



SEND POLICY

COASTAL ACADEMIES TRUST
DANE COURT GRAMMAR SCHOOL
AND
KING ETHELBERT SCHOOL

Signed by: _____ Date: _____

Signed by: _____ Date: _____

Agreed : _____

Last Reviewed: September 2022

To be reviewed: September 2023

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 SEND 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 SEND to ensure we are providing equality of educational opportunity and value for money.

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

Part Three of the Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Equality Act 2010

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 and the School's Admission Policy.

This policy was developed with consultation with teachers and SEND governor and will be reviewed every year and can be found on the school website. It also complies with the funding agreement and articles of association.

Definition of SEND

A child or young person has SEND 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. SEND Code of Practice (2015, p15-16)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

Roles and responsibilities

The SENCOs are;

Dane Court School - Lucy Holmes (holmes@danecourt.kent.sh.uk)

King Ethelbert School - Ellie Eales (ellieeales@kingethelbert.kent.sch.uk\0

The SENCOs will:

Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be the point of contact for external agencies, especially the local authority (LA) and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor is;

The SEND governor for both schools is: Vicky Crawley (vcrawley@danecourt.kent.sch.uk)

The SEND governor will;

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteachers and SENCOs to determine the strategic development of the SEND policy and provision in the school

The Headteachers are;

Dane Court School - Martin Jones (jones@danecourt.kent.sch.uk)

King Ethelbert School - Tom Sellen (tomsellen@kingethelbert.kent.sch.uk)

The Headteachers will;

Work with the SENCOs and SEND governor to determine the strategic development of the SEND policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for;

The progress and development of every student in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

Working with the SENCO to review each student's progress and development, and decide on any changes to provision

Ensuring they follow this SEND policy

1. The kinds of SEN that are provided for

Our schools' currently provides additional and/or different provision for a range of needs, including:

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

2. How SEND needs are identified

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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

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 Assessing and Reviewing student Progress towards Outcomes

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

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

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

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

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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching . 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)

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

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

Additional interventions are also provided in each school. **Details of these can be found in each school's SEND Information Report (Appendices A and B)**

- At Dane Court Grammar School the quality of teaching was judged to be good with an outstanding sixth form (Ofsted, May 2022).

- At King Ethelbert School the quality of teaching was judged to be good (Ofsted, October, 2018).

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. They can be found here;

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards>

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 SEND 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 SEND students are included within the department policies and curriculum documentation.

When planning the curriculum, Heads of Department will continually consider what structured support students will need to meet their outcomes. This will include curriculum sequencing, spacing and opportunities for enrichment. Every department follows the continuous cycle of revisit, research and refine.

3b Adaptations to the curriculum and learning environment

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

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

4. 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 SEND, are well-supported and know they have someone to talk to beyond the form mentor. Both schools have a zero tolerance approach to bullying and have clear systems in place to support all students.

For some students with the most need for help in this area we will endeavour to provide the appropriate identified intervention. These are outlined in each school's SEND Information Report.

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 Appendices A and B** for the schools' specific 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. Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day/school plays/special workshops and every other enrichment activity

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

8. Arrangements for the admission of disabled pupils

Both school's Admissions Policies outline the arrangements for the admission of disabled pupils and those students with additional medical/health and special access (See appendices)

8b The steps taken to prevent disabled pupils from being treated less favourably than other students

Both school's Accessibility Plans outline the measures taken already to ensure disabled pupils are not treated less favourably than other students. (See Appendices)

8c 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.

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

All parents/carers 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/carers.

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 a 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.

10. 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, Headteacher 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/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of 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 SEND department. The outcomes of these reviews will be reported to the governing body

12. 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 SEND, 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>

13. 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>

In addition, information for oarents/carers can be found on the SEND Information Hub SEN Information Hub - <https://www.kent.gov.uk/education-and-children/special-educational-needs>

14. 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.

