



Weald of Kent Grammar School

Special Educational Needs and Disabilities Policy – January 2018

This policy was written in collaboration and consultation with staff, Governors and parents/carers at Weald of Kent Grammar Academy Trust.

*Mainstream schools have duties to use **best endeavours** to make provision required to meet the SEN of children and young people ...schools also have duties to make **reasonable adjustments** for disabled children and young people to support medical conditions and to inform parents and young people if SEN provision is made for them.*

- SEN Code of Practice (2014, p58)

How to read this document:

This policy should be read in conjunction with the following school policies; Child Protection Policy, Self-Harm Policy, Behaviour Policy, Admissions Policy, Accessibility Policy, Complaints Policy.

This policy represents a very detailed report of information and policy outlined in the school's vision for excellent provision for those with SEN and Disabilities. For ease of reading, text highlighted in blue indicates key principles and policies that are of particular note. This policy contains hyperlinks and is best viewed as an electronic document.

This policy was developed with the support and consultation of the parents and Governing Body of Weald of Kent Grammar Academy Trust and will be reviewed annually.

Examination results 2017

| GCSE | Average grade SEN | Average grade Rest of cohort | KS2 result SEN | KS2 result rest of cohort |
|---------|-------------------|------------------------------|-------------------------|------------------------------------|
| 11 | 6.68 | 6.85 | 5.33 | 5.43 |
| A LEVEL | Average grade SEN | Average grade Rest of cohort | Average point score SEN | Average point score rest of cohort |
| 13 | B | B | 117 | 123 |

Our commitment

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;

- 1) 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.
- 2) Early Intervention; 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 SEN should be reviewed and therefore a child who was listed on the SEN register at a previous provider might not be listed in the same way at Weald of Kent.
- 3) We recognise that responsibility for SEN is a whole-school issue and lies with all staff, supported by the SENCo 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'.
 - 4) 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 SEN.
 - 5) 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.
 - 6) We believe that as well as 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.

1) What are Special Educational Needs (SEN) or a Disability?

Definition of SEN (Special Educational Needs)

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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability that 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, p 4)*

There are four categories of Special Educational Need. They are:

- (1) Cognition and Learning*
- (2) Communication and Interaction*
- (3) Physical/Sensory*
- (4) Social Emotional and Mental Health*

Behaviour concerns are symptomatic of other needs and NOT a need in themselves. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

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 (2014, p5)* Having a disability does not mean that a student necessarily has difficulty in accessing the curriculum, for this reason a child with a disability will only be identified as having Special Educational Needs if their disability hinders or is likely to hinder their learning and inclusion.

Definition of ‘vulnerable group’

At Weald of Kent, in addition to our statutory requirements to monitor and provide for those with SEN and Disabilities, we look at other groups of students as well. These are students who research tells us might be at risk of underachievement or difficulty in accessing all parts of school life, for example; students who are in receipt of free school meals, children who have suffered significant life events such as bereavement or other trauma. These students will be monitored by the pastoral leaders, SENCo and Inclusion Manager and any concerns will be shared with parents and carers.

2) What kind of special educational need are provided for at the school?

At Weald of Kent we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, types of autism, Asperger’s syndrome, learning difficulties and linked behavioural 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 students with a Education, Health and Care Plan with: **Sensory/Physical needs.**

We are equipped as a staff to deliver particularly to those with dyslexic tendencies and with visual and hearing impairment and issues surrounding mental health and well-being including anxiety. Decisions on the admission of students with Education, Health and Care Plan are made by the Local Authority.

The admission arrangements in year 7, year 12 and on admissions outside of the transition years for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

3) How does our school know if students need extra help?

At Weald of Kent we monitor the progress of all students through interim reports and full, written reports at least 3 times a year to review their academic progress. We also use a range of assessments with all the students at various points including; a baseline literacy assessment in year 7, Cognitive Ability Tests in year 7 and 12, annual examinations across all years, controlled in-class assessments and public examination results.

Targets at Weald of Kent are designed using data from Key Stage 2 onwards and the targets themselves are reviewed regularly. Where progress towards personal targets or national expectations is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up.

