



MEPA ACADEMY

SPECIAL EDUCATIONAL NEEDS (ACCESS) POLICY

THIS POLICY IS WRITTEN FOR AND APPLIED TO MEPA ACADEMY

Updated & Adopted:	October 2024
Review Date:	October 2025

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POLICY INTRODUCTION

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

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a Local Authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations +2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

It is important to note that as independent provider of education, MEPA Training is not legally obligated to follow or adopt the SEN code of practice. However, we do ensure that we provide equal opportunities and support for all learners with us.

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

- Teaching, Learning and Assessment;
- Safeguarding;
- Equal Opportunities;
- Complaints;
- Supporting Children with Medical Needs;
- Behaviour, Rewards and Sanctions;
- Accessibility Plan.

DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- 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 Code of Practice (2015, p 15)*

The four broad areas of special educational needs are defined as:

- **Communication and Interaction-** e.g. children with speech, language and communication needs and interaction difficulties, including children with ASD.
- **Cognition and Learning-** e.g. children who learn at a slower pace and/or have a specific learning need such as dyslexia.
- **Social, Emotional and Mental Health Difficulties-** e.g. children who present as being anxious, depressed or withdrawn or display challenging, disruptive or disturbing behaviour. This category also includes children with disorders such as ADD/ADHD or attachment disorders.
- **Sensory and/or Physical Needs-** e.g. children with a vision, hearing and/or a multi-sensory impairment, who require specialist support and/or equipment.

DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their

ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

1 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE

At MEPA Training, provision is made for a range of frequently occurring special educational needs without an Education, Health and Care Plan, for instance: dyslexia, visual stress, Irlen's, ADHD, cognition and learning difficulties, processing difficulties, SEMH.

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but training and advice can be accessed so that these kinds of needs can be met.

We previously had a student with an EHCP funded by Bromley Council however, at present, the school does not have any children with an Education, Health and Care Plan (EHCP). The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

All students throughout MEPA Training with SEN will have a pupil passport created for them that identifies their need as well as provides teachers with a quick overview of how to support their learning and progression using agreed strategies. These are reviewed annually, however can be amended anytime throughout the year through consultation with parents/carers and the SEN team at MEPA Training.

Students with EHCPs will have three meetings a year to conduct annual reviews. These will be arranged with the SEN team, parents/carers and students.

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For students at MEPA Academy, the progress of all pupils is monitored three times a year to review their academic progress. We also use a range of assessments with pupils at various points e.g. Cognitive Ability Test (CAT) all students, Boxall profile can be available, Leuven, Dyslexia and dyscalculia screeners. Class Teachers follow a 'Graduated Approach' to SEN where they Assess, Plan, Do and Review.

At MEPA Training we are experienced in using the following assessment tools: Dyslexia screener e.g. lucid, dyscalculia screener, visual stress, Boxall profile, Leuven. We also have access to external advisors for MEPA Academy who are able to use the following assessment tools: Access Arranger, Christine Birch (ASPIRE SEN ONLINE)

Where progress is not sufficient, even if a special educational need has not been identified, extra support is put in place to enable the pupil to catch up. This includes provision such as: use of overlays, supported reading in class, mind maps, task management boards, learning mentor, pre-teach and over learning, processing time, brain breaks, access to a quiet room for emotional support, small class teaching. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) the pupil will continue to be identified as having a special educational need.

If the pupil can maintain good progress without the additional and different resources they will initially be identified as SEN vulnerable and will be monitored within the plan, do review cycle. If the child is then making sufficient progress whereby, they no longer require additional support, in agreement with the parents/carers, the child will not be identified with special educational needs. When any change in identification of SEN is changed student and parents will be notified. All staff who work with the pupil ensure they are aware of the support to be provided and the teaching approaches to be used.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

MEPA COLLEGE – BTEC PROGRAMME

Students who are completing the BTEC programme through MEPA College will have their theory class teachers apply a 'Graduated Approach' to SEN where they Assess, Plan, Do and Review. We also use a range of assessments with students at various points e.g. Dyslexia and Dyscalculia screeners. We also have access to external advisors for MEPA Academy who are able to use the following assessment tools: Access Arranger, Christine Birch (ASPIRE SEN ONLINE)

The BTEC programme has a heavy involvement of practical based learning as well as theory based learning. All teachers will be made aware of the support needed for each student so reasonable adjustments can be made.

