



SEND POLICY

**COASTAL ACADEMIES TRUST
DANE COURT GRAMMAR SCHOOL
AND
KING ETHELBERT SCHOOL**

Signed by: _____ Date: _____

Signed by: _____ Date: _____

Agreed : February 2018

Reviewed: February 2019, December 2020

Introduction

The Coastal Academies Trust believes that every student has an entitlement to develop his/her potential. Educational experiences are provided which promote high achievement and personal development for each individual student at each school in the CAT. The wide diversity of each school population is valued and a rich resource which supports the learning of all. In this trust we recognise a student's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Rationale

The aim of this policy is to ensure that the needs of students with SEN are accurately identified and effectively met so that all students are able to achieve well and develop well both as individuals and members of the community.

We aim to:

1. Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
2. Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students
3. Make sure that additional support is well targeted using interventions and in class support where necessary
4. Use the most appropriate resources to support learning ensuring the development of the students' literacy skills has the highest priority
5. Continuously monitor and evaluate the effectiveness of provision for all students including those with SEN to ensure we are providing equality of educational opportunity and value for money.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

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 and The Access Arrangements Policy.

This policy was developed with consultation with teachers and SEN governor and will be reviewed every year.

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 above and beyond any need that can be met in the classroom with appropriate differentiation.

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 (2015, p15-16)*

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 (2015, p16)*

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 without Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism syndrome, Irlens. 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 an 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 an Education, Health and Care plan are made by the Local Authority, who consults the school on a case by case basis.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

We make data on the levels and types of need within the schools available to the local authority. This data will be required to inform local strategic planning of SEN support and to enable the local authority to identify pupils who have or may have SEN. Such data is collected through the School Census.

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

We monitor the progress of all students at least three times a year to review their academic progress. We also use a range of assessments with all the students at various points including 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 or subject specific interventions at KS4 and 5, lunchtime support clubs and after school provision.

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 of screening programmes to determine the cause of the learning difficulty. In the federation we are experienced in using these tools (see each school's SEND Teaching and Learning Appendix for these), and we have access to the specialist teaching service 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.

The *SEN Code of Practice (2015, 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 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. 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 times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling etc. The assessments we use across the federation are listed in section 3 of the Teaching and Learning Appendix. 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 Teaching and Learning Appendix). 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 (2015, 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 Dane Court and King Ethelbert 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 e.g. 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 Education, Health and Care Plans. Full details of how the curriculum is adapted to meet the needs of SEN students are included within the department policies and curriculum documentation.

Some adaptations to curriculum and learning environment include:

- Use of scaffolding embedded into teaching styles to ensure all pupils are able to access the curriculum
- Use of differentiated teaching where appropriate: longer processing times, providing more notes, peer groupings/pairings, audio and visual aids etc.
- Using recommended aids such as laptops, coloured overlays (see our Coloured Paper Policy), visual timetables, task management boards etc.
- Visual impairment support such as laptop use, enlarged font size and Impero link up between staff electronic whiteboard and student laptops
- Hearing impairment support such as laptop use and use of Assistive Listening Devices as directed by the Specialist Teaching and Learning Service.

Students with disabilities

Arrangements for the admission of disabled pupils

Our Admissions policy outlines the arrangements for the admission of disabled pupils. Section 2 of our Admissions policy outlines medical/health and special access as follows:

Medical/health and special access reasons: this will be applied in accordance with the school's legal obligations in particular those under the Equality Act 2010. Priority will be given to children under this criterion whose health or physical impairment means they have a demonstrable and significant need to attend Dane Court Grammar School. Equally, this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend Dane Court Grammar School. Medical/health and special access reasons must be supported with written evidence from an appropriately qualified medical practitioner who can demonstrate a special connection between these needs and Dane Court Grammar School.

The steps taken to prevent disabled pupils from being treated less favourably than other students

Our Accessibility Plan outlines the measures taken already to ensure disabled pupils are not treated less favourably than other students. It also indicates planned areas for improvement.