15. The name and contact details of the SEN Co-ordinators

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: elliieales@kingethelbert.kent.sch.uk

Appendix A

Dane Court Grammar School



SEND Information Report 2022-2023

What kinds of SEND do we provide for in school?

We cater for all four areas of need identified as special educational needs and disabilities:

- Communication and Interaction, including ASC and speech difficulties
- Cognition and Learning, including dyslexia and processing difficulties
- Social, Emotional and Mental Health, including ADHD, ADD, ODD and anxiety
- Physical and sensory needs such as including physical disabilities, hearing impairments and vision impairments.

What are your arrangements for identifying pupils with SEN and assessing their needs?

Students who join us in Year 7 take the Cognitive Abilities Test in order for us to identify any key areas or discrepancies.

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 and Disabilities. We incorporate the advice provided as a result of internal and external assessments and the techniques and strategies reported in Educational Health Care Plans.

If progress is not made, we may suggest more detailed assessment or screening is required to understand what different approaches are required to enable the student to make better progress. These will be shared and discussed with parents.

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

IDL literacy and numeracy Assessments

IDL spelling age assessment

DASH Handwriting

GL Dyslexia Portfolio

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

Boxall Profile

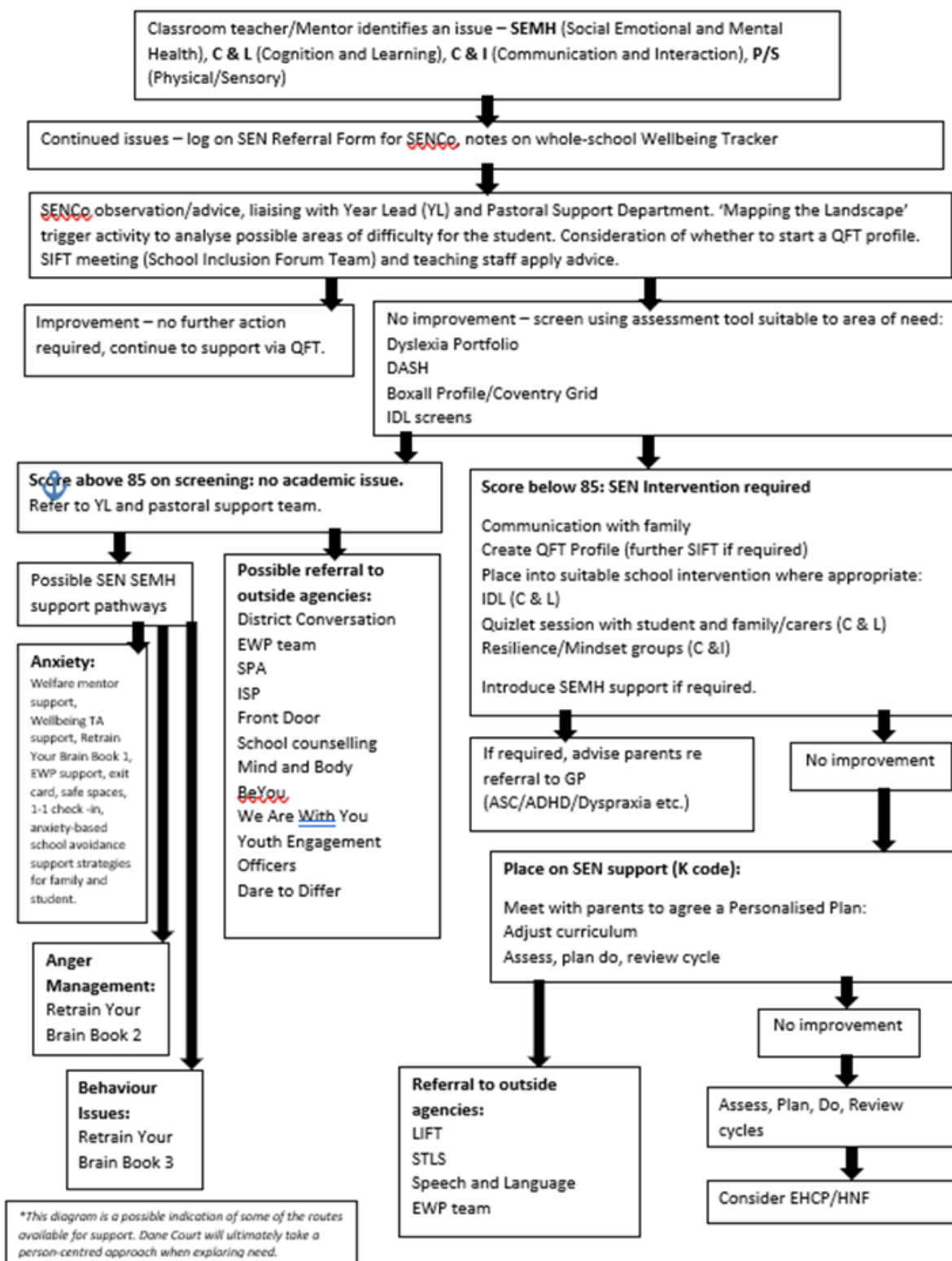
Coventry Grid

Sensory checklists

We also have an external assessor who is able to assess students who may need specific access arrangements at GCSE and above (for example, CTOPP 2, WRAT 5, DASH).

The diagram below outlines potential routes of support.

Provision Map: Pathways to Learning and Emotional Support*



Who is the special educational needs co-ordinator (SENCO) and how can I contact them?

The SENCO at Dane Court Grammar School is Lucy Holmes.

Please contact the School on 01843 864941 or use the link [here](#) to the school website to email our SENCO directly.

What arrangements do you have for communicating with parents of children with SEN and involving them in their child's education?

All parents receive a written report at least once a year.

All parents receive an update on progress at least three times a year but in some year groups, up to five times a year.

Parents and students are both involved fully in the creation of QFT Profiles through either a meeting or via email/discussion with the student in school. The discussions are triangulated to produce one comprehensive document for staff.

Students with Education, Health and Care Plans complete a Section A annually which conveys parent and student attitudes to school, their learning and their progress.