Examples of extra support are; **further differentiated work by teacher, lunchtime ‘catch-up’ clubs, lunchtime subject support such as ‘Maths Helpline’ and Spelling Club, subject mentoring from a sixth form student, subject mentoring sessions with a subject teacher or specialist, study skills workshops lead by Teaching Assistants.**

Some students may continue to make inadequate progress, despite high-quality teaching, targeted at their areas of weakness. This may be an indicator of a special educational need.

- 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 SEN 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. At Weald of Kent we are experienced in using the following assessment tools; WRAT, DASH, WRIT, LUCID – these are 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. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student 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 student as having a special educational need.

If the student is able to maintain good progress without the additional and different resources she/he will not be identified with special educational needs.

When any change in identification of SEN is changed parents or carers will be notified. For the purposes of monitoring and review a student will remain on the SEN 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; *Publication of the SEN register, publication of lists of specifically vulnerable groups, training from SEN personnel, staff meetings, emailed information and strategies.*

4) How will the school support a child with SEND?

4a How does the school evaluate the effectiveness of its provision for such students?

SEN support for a student will be informed by the views of the student, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Monitoring of the support plan will be ongoing. Support will be discussed and reviewed in meetings with parents/carers and their children 3 times per year. This will be with either the SENCo,

Inclusion Manager or a member of staff best placed to support the student, for example, a Teaching Assistant or Head of Year.

The *SEN 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 rate of progress
- Widens the attainment gap

For students with an Education, Health and Care Plan there will be an ongoing reviews with parents/carers and students and an internal annual review of the provision made for the child.

A report of the effectiveness of the provision for all students with SEN will be submitted to the school's Governing Body at least 3 times per year.

4b What are the school's arrangements for assessing and reviewing the progress of students with Special Educational Needs?

Every student in the school has their progress tracked at least 3 times per year. In addition to this, students with special educational needs *may* have more frequent assessments of reading age, spelling age etc. The assessments we use at CTOPP, LUCID, DASH and SMDT. Using these it will be possible to see if students are increasing their level of skills in key areas.

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

4c What is the school's approach to teaching students and adapting the curriculum for students with Special Educational Needs?

In Weald of Kent the quality of teaching is judged to be **outstanding** by Ofsted in our last inspection – (April 2007).

We follow the Mainstream Core Standards advice 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. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs/Education, Health and Care Plans.

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)

4d How does the school adapt the learning environment to ensure accessibility for students with special educational needs?

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors and Senior Leadership Group have over time, 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.
- Private space in changing rooms can be made available in Physical Education when appropriate.
- Medical room with beds, shower, and disabled toilet created in Student Services building.
- Laptops and lightweight netbooks are available to support those who need access to them.
- The timetable provides 'walking time' to avoid busy corridors and allow all students to reach lessons on time.
- Improved access to the reception area.
- Lumbar supports available when needed.
- Backed stools and alternative desk arrangements available in science classrooms when needed.
- Increased disabled parking bays.
- 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.
- Whole teaching staff receives regular, planned training on specific types of SEN from the SENCo.
- Enhanced information on students with SEN for all staff – repeated throughout the year.
- Access arrangements assessment in-school by a qualified assessor.
- 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 quiet and alternative working spaces when appropriate for students with special educational needs or disabilities.

We also follow the **Kent Mainstream Core Standards** for advice on how to adapt environment.

4e What funding for additional support for learning that is available to students with special educational needs?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student 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 students with high needs, and above that amount the Local Authority should provide top up to the school (**KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2018**)

4f How does the school enable students with Special Educational Needs to engage in activities (including physical activities) together with children who do not have Special Educational Needs?

All clubs, trips and activities offered to students at Weald of Kent are available to students with special educational needs either with or without a 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 student in the activity. In some circumstances we can work with outside health providers to embed physiotherapy in to the school day alongside Physical Education lessons. There are some circumstances where a confirmation of physical fitness to participate may be requested to ensure that the school are not unknowingly putting a student at risk. If a medical or mental health professional deems it a significant risk for a student to participate in a trip or activity, the school will not be able to guarantee participation but will try to offer a comparable learning experience.