The facilities provided to assist access for disabled pupils

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 e.g. 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 the whole of the class will be relocated. No student will be denied access to the curriculum or be treated differently as a result of a permanent or temporary disability.

For further details, see the [Dane Court Grammar School Accessibility Plan](#).

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 intervention required for each student to make good progress will be different in each case.

Where appropriate, the schools will seek to make High Needs Funding claims should the provision for a student exceed the nationally prescribed threshold for the amount of funding per pupil per year.

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 an Education, Health and Care Plan. Where it is necessary, the school will use the resources available 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 PSHE, tutor time, house assemblies and mentor time and indirectly with every conversation adults have with students throughout the day.

Both schools utilise their pastoral support team personnel to ensure all students, especially those with SEN, are well-supported and know they have someone to talk to beyond the form mentor.

For some students with the most need for help in this area we will endeavour to provide the appropriate identified intervention. See our specific school appendices for further details of interventions available.

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

The SENCO at Dane Court Grammar School is Lucy Holmes: holmes@danecourt.kent.sch.uk

The SENCO at King Ethelbert School is Mrs E Eales: ellieeales@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 teachers and teaching assistants have on-going training in order to meet the needs of all students. See the specific school appendices and the SEN Information Report for further details of training undertaken.

Where a specific training need is identified beyond in house training 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, specialist teaching 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 parents and 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 at least once a year and receive a written report at least 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, if appropriate, contact parents/carers 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/carer will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review. In addition to this, parents/carers of students 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 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/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.

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/carers to discuss their concerns with the child's 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. 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

There are some circumstances, usually for children who have an Education, Health and Care Plan 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 e.g. NAS, SENCO forum, NASEN etc.
- The governing body will carry out a programme of visits to the SEN department. The outcomes of these reviews will be reported to the governing body

The Local Offer

What is the Local Offer?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

It should provide clear, comprehensive, accessible and up-to-date information about the available provision for children and young people who have SEN and are disabled and how to access it. The Local Offer aims to directly involve disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The local offer can be accessed via a link on the school website and here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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)

Information, Advice and Support Kent (IASK) 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. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

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 attended by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. EHCP students' destinations form part of the EHP annual review process at the appropriate time.

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 some have additional careers meetings in Y10 and/or the 6th form. Time is spent in designated lessons to complete applications to the 6th form or college post-16.

Teaching and Learning Appendix - Dane Court Grammar School

NB: This appendix is accurate at time of publication, and will be updated regularly and separately from the SEND policy, but with the approval of the Head teacher and governing body.

At Dane Court Grammar School we believe that:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils 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 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 SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

SEN Curriculum intent:

We seek to support students in recognising, accepting and overcoming their barriers to learning, empowering independent SEND students who are able to thrive and flourish.

- We support students when their emotions are overwhelming, teaching them how and why they may have become overwhelmed.
- We are proactive in helping students to help themselves.
- We promote a positive attitude to learning, searching for ways that barriers can be overcome for the individuals that need our help.
- We strive to keep students attending lessons because we recognise that this is where the most effective learning will take place.
- We respect the students we help by listening to them, acknowledging their feelings and by acting with the best interests of the students in mind.

1. Quality First Teaching

Teachers and support staff engage in regular professional development, to refresh and/or develop the skills required to the specific needs of all students, targeting specific learning difficulties and implementing strategies and techniques that benefit all students. During the last year staff have engaged in specific training around a range of differentiation and scaffolding methods to aid progress. Having completed an audit of our high incidence SEN, future work will take place around ASD, Dyslexia and mental health first aid. See our SEN Information Report for further details.

Where a training need is identified, we will find a provider who is able to deliver it. Training providers we can approach are, Specialist Teaching and Learning Service (STLS), NHS Speech and language therapists, and we can seek advice from Thanet Inclusion and Support Service. The Senco attends a local SENCO forum to receive up to date information and training in a number of relevant areas.

