

Foreland Fields School

Special Educational Needs & Disability Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	24 th January 2022
Date (Month / Year) of Next Review /Scrutiny	24 th January 2023
Date Policy was Ratified	23 rd March 2022
Category of the Policy	Teaching and Learning
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Chair of Governors
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	-
Signed – Chair of Governors 	Date 24-3-22

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



- Article 3 (Best interests of the child). The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 5 (Parental guidance and a child's evolving capacities). Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.
- Article 12 (Respect for the views of the child). Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 23 (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Signed (Chair of Governors):



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- Article 28 (Right to education). Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Foreland Fields School

Special Educational Needs & Disability Policy

This policy is written in line with the requirements of:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0 – 25 Years 2015
- Equality Act 2010
- Schools Admissions Code December 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- Supporting Pupils at School with Medical Conditions 2015

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

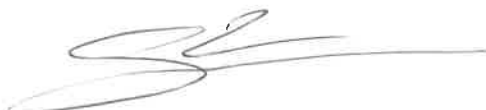
- Admissions Policy
- Safeguarding Policy
- Complaints Procedure and Policy
- School Accessibility Plan
- Single Equality Policy
- Relationships and Sex Education (RSE) Policy.
- Remote Learning Policy

This policy was developed with the governing body and members of staff of the school, and will be reviewed annually.

Definition of SEN and Disability

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.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 and D Code of Practice 0 – 25 Years 2015)

Many children and young people who have SEN may 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

SEN & D Code of Practice 0-25 (2015)

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

Foreland Fields School is the lead special school for pupils in the Thanet district with Profound, Multiple, Severe or Complex learning difficulties. It caters for primary aged pupils with Cognition and Learning difficulties resulting from Profound, Severe and Complex Needs (PSCN). It also caters for secondary age pupils with Severe Communication and Interaction Needs (C&I) and Learning Difficulties and a combination of Autistic Spectrum Disorder (ASD) and Severe Cognitive and Learning Impairments (C&L).

Profound, Severe and Complex

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

- A severe developmental delay or severe learning difficulty.
- An uneven profile of abilities with the majority of difficulties 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 may 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) and will experience considerable difficulty in accessing mainstream school.

Profound and Multiple Learning Difficulties

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P' scale range (P1-P4) throughout their school careers.

Severe Learning Difficulties

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers.

Severe Communication and Interaction Needs and Learning Difficulties

Children with severe communication and/or interaction needs associated with combination of autism and learning difficulty will present with many of the following:

- A diagnosis of autistic spectrum disorder or pervasive developmental disorder.
- A learning difficulty.
- Severe impairment in reciprocal social interaction and in communication.
- Restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities.
- A specific interest in non-functional elements of objects (such as their smell or feel); and there may be a resistance to changes in routine or in details of the personal environment (such as the movement of ornaments or furniture in the family home).

In addition to these specific diagnostic features, the pupil may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances, temper tantrums, and aggression. Self-injury (e.g. by wrist biting) may also be evident.

Or

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A specific language impairment (specific speech and/or language disorder) as opposed to a language delay. The child/young person will have long-term severe speech and language difficulties that cause substantial and extensive barriers to learning. The pupil will present with many of the following:

- Measurable speech and language behaviours which are long term and significantly below those of peers.
- Speech production that severely limits participation in classroom/setting activities.
- Extensive difficulties in meeting the language demands of ordinary learning difficulties.
- Severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties.
- A high level of frustration caused by the inability to participate in the classroom/setting or interact with peers.

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

All pupils at Foreland Fields School will have been identified as having SEN and been assessed prior to admission to the school. They will have an Education, Health and Care Plan (EHCP) which gives full details of their Special Educational Needs and the provision necessary to address these.

EHCPs contain aims, or outcomes, for pupils to address their areas of need, and these are broken down into shorter-term Personal Learning Intentions, or targets, which are reviewed with parents, class teams and multi-agency partners 3 times a year.