If the pupil can maintain good progress without the additional and different resources they will initially be identified as SEN vulnerable and will be monitored within the plan, do review cycle. If the child is then making sufficient progress whereby, they no longer require additional support, in agreement with the parents/carers, the child will not be identified with special educational needs. When any change in identification of SEN is changed student and parents will be notified. All staff who work with the pupil ensure they are aware of the support to be provided and the teaching approaches to be used.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

MEPA COLLEGE – THREE YEAR PROFESSIONAL TRAINING PROGRAMME

Students who are completing one of the Three Year Professional Training Programmes is a largely practical programme.

If the pupil can maintain good progress without the additional and different resources they will initially be identified as SEN vulnerable and will be monitored within the plan, do review cycle. If the child is then making sufficient progress whereby, they no longer require additional support, in agreement with the parents/carers, the child will not be identified with special educational needs. When any change in identification of SEN is changed student and parents will be notified. All staff who work with the pupil ensure they are aware of the support to be provided and the teaching approaches to be used.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

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

Each annual review of the SEN Pupil Passport will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. As we are a small school, conversations with teachers are informal and regular which then informs of the SENCO of any additional needs of the student and how well they are progressing with their pupil passport targets.

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

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

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

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

MEPA Training will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.3)*)

The Mainstream Core Standards advice developed by Kent County Council is followed to ensure that our teaching conforms to best practice. <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/ mentoring, small group teaching, use of ICT software learning packages.

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

The advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs is followed. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our

curriculum and learning environment under review MEPA Training has identified the following aspects of the school which need training:

- reasonable adjustments
- update on referral process
- Identification of SEN needs
- How to support dyslexia students in class

3e 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

All clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, MEPA Training will use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity. In some cases, an individual risk assessment will be put into place which will be shared with all relevant parties.

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

An important feature of MEPA Training is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, peer mediation, wellbeing (ME) time, talk time and indirectly with every conversation adults may have with pupils throughout the day.

For some pupils with the most need for help in this area the following can be provided: access to The Business Suite, mentor time, external referral to CAMHS (mental health service), time-out space for pupil to use when upset or agitated or mentoring time with a senior leader. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

4 THE NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR

Lucy Benardout SENCO	LBenardout@mepaacademy.com
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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

Training will be delivered through the SENCo and the Senior Team. Where a training need is identified beyond this, a provider, who is able to deliver it, will be found.

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, they will be purchased or sought for loan. For highly specialist communication equipment the school will seek advice from professionals involved with the child. Please note that as an independent education provider, costs of some equipment/provisions may be required from parents/carers or fee payer of the student.

7 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of pupils are invited to discuss the progress of their children. In addition, the school is happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited annual reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about, and involved in the arrangements made for them as part of person-centred planning.

9 THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND CHILDREN AND YOUNG PEOPLE WITH SEND UP TO AGE 25 (CODE OF PRACTICE 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

11 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 MEPA Training, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For pupils who transfer into school, with identified SEN, we contact the previous school to speak with relevant staff

about strategies and / or adjustments which will support. We also rely on parents and students explaining these needs. If additional induction days are required, these can be arranged with the SENCo

12 INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

The Local Authority's local offer is on their website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCo for support to gather the information they require.