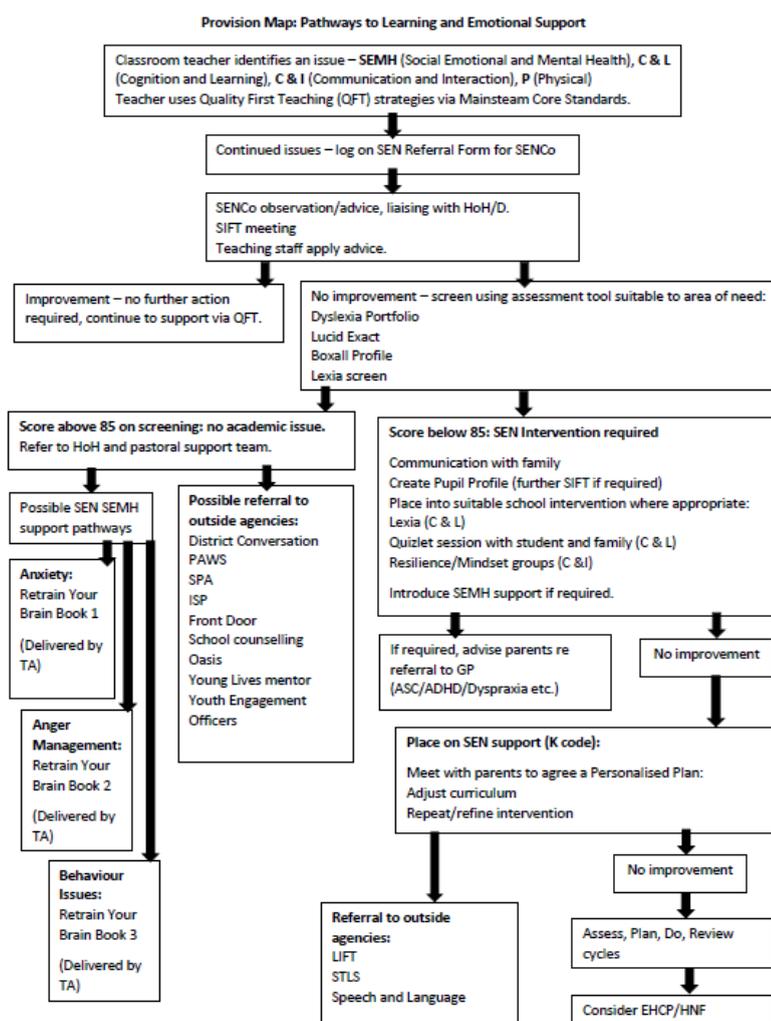
All staff have access to all of the SEN information in our Additional Educational Needs (AEN) Register and this is held within a folder that contains a raft of information on specific conditions and resources for accommodating for those needs to develop appropriate in class support in the first instance. This is continuously updated.

Students who are identified as SEN or SEN Support also have a Quality First Teaching Profile (previously named Pupil Profile) linked to their entry within the AEN Register. This provides detailed support of the student’s needs, a snapshot of progress data, a detailed picture of their opinions of their specific area of need and suggested strategies from the Learning Support Department to use within the classroom. Some students listed as ‘Quality First Teaching’ (QFT) on the AEN register also have a Quality First Teaching Profile.

2. Identifying SEN

Regular and rigorous tracking and continuous reflection on everyday practice, and the progress of students in their care enable teachers to identify students who are not making expected progress. Despite high quality teaching some students may continue to make inadequate progress in relation to their starting point and in these situations the school uses the following model to ensure that any special Educational Needs are identified quickly.

We follow the advice of the Mainstream Core Standards, to ensure that the curriculum is accessible for or adapted for students with Special Educational Needs. We incorporate the advice provided as a result of internal and external assessments and the techniques and strategies reported in Educational Health Care Plans.



