



Weald of Kent Grammar School

SEND policy and information report

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- We are committed to providing equal access for all children and young people to the balanced and challenging curriculum appropriate to grammar school provision to which they are entitled through their admission to Weald of Kent. This document is applicable to all Key Stages within the school.
- To achieve this commitment:
- We recognise a continuum of special needs: any child may experience a special need at any stage of their education; therefore, we aim to raise expectation and achievements of ALL students.
- We recognise the importance of early identification and assessment of children and young people with special needs as soon as the concern occurs. As a secondary provider we understand that not all primary providers will have been able to identify the need in advance of admission or that a need may occur during their time with us. With this in mind we have an enhanced transition procedure at year 6 that ensures the best possible detail and history of a child is passed on. We also recognise that an identification of SEND should be reviewed and therefore a child who was listed on the SEND register at a previous provider might not be listed in the same way at Weald of Kent.
- We recognise that responsibility for SEND is a whole-school issue and lies with all staff, supported by the SENDCos and Senior Leadership Group. We aim to train and equip all staff to effectively meet a wide range of children's needs through teaching built on Kent's Mainstream Core Standards. This is known as 'Quality First teaching'.
- We believe in the involvement of the child or young person and that their views and the views of parents and carers are essential to the provision for those with SEND.
- We will use our best endeavours to work collaboratively and in partnership with other agencies (e.g. health professionals) and with parents and carers to access the best and most appropriate support for individual students. In doing this, we will apply the principles and guidance of appropriate information sharing and confidentiality, ensuring that all key staff are appropriately trained in respect of this.
- We believe that, in addition to support and care from those with responsibility, independence and resilience are key values that allow children to reach their full potential. Support, particularly in Key Stage 4 and 5, is aimed at promoting independence to enable the young person to thrive in employment and/or higher education, independent living, good health and participation in their communities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCOs will:

- Work with the headteacher and SEND trustee 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 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

4.2 The SEND trustee

The SEND trustee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCOs and SEND trustee 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 SEN and/or a disability

4.4 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 SENDCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

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

5.2 Identifying pupils with SEND and assessing their needs

At Weald of Kent we monitor the progress of all students through reports three times a year to review their academic progress. We also use a range of assessments at various points including Midyis and Lucid testing, in-class assessments, school examinations and public examinations.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- 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.

In addition:

- A subject teacher may raise a concern through the SENCo referral form.
- A parent may have noticed ongoing issues with work at home and may contact the school.
- At transition from a previous school, indicators of SEND or inadequate progress may have been identified in the detailed information that is collected by Weald of Kent.
- The student may ask for help or express her/his concerns.

For these students, and in consultation with parents or carers, we will:

- Use a range assessment tools to determine the cause of the learning difficulty. This might include diagnostic tests to help identify specific areas of need in learning processes, ability and learning memory. We also have access to outside specialists and links to outside agencies who are able to assess for Autistic Spectrum Disorders, Mental Health disorders and other specific learning disabilities such as Dyscalculia or Attention Deficit Hyperactivity Disorder.
- Observe the student in class and the school community.
- Collate written feedback from all subject teachers.
- Speak with the student.

- Re-examine previous information from previous schools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents or carers, put into a support plan which is reviewed regularly, and refined / revised if necessary.

A student will be identified as having a special educational need if the school is making special educational provision for the student which is additional and different to what is normally available, this provision has been required for two terms and is still required for the student to make good progress and the student would not be able to maintain this good progress without it.

When any change is made in the identification of SEND, parents or carers will be notified. For the purposes of monitoring and review, a student will remain on the SEND register for at least 1 year to enable assessment of the impact of an intervention on continuing progress and achievement.

We ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. We do this through the following methods: the SEND register, Class Charts, training from SEND personnel, meetings, emails communication from SENDCOs and sharing of strategies.

5.3 Consulting and involving pupils and parents

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents/carers of students with a Statement of Special Educational Needs /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 student.

5.4 Assessing and reviewing pupils' progress towards outcomes

Every student in the school has their progress tracked three times per year in reports. In addition to this, students with special educational needs *may* have more frequent assessments of their specific areas of difficulty.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Weald of Kent we work closely with the educational settings used by the students before they transfer to us in order to seek the information required to make the transfer as a seamless as possible.

Transition arrangements:

- Specialist team visit primary 'feeder' schools in the summer terms prior to a September admission.
- SENDCos contribute to Team Around the Family meetings and Annual Reviews of Education and Healthcare Plan as soon as a place is confirmed.
- SENDCo responds to requests from Local Authority for responses on suitability on school places for those with an Education and Healthcare plan.
- Forms based on county approved transitions procedures are used to collect and collate information.
- SEND information for year 12 including access arrangements, is collated on application and then again at enrolment at the end of August.
- Enhanced induction procedures including extra visits are arranged for those with relevant SEND.
- Induction day for all students during first 2 weeks of July.
- Access to resources and training is in place in advance of the arrival of SEND students - accessibility and suitability of staff expertise are considered.
- Form tutors and teaching staff receive CPD from SENDCos and/or external providers. This may include on individual student's where necessary.
- Staggered start of term to include induction day for years 7 and 12 before the whole student body returns.