The SENCO is available at Parents Evenings to meet with SEND students but also to discuss concerns with any students who may be encountering difficulties.

What arrangements do you have for consulting young people with SEND and involving them in their education?

As above, parents and students are both involved fully in the creation of QFT Profiles through either a meeting or via email/discussion with the student in school. The discussions are triangulated to produce one comprehensive document. These documents are usually reviewed once a year, although parents and students are encouraged to communicate changes to their situation as they happen.

Students are encouraged to attend and participate in review meetings (see below).

What arrangements do you have for assessing and reviewing pupils' progress towards their SEN outcomes with parents and the young people themselves? How is the effectiveness of the provision for pupils with SEND evaluated?

We endeavour to meet with parents three times a year to review SEN support. 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.

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.

What arrangements are in place for supporting pupils moving between key stages and preparing for adulthood?

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 and Disabilities. The SENCO calls 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. Pertinent information gained through close analysis of files or meetings with parents is collated and passed on to teaching/support staff via Quality First Teaching Profiles and/or ClassCharts 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 or disability 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 also created additional resources to support transition of students. We have a series of presentations available on our school website to help Year 6 familiarise themselves with many aspects of the environment at Dane Court, introduced initially as a reaction to Coronavirus restrictions to transition events; SEND students are signposted specifically to these resources. Year 7 students have also created podcasts and letters to Year 6 students. These resources are located on the Year 6 Transition website pages.

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, PSHE lessons, conversations with mentors 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 EHCPs - 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 onto the International Baccalaureate courses they are studying 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 situations, please see the Exam Access Arrangements Policy.

Please contact the school if you do not wish school files to be transferred to new education providers.

In terms of the lessons at school, what adaptations are made to the curriculum and the learning environment for pupils with SEN?