3. Assessments

Dane Court is experienced in using a few tools to identify specific learning difficulties or barriers to learning. These assessments are undertaken in consultation with parents to gain a deeper understanding of the barriers to learning

and understanding the targeted differentiation required within the classroom. These will be used to help identify any additional support and intervention that would reduce this barrier:

Edinburgh 4 reading test (comprehension/timed)

Vernon’s individual word spelling test

DASH Handwriting

GL Lucid Exact

GL Dyslexia Portfolio

Irlens Syndrome awareness*. For more information regarding Irlen, please refer to www.Irlens.org.uk

Boxall Profile

Sensory checklists

We also have an external assessor who is able to assess students who may need specific access arrangements at GCSE and above (CTOPP 2, WRAT 4, DASH). Following changes to JCQ guidelines and requirements this may incur a charge.

* We have a separate Coastal Academies Trust Coloured overlays and Paper Provision document indicated the supported offered regarding this area of need.

4. Interventions

In addition to differentiation within the mainstream classroom the school employs additional teaching approaches and interventions, resulting from the findings of internal and external assessment.

We offer:

Year Groups	Key Stage 3, 4 and 5
Mental Health First Aid: Anxiety (Book 1)	<p>PURPOSE: A programme of support for students encountering anxiety and emotional regulation issues preventing them accessing education fully.</p> <p>AIMS: Students will be more knowledgeable about what happens to the brain when they are anxious and will use a scientific approach to learning about strategies that can help manage anxiety. Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED: This short term course is designed to take place over three 1-hour sessions via guided video, with the expectation that students will practise using strategies once it is complete. Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: Resilience or Mindset Mentoring, outside agency support.</p>

<p>Mental Health First Aid: Anger Management (Book 2)</p>	<p>PURPOSE: A programme of support for students encountering anger management issues preventing them accessing education fully. Students may have been referred if they have been aggressive in school, verbally or physically.</p> <p>AIMS: Students will be more knowledgeable about what happens to the brain when they are angry and will use a scientific approach to learning about strategies that can help manage overwhelming emotions. Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED: This short term course is designed to take place over three 1-hour sessions via guided video, with the expectation that students will practise using strategies once it is complete. Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: Resilience or Mindset Mentoring, outside agency support.</p>
<p>Mental Health First Aid: Classroom Behaviour (Book 3)</p>	<p>PURPOSE: A programme of support for students demonstrating challenging behaviour in the classroom preventing them accessing education fully. Students may have been referred if they have reached a significant number of behaviour points and/or have had</p> <p>AIMS: Students will be more knowledgeable about what happens to the brain when they are demonstrating challenging behaviour and will use a scientific approach to learning about strategies that can help manage overwhelming emotions that occur in these situations. Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED: This short term course is designed to take place over three 1-hour sessions on a 1-1 or 1-2 basis, with the expectation that students will practice using strategies once it is complete. Progress is reviewed after 4 weeks of practice.</p> <p>Next stage: behaviour contract, behaviour support plan, support from outside agencies (if not already utilised), Resilience and/or Mindset Mentoring.</p>

N.B the numbers of the books do not indicate progression, they are to keep the title more anonymous. The booklets the students work through are called 'Retrain Your Brain: Book 1' and so on. The resources in these have been collated from a wide variety of sources referenced throughout.

<p>Year Groups</p>	<p>Key Stage 3</p>
<p>Resilience group</p>	<p>Purpose- A support programme for those with SEMH needs and other difficulties, to help build up resilience, self confidence, empathy & team work. Aim- To enable students to focus on the bigger picture, develop their social skills and adopt a positive proactive approach to learning and life.</p>

	Achieved- 10 sessions x1 hour developing self-esteem, support strategies, goal setting, problem solving strategies, whilst highlighting the importance of teamwork and empathy skills.
Mindset Mentoring	Purpose- Students struggling to have a proactive approach to learning ability and their own self confidence. Aim- Students to understand growth mindset and the ability to apply strategies to challenges in life & learning. Intense focus on developing self-esteem, a growth mindset & adopting a proactive approach to learning. Achieved- 6 sessions x 1 hour maximum of 4 students. Series of activities and discussions on the neuroplasticity of the brain with intense focus on developing a growth mindset and applying this to learning & life.

