



Highsted Grammar School

SEN & Disability Policy / SEN Information Report

SEN & DISABILITY POLICY / SEN INFORMATION REPORT

This policy is written in line with the requirements of:- Children and Families Act 2014

SEN Code of Practice 2014 (and 2015 amendments)

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.

Highsted Grammar School's Special Educational Needs and Disability policy is developed with

the input of staff, students, parents and governors through interviews and questionnaires and

will be reviewed regularly.

Highsted Grammar School is a fully inclusive environment that welcomes and understands students with additional needs. We aim to create a learning environment in which young people are supported and empowered to overcome challenges and fulfil their potential.

Through the provision of a broad and balanced curriculum for all students we aspire to build self-esteem and help overcome barriers to success.

Definition of SEND

A child or young person has Special Educational Needs 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 (2014, p4)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)

1. Roles and responsibilities

The SENDCO

The SENDCO at Highsted Grammar School is Claire Kelly, who is a qualified teacher and holds the following qualifications: BEd. Music

Claire Kelly is available on 01795 424223 or admin@highsted.kent.sch.uk.

The line manager for SEND and Senior Leader is Tanya Cornish (Deputy Headteacher).

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

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

At Highsted Grammar School we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care Plan. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties and behavior difficulties

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

The school also currently meets the needs of pupils with an Education, Health and Care plan as result with the following needs: medical needs; Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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.

3. Admission for students with SEND

The school will consider all pupils who have passed the Kent test and/or Highsted test for admission to the school. The admission arrangements for pupils without an Educational Health Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with Special Educational Needs. Pupils suited to the mainstream curriculum are welcome, provided that we have the appropriate resources and facilities to provide them with the support that they require.

4. Information about the policy for identification and assessment of pupils with Special Educational Needs:

At Highsted Grammar School we monitor the progress of all pupils on an ongoing basis to review their academic progress, issuing progress reports at regular intervals throughout the academic year.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are one-to-one or small group support sessions, alternative study resources and a personal support plan which is shared with teachers in order to support high-quality teaching.

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 of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors should further, specialised assessments be required. In addition to our own monitoring of students we will also take into consideration information from other sources regarding potential special educational needs; this may include medical or psychological assessments, reports from their previous school and information from the student's parents.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and incorporated within a SEND support plan, called a 'Pupil Passport'. This document will focus on the student stating their needs in their own words, in addition to what teachers can do to help them. The Pupil Passport will be reviewed regularly, and refined/revised if necessary, as part of the graduated approach stipulated by the 2015 SEND Code of Practice. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

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) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers will have weekly access to training during a weekly SEND CLINIC, whereby they can learn strategies for supporting young people with SEND and share good practice with their colleagues. These support 'clinic's will be led by the SENDCO and other specialist outside agencies.

5. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

• How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCO
- Using target trackers to measure progress
- Holding annual reviews for pupils with EHC plans

The *SEND Code of Practice (2014, 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 the child and their peers rate of progress
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

There will also be regular Quality Assurance observations, led by the SENDCO, to identify the strengths and areas for development in lessons and ensure that High Quality Teaching of SEND students is of paramount focus.

- **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress reported via a grade sheet at regular intervals throughout the academic year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Highsted Grammar School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

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

On occasions alternative measures of progress may be required, such as in relation to social integration. In such instances judgements will be made by the school's pastoral team (e.g. Head of Year or Form Tutor).

- **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 SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should 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 SEND most frequently encountered SEND Code of Practice (2014, 6.37).

At Highsted Grammar School the quality of teaching is judged to be outstanding.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments, for example one-to-one tutoring sessions or the provision of in-class Learning Support Assistants. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

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

At Highsted Grammar School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made various improvements as part of the school's accessibility planning, including the opening of the one-to-one tuition suite which caters for students with a range of needs and improvements to lifts and ramps within the school for students with mobility issues.

In addition to physical aspects of the school, the importance of providing a positive learning environment for students with special educational needs is paramount, with staff receiving clear guidance on how to ensure that each student feels comfortable and included within all aspects of school life. For example, some students may require additional support when required to work as part of a group and staff will be aware of this.