4g What support is available for improving the emotional and social development of students with Special Educational Needs?

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 for instance in Personal Social Health and Citizenship Education and indirectly with every conversation adults have with students throughout the day.

The school provides directly in the following ways - (the list shows a graduated level of support with 1 being whole-school provision and 10 indicating support needed when other support is inadequate.)

- 1) Timetabled, school-wide PSHCE.
- 2) Carefully planned curriculum that includes opportunity to promote spiritual, moral, social and cultural development.
- 3) Enhanced transition procedures – primary school visits from SENCo and SEN team.
- 4) Time out cards.
- 5) Quiet working spaces for individual students in the library and Student Services.
- 6) Peer mentor drop in group/Peer mentor friendship group.
- 7) Social communication nurture group led by SENCo and Inclusion Manager (Oct 2014).
- 8) Referrals to the Inclusion Manager – anxiety, stress.
- 9) Qualified counsellor referrals – 2 days per week in school.
- 10) Supported referrals to outside agencies regarding Social, Emotional and Mental Health needs.

[Link to school offer](#)

5) The role of the SEN Co-ordinator

The SENCo at Weald of Kent is Ms Laura Page, who is a qualified teacher and has been accredited by the National Award for SEN Coordination (Canterbury Christchurch University) which includes a Post Graduate Certificate in SEN and Inclusion she is also qualified as a School Designated Child Protection Coordinator and has enhanced experience or training in the following areas;

Autistic Spectrum Disorder and Girls – KCC/NHS
Self-Harm. – NHS health provider
Social Communication Groups - KCC
Information Sharing and Confidentiality - KCC
Designated Child Protection Training -KCC
Common Assessment Framework training – KCC

The SENCo will:

- Oversee the day to day operations of the school's SEN policy.
- Carry out observations and assessments of individual students to help provide support for them.
- Liaise with and advise teachers and other staff to support the provision and target setting for vulnerable students and those with SEN.
- Coordinate supported 1:1 and group learning where appropriate.
- Maintain the school's electronic SEN register and other registers that help monitor vulnerable groups.
- Identify and monitor areas of need and provision across the school reporting to the Senior Leadership Group and Headteacher.
- Liaise with parents/carers of students with SEN to inform them fully of provision for their child and keep notes of those meetings.
- Liaise and collaborate with outside agencies such as NHS, Social Services, and Specialist Teaching services to identify, provide and monitor support for students with SEN.
- Ensure that suitable examination and assessment arrangements are made for students who have difficulties with the normal procedures and in line with rulings from the Joint Council for Qualifications in doing so.
- Manage the SEN team of Inclusion Manager, Student Services Receptionist and Teaching Assistants.
- Advise on the purchase of appropriate resources and teaching materials to enhance and ensure teaching which follows Kent's Mainstream Core Standards.
- Report on all of the above to the school's Governing Body at least three times per year.

It follows that the school is committed to ensuring that the SENCo has sufficient time to complete these duties including one week, 4 times per year where the SENCo follows enhanced administration and development of these duties and is not teaching in the classroom.

The SENCo can be contacted via the school office on 01732 373500 or via email to school@wealdgs.org with the subject 'FAO the SENCo'. The SENCo is a classroom teacher and therefore will not be able to respond immediately to contact. We will endeavour to return communication within 24 hours.

6) What are the expertise and training levels of staff in relation to children and young people with Special Educational Needs and how is specialist expertise secured?

All teachers and teaching assistants have had the following awareness training; Child Protection and Safeguarding, Behaviour and Inclusion, Special Educational Needs provision for vulnerable groups, Hearing Impairment training. This training and additional and regular training in SEN and differentiated teaching is delivered by the SENCo throughout the year.

In addition, the following staff have enhanced experience or training in the following areas;

Mrs Jane Whitlock - Inclusion Manager – enhanced training in Social Emotional and Mental Health needs and Relationships and Sexual Health Education. – Self Harm and Mental Health, sexual health and relationship advice, Bereavement, Separation and Divorce, Anxiety, Mindfulness

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers are found through the Local Authority and through school contacts including Specialist

Teaching Services Kent, Educational Psychology Services Kent. The cost of training is covered by the notional SEN funding.