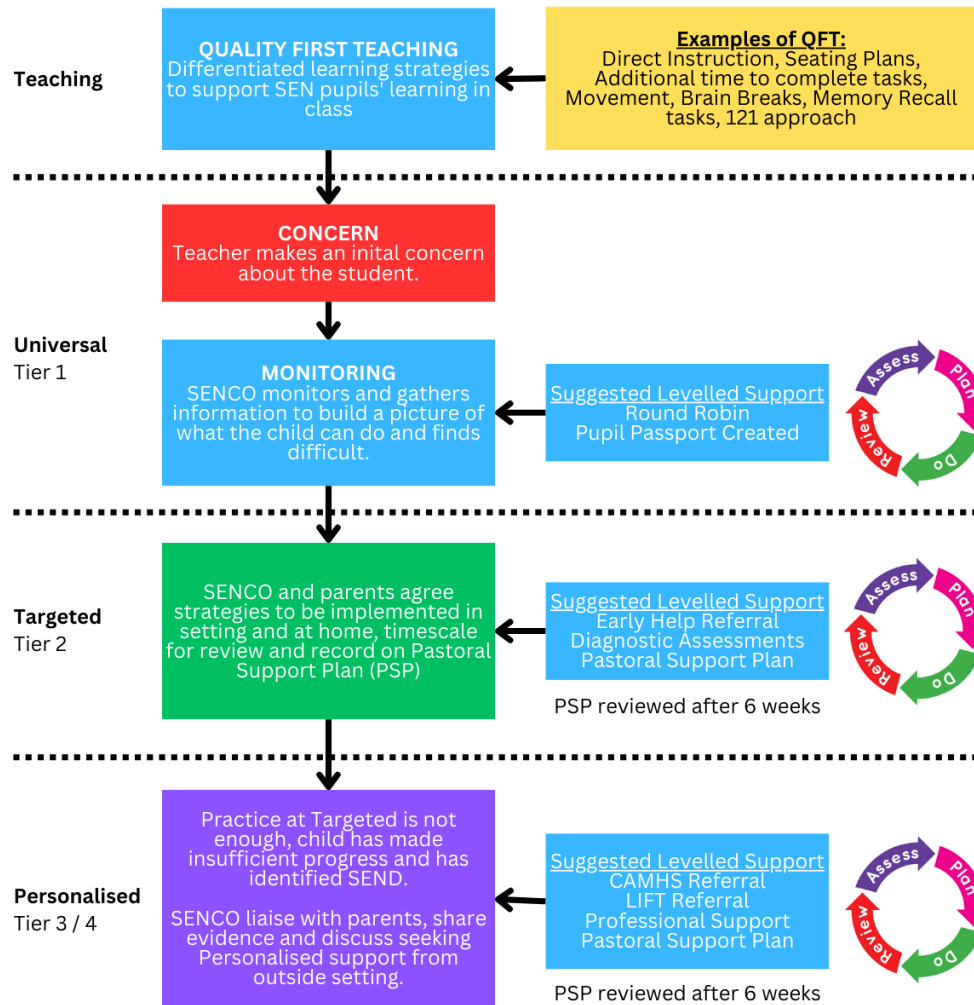
We will monitor updates to the Local Offer and signpost parents accordingly.

APPENDIX 1

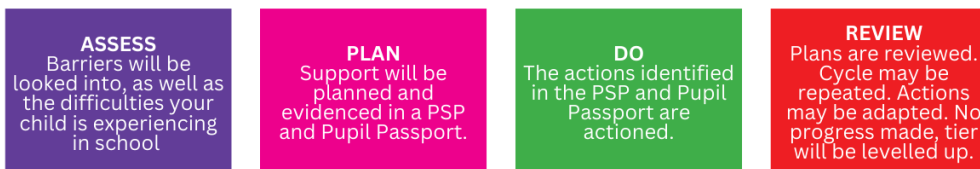


SEN PROVISION

Our inclusive practice for all students at MEPA Academy



Each Plan, Do, Review and Assess will be recorded in a Pastoral Support Plan (PSP)



FUSING EDUCATION WITH THE ARTS
DREAM, BELIEVE, ACHIEVE