If it is felt that a pupil's needs have changed, the school can ask for these to be re-assessed by an appropriate professional, such as an Educational Psychologist, Therapist or Consultant, in order that the Education, Health and Care Plan can be amended.

Curriculum Pathways and Assessment

Foreland Fields School introduced new curriculum pathways in September 2019. These pathways have been designed to meet the very different needs of our students and as such will require different approaches to assessment.

The analysis of assessment information from a range of sources will enable teachers and school leaders to demonstrate the impact of the school's activity over time.

Nursery

First Leap Nursery is an observation and assessment Nursery and they will carry out the required observations assessment for statutory EHCP assessment.

Pupils in Year R and Key Stage 1 will follow the Early Years Foundation Stage Framework. Following a period of observation assessment during their first term in school, teachers will make a baseline assessment using Development Matters (July 2021).




Our pupils will all have very different starting points and it is unlikely that they will reach age related expectations within the EYFS.

Personal End of year expectations will be set using Development Matters during Pupil Progress meetings in Term 2 and progress towards these will be reviewed in Term 4.

Evidence of progress will be captured using Evidence for Learning. Pupils working below P5 will also be assessed 3 times a year using the Engagement Model.

At the end of the Foundation stage pupil progress is recorded through the characteristics of effective learning (shared with parents) and against the Foundation Stage Profile Early Learning Goals (as emerging, expected and exceeding) which is submitted to County.

Explorers' Pathway Assessment

This pathway has an informal curriculum that is designed to meet the needs of our students who have profound and severe learning difficulties. The 2016 Rochford Review recognises that traditional methods of assessment for these students are not appropriate:

"P Scales presume linear progress; they presume that pupils will move on from one skill or concept to a more challenging or advanced skill or concept in a linear fashion For pupils with profound and multiple learning difficulties progress can often look quite different.... Approaches (to assessment) which recognise lateral progress, improvements in pupils' depth of understanding or in the range of contexts to which they can apply new skills and concepts would be particularly beneficial for pupils with profound learning difficulties who can have greater difficulty retaining and building on new milestones."

We will use a "basket" of indicators to capture, record and report progress. This will include:

- Explorers' Level 2 times a year
- EYFS Profile (for students in Year R)
- Engagement Model (statutory assessment from Sept 2021)
- Welsh Routes for Learning (where appropriate)
- Progress towards therapy goals
- Progress towards MOVE (Movement Opportunities Via Education) goals
- Progress towards Personal Learning Intentions – set 3 times per year with parents, staff and multi-agency partners

Evidence of progress will be captured using photographs, videos and observations using the app, "Evidence for Learning". This evidence will be linked to the indicators listed above and used to create Learning Journals, which illustrate the personal learning journey for each student.



The MAPP assessment tool will be used to measure 4 aspects of progress towards Personal Learning Intentions three times a year:

- Independence
- Fluency
- Maintenance
- Generalisation

Discoverers' Pathway

This pathway has a semi-formal curriculum which is designed for students from Year 3 and above with severe learning difficulties, who are working between the end of P4 and the beginning of the National Curriculum.

We will measure progress for students on this pathway using a "basket of indicators" including:

- Pre-Key Stage 2 standards in reading, writing and mathematics (statutory assessment for Years 2 and 6) in terms 1 and 5
- Progress towards therapy goals
- Progress towards MOVE goals (where appropriate)
- Progress towards Personal Learning Intentions – set 3 times a year with parents, carers, staff and multi-agency partners
- Accreditation in KS4/5
- Engagement Model Assessments in terms 2,4 and 6 for pupils in KS1/KS2 working below P5

The MAPP assessment tool will be used to measure 4 aspects of progress towards Personal Learning Intentions three times a year:

- Independence
- Fluency
- Maintenance
- Generalisation

Pioneers' Pathway

This pathway has a formal curriculum which is designed for students in year 3 and above who are working within the early levels of the National Curriculum. Students will follow the National Curriculum, with an emphasis on life skills and personal development. Although it is expected that these students will make linear, as well as lateral progress, the starting points for students will be very different and therefore expectations of progress will also be different for each student.