7) How will equipment and facilities to support children and young people with Special Educational Needs 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 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.**

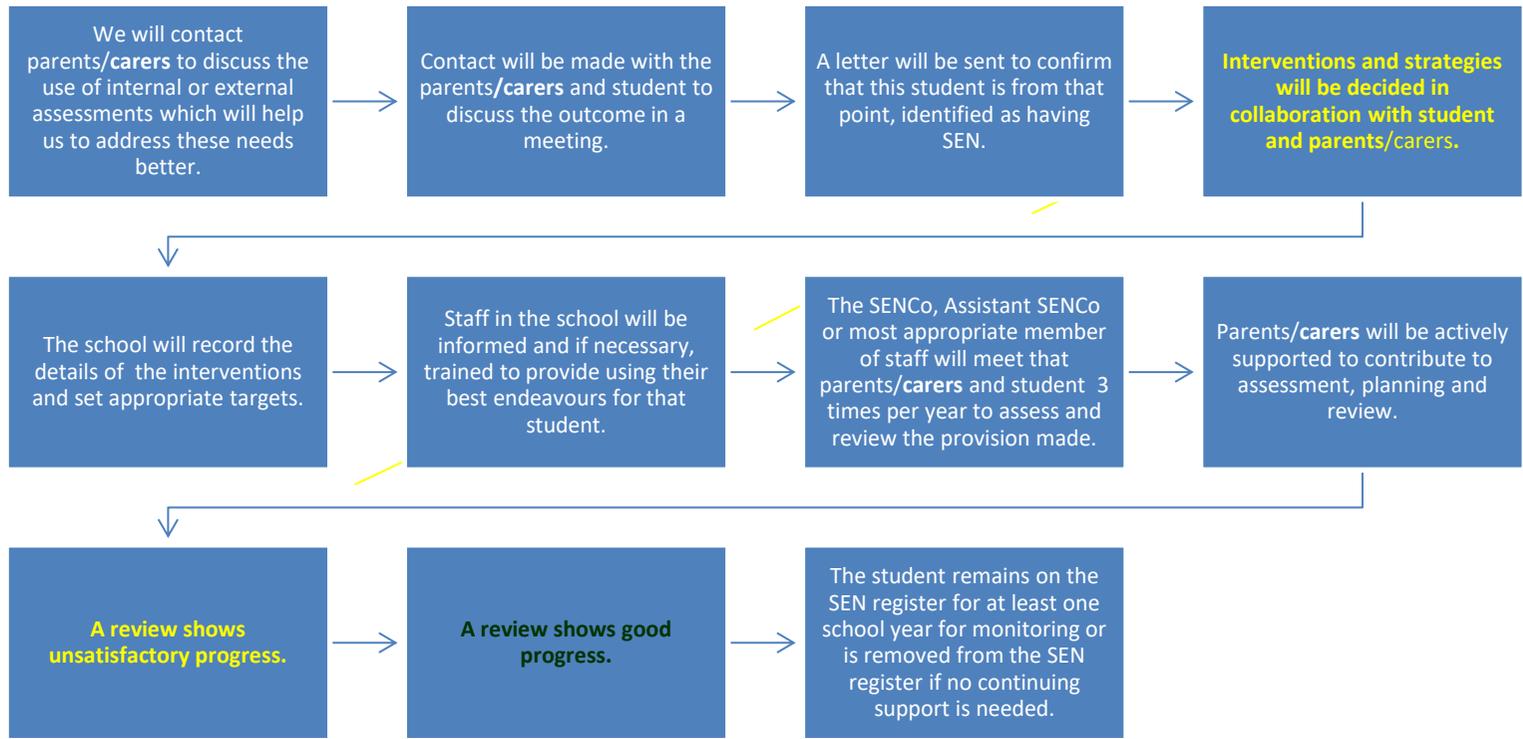
The school has a 'bring your own device' project that began in September 2014 and will become school-wide. This enables students with SEN to more easily use their own resources where appropriate.