In instances where access arrangements are required to allow SEND students to access examinations, such arrangements will be put into place by the Examinations Officer under the instruction and guidance of the SENDCO. Any adjustments are made in accordance with the requirements set out by the Joint Council for Qualifications (JCQ) and the examination boards and specific requirements must be met to allow any access arrangement to be facilitated. It is important that such arrangements reflect the student's normal way of working in lessons (e.g. additional time, use of a laptop); arrangements are therefore put into place across all applicable subjects at the earliest opportunity so that the impact and appropriateness of the measure can be assessed and documented assupporting evidence.

➤ **Additional support for learning that is available to pupils with special educational needs**

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is outstanding in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top-up to the school.

Any students who previously had a Statement of Special Educational Needs have seen these replaced with a new Education and Health Care Plan. New applications for Education and Health Care Plans will be made in instances where a pupil is deemed to have special educational needs that extend beyond the standard resources available. Such assessments will be made collaboratively by the school, the pupil and their parents/carers.

- **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 at Highsted Grammar School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips, to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

At Highsted Grammar School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance through PSHCEE focus days and indirectly with every conversation adults have with pupils throughout the day.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs/student groups to promote teamwork/building friendships

We have a zero - tolerance approach to bullying.

Additional monitoring and support is also in place for students with SEND moving between different phases of education and preparing for adulthood.

For some pupils with the most need for help in this area we also can provide the following: support from the lead of wrap around care, mentor time with an appropriate member of staff, the use of the tuition suite as a quiet space for individual or one-to-one work, small group workshops teaching strategies to overcome anxiety, access to the school nurse and referrals to external agencies for support such as CYMPHS (Children and Young People's Mental Health Service).

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. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

6. Information about the expertise and training of staff in relation to children and young people with special education needs and how specialist expertise will be secured

All teachers and teaching assistants have had awareness training in supporting students with special educational needs, including Dyslexia, Autistic Spectrum Disorders, as well as issues relating to cognition and learning, physical and mental health.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding.

7. 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 the notional SEND 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.

8. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Highsted Grammar School are invited to discuss the progress of their children at parents' evening once a year and receive grade sheets at regular intervals. In addition, we are happy to arrange meetings outside these times, including weekly face-to-face meetings with parents/carers and the SENDCO. 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 to all planning and 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. However, as with all students with Special Educational Needs, regular communication throughout the year will be encouraged to review the student's progress, and make adjustments to provision where necessary.

9. 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 him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. The Pupil Passport focuses on the student's views, allowing them to express their needs in their own words.

10. 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 Highsted Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENDCO to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier SEND Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of Special Educational Need, 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.

Parents can make a claim about alleged discrimination regarding:-

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11. 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: -

- Free Membership of Local Inclusion Forum Teams (LIFT) for access to specialist teaching and learning service.
- Referral to Early Help and Preventative Services via the Kent Family Support Framework.
- Direct referrals to Children and Young People's Mental Health Services (CYMPHS).
- Young Healthy Minds.
- Medway Community Healthcare.
- Children's Social Services.
- Specialist Teaching Services.

12. 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

13. 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 Highsted Grammar School 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. The SENDCO will make contact with all new pupils, their parents and their primary schools to gather information about current provision and to plan for their transition to Highsted Grammar School.

We also contribute information to a pupils' onward destination by providing information to the next setting to ensure an effective transition. The SENDCO will work together with a pupil and a pupil's next setting to share information in the best interests of the pupil. This may include details of Exam Access Arrangements where this has been issued.

Information on where the local authority's local offer is published

The local authority's local offer is published on: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

For parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Member of Staff/Governor Responsible:

SENDCO / SEND Manager: Mrs Claire Kelly

SEND Governor Mr Toby Barker

14. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher overseeing SEND **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links and should be read in conjunction with to the following documents

- Accessibility plan
- Admissions policy
- Behaviour policy and Statement of Principles
- Child protection and safeguarding policy 2022-2023
- Complaints procedure
- Equality & Diversity policy
- Curriculum Statement
- Supporting pupils with medical conditions policy

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Reviewed and updated: October 2019

Reviewed and updated: September 2021

Reviewed and updated: September 2022