Teachers will use Pioneers' Levels 1-4 to assess attainment and to measure progress. These levels have been adapted from levels P9 – Stage 3 on Pupil Asset.

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Teachers will set personal end of year expected outcomes in all curriculum areas for students at the end of term 1. Progress towards these outcomes will be reviewed in term 4 during Student Progress Meetings.

Other indicators of progress will be used to measure progress, including:

- Progress towards EHCP goals and outcomes
- Progress towards therapy goals (where appropriate)
- Progress towards MOVE goals (where appropriate)
- Accreditation in KS3/4/5 where appropriate

Students may take some of the following accreditation:

- Duke of Edinburgh – bronze, silver and gold
- Btech Level; 2 Home Cooking
- Forest School Level 1
- English and Maths Functional skills - EL1-3
- NCFE EL personal and social development
- Arts award
- ICT EL1-3
- NCFE EL Craft

3. Information about the school'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

The SEN and D Code of Practice 0-25 (2015) characterises less than expected progress given a child's age and individual circumstances, as:

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between rates of progress.
- Widening the attainment gap.

We accept that our pupils all have very different starting points and that they learn in different ways and at different rates. We also know that for many of our pupils, particularly those with severe or profound learning difficulties, progress may be lateral, rather than linear. Therefore, our expectations of progress are personal. Progress will be tracked and evaluated 3 times a year by teachers who will gather the views of parents, partner agencies and pupils where appropriate. The Leadership Team will review and evaluate progress of all pupils during pupil progress meetings with teachers in terms 4 and 5. Using a "basket of indicators" relevant to the need type of the pupil will provide a holistic view of progress made across the wider curriculum, including therapy, personal, social and life skills. Progress towards goals or targets will be evaluated as either "No progress, some progress, good progress" or "target/goal achieved"



Next steps for all pupils will be discussed during these meetings and strategies implemented for any pupil thought to be underachieving. Pupil progress records provide a case study for each pupil, documenting desired outcomes, personal progress and strategies for future learning.

Where there are concerns about progress, action plans to address these are identified in the School Improvement Plan, which is updated annually.

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 3 times per year, during goal planning meetings. Progress in all areas of the curriculum will be monitored, including communication, personal, social and life skills, physical development and academic progress. Our pupils all have different starting points and they all learn in different ways and at different rates. Many of our pupils with severe or profound difficulties, will make lateral rather than linear progress. Therefore, it is not possible to make comparisons of progress between individual pupils or groups of pupils. Expectations of progress will be personal to the pupil.

A range of indicators will be used to measure progress for each pupil. The indicators used will depend on the pupils' individual needs. The main indicator for pupils following the Explorers' and Discoverers' Pathways will be progress towards their personal learning intentions. These will include therapy goals.

For the Pioneers' Pathway, linear progress in National Curriculum subjects will be measured using adapted Pupil Asset levels P9-Stage 3, as well as progress towards personal learning intentions.

Individual progress will be discussed with the Leadership Team during pupil progress meetings in terms 4 and 5. Strategies to improve outcomes for pupils identified as making less than good progress will be agreed during these meetings.

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

Providing equal opportunities is about meeting individual needs – not treating everyone in the same way. In order to achieve the best possible outcomes for every pupil, we need to provide specialist environments, specialist resources and specialist teaching. Our pupils have a diverse range of learning needs ranging from P1 to Year 3 National Curriculum levels; they also have a wide range of complex medical, physical, cognitive, communication and social needs. In order to be truly inclusive – to meet all the needs of all our students, we need to adapt different pedagogical approaches to the different need types within our school. This can only be achieved by creating "needs-led" classes throughout the school.

