



# SEN POLICY

Years 7-13

COASTAL ACADEMIES TRUST

DANE COURT GRAMMAR SCHOOL

AND

KING ETHELBERT SCHOOL

Signed by: \_\_\_\_\_ Date: \_\_\_\_\_

Signed by: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed :                    2018

To be reviewed:        2019

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

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

Behaviour/Discipline Policy, Equalities Policy, Child Protection Policy, Complaints Policy

This policy was developed with consultation with teachers and SEN governor and will be reviewed every two years

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

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

### **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)*

### 1 The kinds of special educational need for which provision is made at the school

At Dane Court Grammar and King Ethelbert School, we can make provision for every kind of frequently occurring special educational need in year 7-13 (including DP/CP students) without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism syndrome. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but in such cases we would endeavour to access training and advice to meet the needs of these students.

The federation also currently meets the needs of students with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Social, Communication Difficulties, Physical Disability, Cognition and Learning, Speech Language and Communications needs and Medical Disabilities. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students into Key Stage 3, 4 and 5 without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### 2 Information about the policy for identification and assessment of students with SEN

At King Ethelbert school we monitor the progress of all students five times a year to review their academic progress. We also use a range of assessments with all the students at various points NCFE cognitive assessments, reading, spelling and comprehension testing, at least annually, or more regularly if we feel this is necessary for individual cases.

Where progress is not sufficient, even if special educational need has not been identified, we will endeavour to put in place extra support to enable the student to catch up. Examples of extra support are Literacy and Numeracy intervention at Key stage 3 and Key stage 4, 1 to 1 in class support from a teaching assistant, lunchtime support clubs and after school provision. If students on the DP/CP are in need of support this can be arranged on a needs basis.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. In the federation we are experienced in using a number of assessment tools ( see SEND appendix 1 for these), and we have access to external advisors through the LIFT forum meetings.

The purpose of a more detailed assessment is to understand what different approaches are required to enable the student to make better progress. These will be shared and discussed

with parents. At this point we will have identified that the student requires additional support at this time, and he or she will be placed on the school's SEN register, 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 requiring ongoing support. If the student is able to maintain good progress without the additional and different resources he or she will be removed from the SEN register. When any change in identification of SEN is changed parents will be notified, and where necessary a meeting and collaborative home/school action plan will be agreed.

We will 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. All students have meaningful and equitable access to the curriculum.

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

### *3 Information about the school's policies for making provision for students with special educational needs.*

#### *3a How the school evaluates the effectiveness of its provision for such students with EHCP/Statement of Educational needs.*

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For students with a statement of special educational needs / 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. Progress is monitored throughout the year and reported to the governors through the Head teacher's report.

Every student in the school has their progress tracked up to five 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 across the federation are listed in section 2 and Appendix 1. 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.

*3b the school's approach to teaching 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. (See SEND appendix 2, SEND Teaching and Learning). 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)*

In Dane Court Grammar School the quality of teaching is judged to be good with outstanding features (2007).

In King Ethelbert School the quality of teaching is judged to be good in our last Ofsted inspection (June 2014).

At King Ethelbert School additional teaching approaches are used, as advised by internal and external assessments ( see SEND appendix 1). These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

At Dane Court Grammar School the Mainstream Core Standards are followed which is advice developed by Kent County Council to ensure that the teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional approaches, as advised by internal and external assessments eg. one to one tutoring / precision teaching/ mentoring / small group teaching / use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

At Dane Court Grammar School and King Ethelbert School we adapt the curriculum and the learning environment for students with special educational needs as required. 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.

When both sites were redesigned as part of the Building Schools for the Future (BSF) process an Occupancy Access Statement was prepared and agreed in collaboration with Kent County Council, the main building contractor and external consultants. This ensured that the design of the buildings was fully inclusive for all staff and students whether they are able bodied, physically disabled or have visual or hearing impairments.

There are regular maintenance checks and procedures to ensure that this inclusivity is maintained eg. steps and ramps are kept unobstructed, lifts are serviced, alarm systems

checked etc. Since the completion of the BSF project there have been no changes in use of the buildings with the exception of the new classrooms upstairs in the main building. The same colour schemes have been retained in these classrooms so that the contrast between colours is sufficient and appropriate to aid those students or staff who are visually impaired. If a student is physically disabled – permanently or temporarily – and this student is scheduled to use one of the upstairs classrooms **then a lift pass will be provided so that the student can access the upper floors.** No student will be denied access to the curriculum or be treated differently as a result of a permanent or temporary disability.

### 3c 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 and a full list of the interventions we can offer is on our SEND appendix 1. In very few cases a very high level of resource is required.

### 3d how the school enables students 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 across the federation are available to students with special educational needs either with or without a statement of special educational needs / 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

### 3e support that is available for improving the emotional and social development of students with special educational needs

Across the federation 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 list e.g. PSHE, tutor time, house assemblies and mentor time, as appropriate, and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we will endeavour to provide the appropriate identified intervention as listed in SEND appendix 1.

## 4 The name and contact details of the SEN Co-ordinator

The SENCOs at Dane Court Grammar School is Lucy Holmes – contact:  
[holmes@danecourt.kent.sch.uk](mailto:holmes@danecourt.kent.sch.uk)

The SENCO at King Ethelbert School is Sally Wade– contact:  
sallywade@kingethelbert.kent.sch.uk

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

All relevant teachers and support staff have an awareness of the following: Dyslexia, ADHD, Dyspraxia, Epipen, and differentiation.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Foreland Inclusion Service and special schools.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, 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 KCC Communication and Assistive Technology team.

7 The arrangements for consulting young people with special educational needs about, and involving them in, their education

All parents of students across the federation are invited to discuss the progress of their children twice a year and receive a written report once a 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. All such provision will be recorded, tracked and evaluated and relevant information will be shared with parents.

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 student 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 students with a statement of SEN / 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. Information will be made accessible for parents.

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 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.

#### 8 The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints across the federation are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child form tutor, pastoral Head of Year, SENCo, Senior Leadership team, Head teacher 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.

#### 10 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 students with special educational needs and in supporting the families of such students

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some students with high needs
- 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 ad hoc requests for advice from Communication and Assistive Technology Team, etc

- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

11 The contact details of support services for the parents 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 who have children with special educational needs or disabilities (0-19). They empower parents 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>

12 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 Dane Court Grammar and King Ethelbert School, 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.

We also contribute information to a students' onward destination by providing information to the next setting. All students have a careers meeting in Year 11 and again in KS5. Time is spent in designated lessons to complete applications to the 6<sup>th</sup> form or college post-16.