



Special Educational Needs Policy

Pierview Academy

East Crescent Road

Gravesend

DA12 2AH

How we support children and young people with special educational needs or disabilities.

Our Vision

Pierview Academy aims to create flexible individualised programmes of learning support for children and young people who, for a variety of reasons, are unable to access mainstream education. From the point of referral, we focus on the S.E.N.D of the learner and on family support, in order to provide the most effective and appropriate educational intervention.

Working closely with the Local Authorities, and the learners previous schools/academy we provide programmes of work to ensure outcomes that are in accordance with the individual needs of each learner.

We specialise in education placements of young people with S.E.N.D. including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, challenging behaviour and mental health issues.

Our school will consult and adhere to the statutory guidance in relation to the Special educational needs and disability code of practice: 0 to 25 years (2014).

How will Pierview Academy assess my child/young person's needs when they start?

Upon referral to our school, the Head Teacher will liaise with the relevant practitioners to organise a meeting with parents, teachers and possibly the child/young person to plan and timetable the correct support for your child/young person.

Upon starting at the school initial assessments will take place where your child needs will be looked at and information from your child's previous school will be used to help plan for your child/young person's start at Pierview Academy. These assessments may include but are not limited to;

- Reading Assessments with our school Reading Doctor
- Boxall Profile
- Diagnostic Assessments for core skills (using BKSB)
- Well-Being Measure
- Speech and Language assessments (Including CELF5, Language for Behaviour and Emotion)

How will Pierview Academy support my child/young person?

- The Head Teacher and Assistant Head Teacher will oversee all support and progress of any child/young person at the school.
- All learners at Pierview Academy are linked to a tutor group and a Tutor who will oversee, plan and work with your child/young person.
- The Tutor will set out Individual Educational Targets or Person Centered Education Plans to set out the support your child/young person is receiving. These contain specific targets that make it easier to track progress.
- If your child/young person has an Educational Health and Care plan (EHCP), Key workers and the Senior Management Team (SMT) will use the specified outcomes to help create targets and to inform day to day planning.
- The Head Teacher and Assistant Head Teacher will ensure that reports and reviews of EHCP are carried out in a timely manner and follow the correct procedure.
- The school has its own Speech and Language therapist who will support your child/young person with identified speech, language and communication needs.
- Pierview Academy works collaboratively with local authority provisions (, CAMHS, Doctors, and Social Workers etc.) and will ensure timely access to pupils if and when needed.
- All Pierview Academy learners will have access to a differentiated timetable that meets their needs. Visual timetables, PEC's, Makaton will be used to support learner's communication needs if required.
- All staff have signed up to 'The Communication Commitment' <https://www.thecommunicationtrust.org.uk/projects/communication-commitment/> to enable us to better support the needs of our learners.

Who will explain my child's needs and progress to me?

- Your child/young person's Teachers and Key Worker will meet with you at our parents evening to discuss your child/young person's needs, support and progress.
- Updates/reports on your child/young person's progress and targets will be sent to you via email or Parentmail. Subject Leads and the Head Teacher are always available to discuss your child/young person's progress.

How does the Executive Board and Local Management Group (Governing Body) get involved and what are their responsibilities?

- The Head Teacher reports to the Executive Board and LMG every half term to inform them about the progress of the learners at the school.
- Every LMG meeting has a “subject in focus” where they challenge the progress being made in that subject
- The Executive Board agrees priorities that support the special educational needs of our learners with the overall aim that all learners receive the support they need to make progress.
- Our Executive Board have a named member for SEND

How do Teachers and Tutors match the curriculum to an individual child’s needs?

- Using the initial and on-going assessment, work in class is pitched at an appropriate level so that all children are able to access it according to their specific needs.
- The benefit of this type of personalised approach is that all children can access the lesson and learn at their level.

How is the decision made about what type and how much support my child will receive?

- Teachers, Key Workers and the SMT will discuss the child/young person’s needs and what support would be appropriate.
- At Pierview Academy learners are provided with 1:1 and 2:1 support if needed. Often this may be a combination depending on the circumstances of the child/young person at different times. All learners are encouraged to attend and participate in small group work sessions if able.

How can you help me support my child/young person’s learning?

- Our Staff can offer advice and practical ways that you can help your child/young person at home.
- We can arrange emails/phone calls for more regular updates
- A termly newsletter is sent home. This highlights new developments and progress in the school. There are also suggestions and links to what you can be doing at home. This is often connected to our healthy school drive.