In most cases, Year R pupils are taught within age band classes, where pupils follow the EYFS curriculum. In some circumstances, where pupils within Year R have more profound or complex needs, they may be educated within a needs led Explorers Class, following an informal curriculum.




Once pupils reach Key Stage 2, the curriculum will become even more specialised, where they will follow a learning journey along one of 3 curriculum pathways. These pathways overlap and students will follow a personalised learning journey, which may combine features of more than one pathway.

- **Explorers' Pathway** – an informal curriculum for pupils with profound and severe learning difficulties, typically working between P1 and P4
- **Discoverers' Pathway** – a semi-formal curriculum designed for pupils with severe learning difficulties, typically working between P4 and the beginning of the National Curriculum
- **Pioneers' Pathway** – a formal curriculum for pupils working within National Curriculum levels, but at a significantly lower level than their chronological peers.

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

Foreland Fields School Curriculum aims to:

- to ensure that the child is at the centre of all learning
- to ensure that parents, carers, families and therapists are fully involved in each student's learning journey
- to provide a personalised learning journey with aspirational outcomes for each student.
- to provide a curriculum that develops the individual talents and abilities of students to enable our students to lead a safe, healthy and happy adult life with as much independence as possible.
- to equip our students with the skills to access the community and to be valued within it.
- ensure that every student develops a "voice" and that they are listened to.

Our needs- led curriculum pathways include the statutory curriculum elements for each phase and are based on the National Curriculum. The approach, overall content and emphasis of each pathway differs to reflect the needs of the pupils.

Learning is child centred and personal learning intentions are central to the curriculum for each pupil.

The curriculum as a whole is very broad, encompassing therapy, personal, social and life skills, physical development, play and leisure as well as academic and work related skills.

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

Pupils at Foreland Fields School receive a level of support that is tailored to individual needs, with pupils with higher levels of need, whether that be as a result of behaviour, care needs or more complex learning needs, receiving a higher level of support.



All classes have a qualified teacher and a number of teaching assistants, this varying according to the level of pupil need and number of pupils. Classes for pupils with more complex needs tend to be smaller, typically 6 to 8 pupils, whereas classes for pupils with less complex needs can have up to 10 pupils in Key stages 1 and 2 and, in some cases, 12 to 14 in the upper school.

The school also caters for Hearing Impaired/Deaf pupils with additional needs. This is a growing provision. Currently the school has one Teacher of the Deaf. Training for staff across the school in Deaf Awareness, Multi-Sensory Integration and British Sign Language is ongoing with many staff now trained to Level 1 BSL standard with a number of staff studying the BSL Level 2 qualification.

3f - How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

Increasing the extent to which disabled pupils can participate in the school's curriculum.

We aim to:

- a) ensure that all staff have the requisite knowledge, skills and understanding to teach pupils with the range of needs that attend the school.
- b) provide optimal organisation of lessons, including groupings of pupils, in order to ensure that the needs of all pupils in the school are met.
- c) ensure that all pupils are able to take part in and benefit from the full range of curriculum activities provided by the school.
- d) ensure that all pupils are able to participate in educational visits and journeys.

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided or offered by schools.

We aim to:

- a) ensure that all classrooms are optimally organised to meet the needs of the range of pupils who attend the school.
- b) ensure that specialist classrooms, such as those for PMLD, Deaf or hearing impaired pupils are adapted and equipped with the specialist resources that those pupils need to access the curriculum (for example, ceiling track hoist, sound-proofing, sound-field system etc)
- c) ensure that furniture and equipment is selected, adjusted and located appropriately.
- d) ensure that the size and layout of the school allows access to all pupils (e.g. with regards to the needs of wheelchair users, pupils with hearing or visual impairments, Autistic Spectrum Disorder as well as more able and independent students).




- e) ensure that appropriate care facilities and procedures are in place to meet the needs of all pupils and that staff are trained in their use (for example, care plans, toileting facilities, feeding, dietary requirements, medical needs and pupil behaviour).