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)

We believe that that our students will learn the most by being in our classrooms and being challenged by skilful subject specialists. Our approach to accommodating special educational needs is to help remove the barriers that may be stopping them accessing these lessons or the curriculum within them.

We utilise the 'Dane Court 6' which we believe to be best practice for all learners including those with SEN:

1. Challenge for all
2. High quality talk
3. Practice
4. Feedback
5. Support for learning
6. Recall and review

All staff have access to SEND information on specific conditions and resources for accommodating individual student needs to develop appropriate in class support. We provide detailed profile documents and supporting plans on ClassCharts. These plans provide a picture of the student's needs and suggested strategies from the Learning Support Department to use within the classroom. Students listed as 'Quality First Teaching' (QFT) status have a Quality First Teaching Profile. These students' needs are met by adaptation to the classroom environment or teaching and they do not require any additional support beyond these adjustments. SEN Support Students (K code status) have an SEN Support Plan, and students with an Education Health Care Plan (E code status) have an EHCP Provision Map on ClassCharts. The SENCO and SENCO Assistant write and review plans in line with Assess, Plan, Do, Review approaches.

At Dane Court Grammar School, we adapt the curriculum and the learning environment for students with special educational needs and disabilities 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 SEND students are included within the Department policies and curriculum documentation.

Adaption 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.

What additional support for learning is available for pupils with SEND and for improving emotional and social development of young people?

SEND Curriculum intent:

We seek to support students in recognising, accepting and overcoming their barriers to learning, empowering independent 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.

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. Some of these programmes are also offered to students without a recognised area of need.

We offer:

Year Groups	Key Stage 3, 4 and 5
--------------------	----------------------

Mental Health First
Aid: Anxiety (Book 1)

PURPOSE:

A programme of support for students encountering anxiety and emotional regulation issues preventing them accessing education fully.

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.

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.

Next stage: Resilience or 1-1 Mentoring, outside agency support.

Mental Health First
Aid: Anger
Management (Book
2)

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.

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.

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.

Next stage: Resilience or 1-1 Mentoring, outside agency support.

<p>Mental Health First Aid: Classroom Behaviour (Book 3)</p>	<p>PURPOSE:</p> <p>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:</p> <p>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.</p> <p>Students will self-select a range of strategies to practise.</p> <p>HOW IS IT ACHIEVED:</p> <p>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.</p> <p>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 1-1 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 1-1 work</p>	<p>Purpose- A support programme for those with SEMH needs and other difficulties, to help build up resilience, self confidence, empathy & team work.</p> <p>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>

	<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.</p>
1-1 Mentoring	<p>Purpose- Students struggling to have a proactive approach to learning ability and their own self confidence.</p> <p>Aim- Students to understand personal resilience and the ability to apply strategies to challenges in life & learning. Intense focus on developing self-esteem, resilience & adopting a proactive approach to learning.</p> <p>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 resilience and applying this to learning & life.</p>
Social Skills	<p>Purpose- Support for learning social norms and conventions around friendships and social interactions</p> <p>Aim- Students to be guided through social norms, active listening, sensitive responses and empathy skills.</p> <p>Achieved</p> <p>Sessions initially delivered in groups of 4, once a week for 6 weeks initially.</p>

Year Groups	Key Stage 4
--------------------	-------------

1-1 mentoring	<p>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.</p> <p>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.</p> <p>Achieved- Ongoing support both in school and at home to create effective goal setting, coping strategies, problem solving strategies and develop resilience.</p>
---------------	---

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

Year Groups	KS3 and 4
--------------------	-----------

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

What support is there for improving emotional and social development?

We have a pastoral support team to ensure all students, especially those with SEND, are well-supported and know they have someone to talk to beyond the form mentor. The pastoral team work closely with the SENCO and the Learning Support Department to make sure all students, including those with SEND, are helped in a timely fashion.