Year Groups	Key Stage 4
1-1 mentoring	Purpose- Students presenting with low self-esteem & social difficulties have a chance to develop a growth and resilient mindset to face life's challenges with confidence. Aim- To help students to improve their self-esteem, use strategies to overcome their fears and anxiety along with general resilience & attitude to learning in their later teenage years. Achieved- Ongoing support both in school and at home to create effective goal setting, coping strategies, problem solving strategies and develop a growth mindset.

Year Groups	Key stage 3 and 4
Lexia	An online computerised literacy catch-up programme covering spelling, grammar, punctuation and comprehension. Students work through a baseline assessment which then places them into a suitable level from which to develop skills.

Year Groups	KS3 and 4
Handwriting Intervention	Purpose To improve students handwriting style and speed Aims To improve on students' DASH results for handwriting speed and illegible words. How it is achieved A booklet of activities to be worked through, each building on previous skills. All activities are versions of fine motor work with a pen or pencil. DASH assessment before and after the intervention If progress is not made, we would investigate the option of starting touch typing Intervention with a view to this being their normal way of working for exams.

Touch-typing Intervention	<p>Purpose To develop touch typing skills for students who have been unable to improve their handwriting skills.</p> <p>Aims To improve touch typing speeds - words per minute and accuracy. To build up evidence for use of laptop for GCSE and IB examinations.</p> <p>How it is achieved Digital programme that builds touch-typing skills over a period of time defined by user usage. Sessions are once a week for 20 minutes, but students can also access the programme from home.</p>
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5. Transition Phases

Key stage 2 to Key stage 3

During the transition phase from Primary to secondary school, the SENCO will liaise with SENCOs from feeder Primary schools to discuss all students identified with Special Educational Needs. The SENCO also studies students' SEN files and we call upon parents to come forward to talk to the Senco at Induction Evening; this may lead to further contact and arrangement of further transition activities in order to prepare the student for school life. Any information gained through close analysis of files or meetings with parents is collated and passed on to all teaching/support staff via Quality First Teaching Profiles and/or the AEN register in order to promote a smooth transition into their education at Dane Court Grammar School.

In addition to the transition day provided for all students, some of those students who are identified with a special educational need may be invited for an additional transition morning where they will see the school in action, complete a treasure hunt to familiarise themselves with the building and practice purchasing items from the canteen at breaktime. Parents are invited to attend to complete Quality First Teaching Profiles for their children to help staff become aware of their needs before meeting them in September.

We have a series of presentations available on our school website to help Year 6 familiarise themselves with many aspects of the environment at Dan Court, introduced as a reaction to Coronavirus restrictions to transition events, but we aim to use this model again in future to facilitate all students, although SEND students will be signposted specifically to these resources.

Key Stage 3 to Key Stage 4

The school supports all students through the Options process in Year 9, to ensure students are on an appropriate pathway in Key Stage 4 to achieve their full potential. EHCP students and those with SEN have additional support, as required, in discussing the KS4 curriculum and subjects. Assemblies, PSE lessons, conversations with tutors and subject teachers and Options Information Evening all form part of the guidance and support for students.

Key Stage 4 to Key Stage 5

The school makes contact with the future destinations of all year 11 students with EHCP - Education Health Care Plans. Transition programmes are implemented where appropriate and students are supported throughout the process: from UCAS application, preparing students for interviews and ensuring that students' future colleges/sixth forms have information regarding the required support for each individual.

The school makes contact with previous institutions for external admissions for all year 11 students with EHCPs. Transition programmes are implemented where appropriate and students are supported throughout the process of inclusion into the IBCP and their progress monitored to ensure all needs are met. There is a period of retesting to assess both need and access arrangements as the IB require more recent testing from Year 11 onwards to honour exam arrangements.

For further information on overcoming barriers in exam situation, please see the Exam Access Arrangements Policy.

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