We also contribute information to a student's onward destination by providing information to the next setting. School files, Child Protection Information, Access Arrangements procedures and all mandatory information is sent on through the correct channels and on request to a student's next place of learning.

5.6 Our approach to teaching pupils with SEN

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 SEN. We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice; this is known as 'Quality First teaching'. We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. 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 students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered - SEN Code of Practice (2014, 6.37)

We can also provide the following interventions:

- Lexia programme to support development of reading skills
- One-to-one or small group support
- Spelling workshops
- Study skills workshops
- Access to technology or other aids to support learning e.g. laptops, reading pens, coloured overlays
- Social skills support

5.7 Adaptations to the curriculum and learning environment

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

- 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
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements assessment in-school by a qualified assessor.

As part of our requirement to keep the appropriateness of our learning environment under review, the Trustees and Senior Leadership Group have made the following improvements as part of the school's accessibility planning:

- All new buildings have lifts and wide corridors.
- Accessibility ramps are available to provide access to all buildings.
- The school has toilets with disabled access.
- Personal Evacuation and Emergency Plans (PEEPS) are created for students who need them.
- Lumbar supports available when needed.
- Backed stools and alternative desk arrangements available in science classrooms when needed.
- Ground floor meeting room created for parents/carers of students with SEND and students themselves.
- The timetable is assessed at the beginning of each year to provide ground floor access for those with physical impairments and needs.
- Teaching staff receive regular, planned training on specific types of SEND from the SENDCo and/or external providers.
- Health and Safety training is regular, up to date and acknowledges the needs of all students.
- Early lunch passes are available if needed for those with needs that affect their ability to access the school canteen.
- Student Services department offers alternative working spaces when appropriate for students with special educational needs or disabilities.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Kent Specialist Teaching and Learning Service (STLS)

- Membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service.
- Attendance of Additional Educational Needs update meetings lead by Kent County Council.
- In school counsellors
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice.
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO including NASEN and Optimus Education.
- Close relationship with and training available for key staff from Early Intervention team and Kent Integrated Adolescent Support Services.

5.9 Expertise and training of staff

Our SENDCOs are working towards the National SENCO qualification.

We have a team of staff in Student Services including teaching assistants, counsellors and nurses who received regular training appropriate to their roles.

All staff at Weald receive annual training in Child Protection and Safeguarding. Further additional training for SEND provision is planned each year according to need and is delivered by the SENDCOs or external providers throughout the year as appropriate.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Kent County Council Communication and Assistive Technology team.

The school has access to digital audio recording equipment, laptops, interactive whiteboards, audio books and other occasional equipment for use by students with Special Educational Needs. The bank of resources is limited by funding so administration of equipment will be prioritised according to need whilst still ensuring that 'best endeavours' for support are made.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Regular reviews of the impact of interventions
- Considering the views of the student and parents/carers
- Gathering feedback from teachers and other staff working with the student
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular clubs, activities and school visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where necessary, the school will use the resources available to it to provide support to enable the safe participation of the student in the activity.

5.13 Support for improving emotional and social development

At Weald of Kent we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with each conversation adults have with students throughout the day. We have a zero tolerance approach to bullying.

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

- Timetabled, school-wide lesson in Personal, Social, Health and Citizenship Education (PSHCE) for all students.
- A carefully planned curriculum that includes opportunities to promote spiritual, moral, social and cultural development.
- Enhanced transition procedures for SEND and/or vulnerable students – primary school visits from Student Services team and additional visits prior to September start.
- Time out cards.
- Quiet working spaces for individual students in the library and Student Services.
- Peer mentor support.
- Social communication nurture group
- Small group or one-to-one support from designated members of staff
- Qualified counsellor referrals.
- Supported referrals to outside agencies.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Kent Specialist Teaching and Learning Service (STLS)
- Membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service.
- Attendance of Additional Educational Needs update meetings lead by Kent County Council.
- In school counsellors
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice.
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO including NASEN and Optimus Education.
- Close relationship with and training available for key staff from Early Intervention team and Kent Integrated Adolescent Support Services.

5.15 Complaints about SEND provision

The normal arrangements for the treatment of complaints at Weald of Kent are used for complaints about provision made for Special Educational Needs and Disabilities.

We encourage parents/carers to discuss their concerns with their child's head of year and the Senior Leadership Group including the Headteacher in the first instance as per the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They 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

5.16 Contact details of support services for parents of pupils with SEND

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice and support for families of children and young people (0-25 years) with special educational needs or disabilities.

They can be contacted on:

HELPLINE: 03000 41 3000 (Mon-Fri 9:00-17:00)

E-mail: iask@kent.gov.uk

Website: <https://www.iask.org.uk/>

A guide to Special Educational Needs for Parents and Carers (DfE, Aug 2014) can be found [here](#).

5.17 Contact details for raising concerns

Initial contact should be made with a student's Head of Year and this will be referred to the appropriate member of staff.

5.18 The local authority local offer

The local authority's local offer is published [here](#).

6. Monitoring arrangements

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

It will be approved by the trustees.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions
- Safeguarding
- Self-Harm
- Admissions

- Complaints