Improving the delivery to disabled pupils of information which is already provided in writing to pupils who are not disabled

We aim to: -

- a) ensure that all relevant labels and signs around the school are visible to and understandable by pupils.
- b) provide information in simple language, symbols, large print or additional languages for pupils and parents/ carers, who may have difficulty with standard forms of printed information.
- c) ensure that all pupils are able to participate in educational visits and journeys.

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

At Foreland Fields School, we believe that it is vitally important for our pupils to develop personal and social skills, including developing independence skills and developing an understanding of their own and others' emotions. For full details, please see our Personal, Social, Health and Citizenship Education Policy.

Where pupils need additional advice or support to that normally available through the school curriculum and routine teaching, we can access a number of other services to provide support, including School Nursing (who provide support with regards to the emotional and physical aspects of adolescence in boys and girls), CAMHS, Educational Psychology.

3h – Support that is available for 6th Form Students

Foreland Fields School are aware of the need to provide opportunities that will equip young people with the skills they need to make a successful transition to adulthood. The 6th Form curriculum focuses on the development of life skills and independence.

East Kent Mencap holds a grant to facilitate 'Valuing People Now' across East Kent. They are tasked with engaging people in support of the following headings:

- The voice of people with a learning disability and their families and carers will be part of local decision making in Kent
- People with a learning disability and their families and carers will be empowered to represent themselves and others
- The voice of people with a learning disability and their families and carers will be used to inform the planning and commissioning of future services
- There will be effective and genuine representation at the Kent Learning Disability Partnership Board concerning people with a learning disability and their families and carers.



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Foreland Fields School is now involved in the project. Representatives from East Kent Mencap come into the school to meet with students from our 6th Form and discuss 'Valuing People Now' and how they can ensure they get their voices heard.

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

At Foreland Fields School, many of the responsibilities of the SENCO are undertaken by the Headteacher, as all of the pupils at the school have Special Educational 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

All teachers and teaching assistants at Foreland Fields School receive a wide range of specialist training, dependent on the age, needs and ability of the particular pupils they work with.

We have a number of specialist trainers within the school who can provide support and training to staff, including Makaton, Moving and Handling, MOVE (Movement Opportunities via Education), Proact- SCIP (Positive Range of Options Avoiding Crisis using Therapy - Strategies for Crisis Intervention and Prevention) and other forms of behaviour management.

Where pupils have particular medical or specialist care needs, such as enteric feeding, or epilepsy, staff receive appropriate training from Health Care Professionals.

All new staff receive an induction programme covering a wide range of issues relating to the education and care of children with Special Educational Needs and all staff receive annual update training.

Teachers new to the school take part in a county-wide induction programme focussing on the teaching of pupils with Special Educational Needs. **CLASS is an alliance consisting of all of the Special Schools in Kent and was selected to become a National Teaching School in September 2015. CLASS provides training and development opportunities for staff within Foreland Fields School.**

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 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 Foreland Fields School are invited to discuss the progress of their children throughout the year and receive a report when their child's review is due.

Parents are invited to contribute to, in writing, and attend an annual review of the EHCP during the year which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

The Evidence for Learning Family app, where video and photographic evidence of progress made can be shared with parents, is being rolled out to all parents.

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

All pupils and students at Foreland Fields School have been identified as having special educational needs as special educational provision is being made for them. In line with the clearer focus within the SEN and D Code of Practice 0-25 (2015), Foreland Fields School pupils are, where relevant, consulted about and involved in the arrangements made for them as part of person-centred planning. Pupils and students are invited to contribute in writing – or other appropriate means – towards their Annual Review of EHCP and also will be invited to attend part, or all of, the review. In most cases, Parents play a more significant role with, in some cases, the young person taking more responsibility and acting with greater independence in later years.

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

Many of the young people who attend Foreland Fields School, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act (Section 80) to deal with this. More information can be found at <https://www.gov.uk/government/collections/mental-capacity-act-making-decisions>.