- The school will work with you to implement targets and outcomes set out on your child/young person's Education, Health and Care Plan (EHCP) and will attend the formal meeting that takes place to review these plans.
- Recommendations from external agencies or a specialist internal staff e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a staff member needs to discuss an issue with you, it will be done privately and strategies to support your child/young person will be offered.

How do you measure my child's progress?

- Maintained schools measure children/young people's progress in learning against national age related expectations. As a school we recognise that due to our learners' needs, they may not be able to make the same expected progress as a pupil without those needs of the same age. At Pierview Academy we use a number of different methods to allow us to show progress that better suits our learners' needs.
- Our learners participate in the Foundation Learning Tier. This program of study combines functional skills literacy, numeracy and ICT with vocational learning, PSHE (Personal, Social and Health Education) and short courses supplied through ASDAN, NCFE and Cache. Learners are initially assessed by our functional skills tutors and these assessments are used to set the level our learners work to. Learners are tracked using a BKSB system and our own internal Learner Progress Review meetings to monitor progress and attainment.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school entrances are staffed with adults who greet and welcome learners. Learners then go to their tutor group for our "Good Morning Session". This ensures a smooth transition between home and school each day.
- Children/young people are offered healthy snacks throughout the day and always have access to fruit and water.
- Class teachers and Learning Support Assistants have responsibility for the pastoral, medical and social care of the child/young person they support. If further support is required school staff will liaise with the SMT for further support and advice. This may involve working alongside outside agencies such as Health and Social Services, and/or Behavioural Support Services.

- Children/young people with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining areas. Children are not rushed to eat their food.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school if medication is recommended by a health professional to be taken during the school day.
- One of our trained staff members will administer medicines. If a child requires medication in school this will be managed by the the staff who are trained in medicines and administration of medicines. An accurate record is kept in relation to dosage and administration times.
- If a child/young person requires personal care this will be managed through an individual care plan

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear behaviour policy that is followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning.
- The attendance of every child/young person is monitored on a daily basis by the Head Teacher.
- All staff are trained in TEAM TEACH which is a behavioural management approach that involves de-escalation techniques and holds that are designed to be used to keep our learners safe.
- The school has a behaviour lead who may work with your child on behaviour strategies
- If a TEAM TEACH hold has had to be used with a learner parents are informed and incident report if written and a detailed account is recorded in a bound and numbered book.

How will my child be able to contribute their views?

- We value and celebrate each child/young person's views on all aspects of school life. This is usually carried out through collating learner's views through our learner voice systems, discussions and end of year questionnaires.

- All learners with EHCP's will be given the opportunity to give their views and will be supported by their tutor to do so. All learners are invited to EHCP reviews.

What specialist services are available or accessed by the school?

- We work closely with external agencies that we feel are relevant to individual children and young people's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Occupational Therapist, Educational Psychologist, Behaviour Support Service, Child and Adolescent Mental Health Service (CAMHS), SENDIAS and Social Services.
- We have speech and language support available in school, dyslexia support, and well being support.
- The school works in partnership with the Reading Doctor Service with a trained representative based in school
- We have a counsellor available to learners in school

What training have the staff at Pierview Academy, had or currently having?

- All staff are TEAM TEACH trained
- All staff have taken part in annual Safeguarding training
- A number of staff have the level 3 QCF qualifications in Supporting Teaching and Learning and L5 Education and Training Apprenticeships
- All staff have taken part in a number of training programs that include but are not limited to, Autism Awareness Training, Attachment and Trauma, ADHD, Mental Health Awareness, Anxiety and Behavioural Management.
- All staff have completed a programme on Inclusive SEND Teaching via Optimus Education.
- The Head Teacher, Assistant Head and Lead Teacher have all undertaken Designated Safeguarding Lead training.
- The school has mental health first aiders and a suicide prevention representative
- Our Head Teacher is a qualified Special Educational Needs Coordinator
- Our NASA team deliver Lego Therapy
- All staff have unique personal achievements, qualifications and training that support our ethos

How will my child/young person be involved in activities outside the classroom including day trips?

- We aim for all of our children/young people to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child/young person to take part in an activity, then alternative activities, which will cover the same curriculum area will be provided in school.
- The school has a caravan based at Allhallows. This allows for safe offsite activity with facilities to support needs of young people.

How accessible is the school environment?