8) What are the arrangements for consulting parents/carers of children with Special Educational Needs about, and involving them in, their education?

All parents/carers of students at Weald of Kent are invited to discuss the progress of their children face to face with subject staff, once a year at parent's consultation evening and receive a written report once per year.

In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students 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 student has a Special Educational Need.

If following this normal provision improvements in progress are not seen the following steps will take place:



In addition to this, 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.

9) What are the arrangements for consulting young people with Special Educational Needs about, and involving them in, their education?

When a student has been identified to have Special Educational Needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers 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. Sometimes this discussion can be sensitive and the support of parents/carers and diplomacy of staff is a priority. At Weald of Kent we value a culture of inclusion and transparency. We have leaflets and information available for parents, carers and students written in accessible language that are available on request and at all review meetings.

Links to various advisory documentation can be found here;

[parents/carers](#) [children and young people](#)

10) What are the arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with Special Educational Needs concerning the provision made at the school?

The normal arrangements for the treatment of complaints at Weald of Kent are used for complaints about provision made for Special Educational Needs. We encourage parents/carers to discuss their concerns with their child's head of year and the Senior Leadership Group including the Headteacher to ensure opportunity 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 contracted. If it remains unresolved after this, the complainant can appeal to the First-tier 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 SEN 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.

11) How does Weald of Kent and its Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with Special Educational Needs and in supporting the families of such students?

Weald of Kent and its Governing Body have engaged with the following bodies:-

- Free 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.
- A Service Level Agreement with Educational Psychology service for 3 days per year.
- 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.

12) What are the contact details and information relating to support services for the parents/carers of students with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents/carers who have children with special educational needs or disabilities (0-19). They empower parents/carers to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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

13) What are the school's arrangements for supporting students with Special Educational Needs in transferring between phases of education or in preparing for adulthood and independent living?

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 that will make the transfer as seamless as possible.

Transition arrangements:

- Specialist team visit all primary 'feeder' schools in June prior to a September admission.
- SENCo and Senior Leadership team contribute to Team Around the Family meetings and Annual Reviews of Education and Healthcare Plan as soon as a place is confirmed.
- SENCo 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.
- SEN 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 SEN.
- 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 SEN students - accessibility and suitability of staff expertise are considered.
- Form tutors and teaching staff receive detailed training from SENCo on INSET days on SEN, including individual students.
- Staggered start of term to include induction day for all transition years (7, 9, and 12) before 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.

Careers Education, Information Advice and Guidance.

Weald of Kent was awarded the **Investors in Careers kite mark in 2013** and used this programme to monitor the effective and excellent delivery of CEIAG to all students.

CEIAG policy excerpt:

The School adopts the following approaches to the delivery of CEIAG:

- As part of a separately time-tabled Careers/Life skills programme.
- Through off time-table specific events.
- Specialist provision in year 11 – Vocational Education Programme.
- Through cross curricular work within all school departments.
- In partnership with CXK Ltd, EBP Kent local employers and other outside agencies.
- The Curriculum Support Manager co-ordinates the careers programme and works closely with the Directors of Development and Assistant Head Teacher.
- Careers information is provided in the Careers Library and is maintained by the Curriculum Support Manager.
- Careers lessons are part of the Careers/Life skills programme. Other focused events eg a careers and higher education fair are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Student Needs

The Careers Programme is designed to meet the needs of the students at Weald of Kent Grammar School. It is differentiated to ensure progression through activities that are appropriate to student’s stages of career learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be totally inclusive.

Entitlement

The Careers programme is designed to meet the needs of all students at Weald of Kent Grammar regardless of race, gender, disability, sexual orientation and religion. Students are entitled to CEIAG that is impartial. It will cover the needs of both groups and individuals.

14) Information on where the local authority’s local offer is published.

The local authority’s local offer is published on [here](#) and parents/carers without internet access should make an appointment with the SENCo for support to gain the information they require.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- 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

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