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



The normal arrangements for the treatment of complaints at Foreland Fields School are detailed in the school's Complaints Procedure and Policy. We encourage parents, in the first instance, to discuss their concerns with their child's class teacher or other appropriate staff member to resolve the issue before making the complaint formal to the Headteacher.

Complaints about schools are almost always settled within schools but if they remain unresolved they can be referred to the Secretary of State for Education. The Secretary of State has a duty to consider all complaints raised but will only intervene where the governing body has acted unlawfully or unreasonably. The Department for Education will expect the complaint to have been considered by the school governors first. There is more detail on the Department for Education website (www.education.gov.uk/schoolcomplaints).

If the complaint remains unresolved and relates to disability discrimination, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability).

There are some circumstances, usually for children who have an 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 governing body have engaged with the following bodies: -

- Disabled Children's Service for support to families for some pupils with high needs.
- Children and Adolescent Mental Health Service (CAMHS).
- Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Links to translation services for our pupils, students and their parents for whom English is an Additional Language (EAL).
- Educational services, such as Educational Psychology, are accessed via the LIFT meetings where referrals are screened and are subject to threshold criteria.
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks; NASEN, The Key, British Institute of Learning Difficulties (BILD).
- Foreland Fields School is a Foundation School, the foundation trust being Kent Special Educational Needs Trust (KsENT)



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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)

IASK provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They support families of children and young people with special educational needs or disabilities. IASK help to empower parents to make informed choices about their children's education and communicate confidently.

Our advice and support is confidential, impartial and independent from the council. We are not on anybody's side.

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

They also support schools in working with parents.

IASK empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Fax: 01622 671198

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

At Foreland Fields School, if a child transfers to us from another school/organisation, we work closely with that educational setting before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute to a pupil/students' onward destination by providing information to the next setting. We have good links with the local college, East Kent College, and prepare our students who may be accessing the setting when they leave school by providing a Year 14 link course.



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 SENCO for support to gain the information they require.

COVID 19 Addendum

From the end of March 2020, Foreland Fields School has faced significant challenges in meeting the needs of pupils and students set out in their Education and Health Care Plans (EHCP), due to the COVID 19 pandemic and the subsequent impact on attendance and our ability to deliver the curriculum using our usual methods, during periods of government restrictions and high levels of staff and pupil COVID related absence.

The whole school community demonstrate an ongoing commitment to minimising the impact of the pandemic on pupils' education by:

- COVID 19 risk assessment to reduce risk of transmission of the virus in school and the subsequent impact on education
- Daily redeployment of staff to ensure health and safety of pupils
- Rota systems where a reduction in pupil numbers are necessary for health and safety
- Remote learning offered when pupils are unable to access the school setting
- Timely updates to COVID 19 risk assessment to ensure that shared rooms can be used wherever possible
- Timetabling to ensure that pupils access the full curriculum
- Continued liaison with outside agencies including health and therapy
- Additional support for reading and writing recovery, communication recovery, mental health and physical well-being from COVID catch up funding

Recovery Curriculum

A recovery curriculum was put in place in September 2020, designed to address the losses of routine, structure, relationships, freedom and opportunity that our pupils and students had encountered during the first period of restrictions from March to September 2020.

There was a focus on recovery through engagement, communication, relationships and play. As the pandemic has progressed, these principles continue to support pupils' education.

Remote/Blended Learning



Remote learning for all pupils or students, not attending school due to self-isolating, shielding, or National Lockdowns, became statutory from 22nd October 2020.

All pupils and students at Foreland Fields School, who are unable to attend school due to the pandemic, are provided with remote learning, which takes into account, their individual needs and their EHCP goals. This learning includes group or individual lessons delivered via Microsoft Teams, work packs or tasks set on learning platforms such as See-Saw.

Annual Reviews

Annual Reviews of Education and Health Care Plans have continued remotely throughout the pandemic. Pupils, students, families and outside agencies continue to contribute to the plan. Face to face meetings are held, where appropriate.

