepare and support my child to join the school, transfer to a new school or to the next stage of education?

We aim to ensure that transitions are positive and will implement a personalised package where needs indicate that this is required. We involve all other appropriate agencies at other points of transition to ensure that the processes run smoothly and with good outcomes. Where appropriate annual reviews of EHCP's are prioritised at transition points and those children with SEN receive additional and early careers support, information and guidance in advance of transition points.

Joining our Academy is set up to be as easy as possible - we offer the following:

- Transition workshops which take place in the Easter holidays and gives students a very good opportunity to become acquainted with the physical environment, our structures, and our teaching and support staff.
- Visits by staff from Brompton Academy to the student in their Primary school setting
- SENCo will, where needed attend PEP, LAC, CHIN, CP or CAF meetings at the Primary school from April onwards.
- Individual visits of students to Brompton Academy will be arranged on a needs basis.
- Risk assessments carried out.
- Pre-induction day visit exclusively for the Eliot Centre students.
- Induction day and evening in July.
- Parent/carer induction evening.

Transition to another institution is supported in much the same way - the strategies will vary depending on the individual student, however they may include:

- Individual planning meetings with parents/carers and the new place of learning.
- A supported visit - either with the parent/carers or the student and a member of the Brompton Academy team - to the next place of learning.
- Further taster/induction activities or visits.
- Further planning or communication to ensure that the new institution is fully aware of the individual student's needs.
- We are always guided by the views of parents/carers and aim to ensure that the transition is a positive experience for them as well as the young person.

For transitions from Phase Three (Sixth Form) to Higher Education/Further Education there are additional aspects:

- Parent/Carer workshops from University of Kent staff regarding finances.
- Long term programmes on the step change to learning to live independently.

- University of Kent mentors working with Brompton Academy students to advise
- Trips and visits to the next place of learning.

14) How are the Academy's resources allocated and matched to children's special educational needs?

We regularly review and update the Academy, groups and individual provision maps which are costed and evaluated for impact and to ensure value for money and the efficient deployment of resources. Some of the Academy structure is designed with the whole cohort in mind e.g. 33% of the Academy have a SEN and there is specific literacy intervention for small groups where appropriate. The class size structure is also designed to meet the needs of the annual cohort and is part of the strategy for supporting all students. The Academy adopts an approach of Assess (the students needs), Plan (what needs to be put in place, what provision is needed and what outcome should be achieved), Do (put the provision in place) and Review (measure what differences the provision has made towards the outcomes). Some of the assessment is carried out as whole or large cohorts and others on small group of individual basis.

We implement Medway's banding system for SEN/D which is scrutinised by the local authority and which can be subject to external and independent moderation. We are flexible in this process and never attempt to ensure that "one size fits all"; our focus is to maximise achievement and enjoyment in learning for ALL of our students. Individual Pupil Premium payments are used to support students' learning.

15). How is the decision made about how much support my child will receive?

A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person is the subject of an EHCP, we always ensure that statutory requirements are met (as a minimum). We also seek and follow guidance from other professionals working with the child/family and take on board the wishes and feelings of the young person and parents/carers. Parents/carers are involved and informed when planning interventions are involved and informed about the impact and outcomes of support which may be available.

Decisions are made variously depending on the level of intervention or adaption which needs to be made and the allocation or adjustment of significant levels of human or financial resources:

- Class, group or strategy change would be made by Head of Department in conjunction with SENCo and the class teacher.
- Purchase of specialist equipment, learning or physical aids would be made within subjects and year teams with supporting advice from the SENCo.
- Significant adjustments or adaptations to the curriculum or environment would be made by the SENCo in consultation with the Principal.
- The methods of measuring of the impact of various interventions are different and various depending on what the intervention/support might be. Some of the social intervention support does not always demonstrate impact immediately, however the overall progress of the student in academic terms is the overall measure of the success/or not of the range of interventions.

16). How do I complain about the SEN provision at the Academy?

The Academy welcomes constructive criticism and feedback about the services we provide. We endeavor to improve the service and outcomes for our students by actively engaging with this feedback.

In the first instance, parents/carers should approach the relevant SENCo to discuss their concerns. Should parents/carers or students continue to be dissatisfied they should discuss it further with the Vice – Principal Inclusions. The Academy has a comprehensive complaints procedure which should be referred to in the unlikely event that these first strategies have failed to resolve the problem. Please find the Academy's Complaints procedure under the Policy section on the website.

Reviewed and amended by Simon Richter September 2019.
Next review: September 2020.

Medway Council Local Offer

Details of Medway Council's Local Offer which outlines the SEN provisions at all schools in Medway can be accessed by visiting [www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer/speci
aleducationalneeds/further senguidanceandinfo/sensupport.aspx](http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer/specialeducationalneeds/further senguidanceandinfo/sensupport.aspx)

For further information regarding our school offer please refer to our SEN policy.

Below is a glossary of some of the most commonly used SEN terms:

- AAP
Attendance Advisory Practitioner
- ADD
Attention Deficit Disorder
- ADHD
Attention Deficit & Hyperactivity Disorder
- ASD
Autistic Spectrum Disorder
- BESD
Behavioural, Emotional & Social Difficulties
- CAF
Common Assessment Framework
- CAMHS
Child & Adolescent Mental Health Service
- COP
Code of Practice
- CP
Child Protection
- DCD
Developmental Co-ordination Disorder
- DLACT
Designated Looked After Children Teacher
- EAL
English as an Additional Language

- EHCP
Education, Health and Care Plan
- EP
Educational Psychologist
- FSM
Free School Meals
- HI
Hearing Impairment
- IEP
Individual Education Plan
- ISR
In School Review
- KS
Key Stage
- LAC
Looked After Child
- LEA
Local Education Authority
- MLD
Moderate Learning Difficulty
- MSI
Multi Sensory Impairment
- NC
National Curriculum
- OT
Occupational Therapist
- PEP
Personal Education Plan
- PSP
Pastoral Support Programme
- SaLT
Speech & Language Therapy
- SEN
Special Educational Needs
- D/SEN
Students with Disabilities and Special Educational Needs
- SENCO
Special Educational Needs Co-ordinator
- SpLD
Specific Learning Difficulty
- VI
Visual Impairment
- SLCN
Speech, Language & Communication Needs