- The ground floor of the main school building is wheelchair accessible.
- We do not have a disabled toilet, but we do have toilets for learners are ground level.
- Many of our classrooms environments and corridors are low sensory so that they are 'autism friendly'
- The school has an accessibility plan in place

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children/young people to visit the school prior to starting with us.
- Our website includes information to help a child on their first day / week and in preparing to visit the school. This is in the form of a student handbook.
- We often facilitate a phased transition for all our learners either entering or leaving our school. This helps learners acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children/young people to help explain and prepare them for any major transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child/young person has a EHCP and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- We have parents evenings during which parents are invited to offer their comments and opinions.
- Parents are always welcome to visit the school.
- Parents are asked to complete an end of year questionnaire, where their views and opinions are sought.
- Parents have access to our communication portal 'Parentmail'

Who can I contact for further information or to discuss a concern?

- The first point of contact would be the Head Teacher to share your concerns
- You could arrange to meet with your child's/young person's tutor at school

For further information about Pierview Academy please contact the Head Teacher, Thomas Furnell on 0203 1373630 Opt 4 or email thomas.furnell@alpschools.org

Areas of Need: The new Code of Practice' 2015 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Cognition and Learning	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on</p>

	<p>task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Social, Mental and Emotional Health	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and / or Physical	<p>Children may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over-sensitivity to noise / smells / light

Specific Interventions, Strategies and Resources used at Pierview Academy to support your child/young person’s SEN needs

Cognition and Learning	
Literacy	
Reading and Comprehension	<p>1-1 reading support via the Reading Doctor 1-1 and small group classes Diagnostics Assessments</p>

Writing and Spelling	High levels of Learning Support Assistants in each class Diagnostic Assessments Small group and one to one learning Functional English from Entry Level 1 upwards Interventions for those struggling with English - LSA support, handwriting tasks, comprehension initiatives and use of learning through games and play activity.
Numeracy	
Numeracy	BKSB diagnostic assessments Part of Medway Maths development forum, offering a mastery program for teachers Functional maths from entry level 1 upwards

Sensory and/or Physical/Medical	
Medical	Use of individualised Care Plans Referral to paediatrician Referral to CAMHS Specialist paediatric nurses meet with parents and staff working with individual children to agree individual care plans e.g. epilepsy, diabetes, ADHD High proportion of trained first aiders in school including paediatric first aid Covid-19 precautions in place
Sensory - Visual Impairment	Adaptation of teaching and learning resources Adaptation of learning environment Resource materials are enlarged and/or modified as required
Sensory – Hearing Impairment	Adaptation of teaching and learning resources Adaptation of learning environment

Social, Emotional and Mental Health Support - SEMH	
Social	Whole school strategies to support the development of children’s social skills and enhance self-esteem Small group programmes Social Skills groups Use of social stories

	<p>Analysis of peer interaction and friendship groups</p> <p>Pupil Voice</p> <p>Assemblies</p> <p>Membership of the Communication Commitment</p>
Emotional and Mental Health	<p>Strategies to support/modify behaviour</p> <p>School sanctions and reward system as set out in School Behaviour Policy</p> <p>Meetings with parents and school to agree and monitor behaviour targets and prevent exclusion</p> <p>All staff trained in Team Teach, de-escalation and positive handling strategies</p> <p>Calming area / sensory area for a child with ADHD</p> <p>Daily Meet and Good Morning Sessions to ensure children settle at the start of the school day</p> <p>Liaison with specialist external agencies</p> <p>A dedicated staff member for suicide awareness</p> <p>A well-being curriculum including a unit on Mental Health Awareness</p> <p>Enrichment activities</p> <p>Mental Health Awareness</p>

Communication and Interaction	
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)	<p>Well- organised wall displays to support learning in all areas of the curriculum.</p> <p>Interactive and creative support</p> <p>Transition support, visits and events especially</p> <p>Reduced modified timetable</p> <p>Whole school ongoing training on supporting communication and interaction for learners.</p> <p>Use of visual timetables, modelling/ scaffolding, clear communication styles and prompts by all staff, use of 10 second rule and providing a calm, consistent and environment for learning and wellbeing.</p> <p>Weekly Talking Tuesday Activities for the whole school. Providing videos, activities and worksheets to practise social communication skills including: emotional recognition, self regulation, behaviours,perspective taking, self esteem and mindfulness.</p>

	<p>Good Morning Sessions at the start of the day Opportunities for children to support younger children's learning to boost confidence Variety of monitor jobs and roles to promote interaction and boost.</p>
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