Anita Ives and Laura Rattenbury are our pastoral support staff. They are actively involved in the transition of our Year 6 students joining us in Year 7 and use this to get to know the students well.

The Welfare Mentor who manages our Safe Space for students with emotional needs are trained in strategies to support any students who may be struggling for a variety of reasons.

Our Wellbeing TA is a trained Wellbeing Champion and has extensive training in ways to support students with additional needs to overcome the barriers they face.

Students in Year 12 are offered the opportunity to become a peer mental health ambassador and the group that volunteers for this are trained to support their younger peers in managing their wellbeing.

The school has an NHS Emotional Wellbeing Practitioner team working in school once a week to support the emotional needs of identified students. The team offers parent/carer workshops to help empower them to support the needs of their children, and they can offer workshops and groups to identified students to support wellbeing and low-level mental health needs.

Dane Court Grammar School has a zero-tolerance approach to bullying. Please see our Behaviour Policy and Anti-Bullying Policy within the 'Required Documents' section of our school website.

What expertise and training do staff have to support pupils with SEND in school?

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 teaching and learning strategies, guided by our whole school CPD programme, to aid progress. Having completed an audit of our high incidence SEND, future work will take place around mental health, anxiety-based school avoidance and ADHD.

Our SENCO has completed the National Award for Special Educational Needs.

All teaching staff access SEND training at the start of each academic year. CPD focused on our teaching and learning strategies contains information relevant to supporting students with SEND.

All staff have been trained in our four core teaching strategies, which include 'Think, Pair, Share', 'Silence is Golden', 'Retrieval' and 'Modelling'. Pedagogical theory is discussed with staff relating to the benefits of these four strategies for learners with SEND.

30 of our staff have completed the Level 2 Certificate in Understanding Children and Young People's Mental Health.

One of our teaching assistants has completed the Thanet Inclusion Support Service Wellbeing Champion course and is our lead within the SEND Department for student wellbeing.

We have a teaching assistant designated to the Maths department.

We have a teaching assistant who specialises in the management of physical disability.

The teaching assistants and SENCO regularly attend courses to continue their professional development.

We have a Welfare Mentor Role covered by four members of staff who provide immediate support for any student struggling emotionally, however they are trained in specific strategies to support students with SEND.

We utilise the Zones of Regulation in our approach to all students requiring our support for SEMH and this underpins our ethos when dealing with emotional literacy in particular. All TAs have had access to basic training in the Zones of Regulation.

How is specialist expertise secured if it is required?

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 the local SENCO forum and county-wide updates to receive information and training in a number of relevant areas. The Local Inclusion Forum Team is accessed for advice and Enquiry Reviews are deployed with our NHS Emotional Wellbeing Team to discuss complex cases. The SENCO attends district LIFT Executive Committee meetings and during the last academic year, has taken part in a district working party addressing Anxiety-Based School Avoidance.

Currently we have regular contact with teams from:

- Thanet Inclusion and Support Service (TISS)
- NELFT
- Educational Psychology and Specialist Teacher Support;
- Speech and Language Support
- Behaviour Support
- Occupational Therapy
- School nurse

- The Rosewood School

We access specialist support from Kent County Council via TISS. Some services are not as accessible to us and parents may need to consult their GP.

How will equipment and facilities to support my child with SEND be secured if it is needed?

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.

How do you enable students with SEND to engage in all activities available in school and ensure that students are not treated less favorably than other students in the school?

Dane Court Grammar school will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is disadvantaged because of a disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including adjustments to the building, the curriculum and provision of auxiliary aids and services) to prevent them being placed at a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Different steps are taken to prevent students with SEND being treated less favourably than other students. Some examples of these are;

- Regular tutor time lessons celebrating and recognising differences
- Promotion of SEND awareness
- Assemblies to enhance understanding of difference
- Celebration and recognition of all achievements in form time, class and assemblies
- Effective support for learning in the classroom
- Practical and hands-on learning and enrichment opportunities

All clubs, trips and activities offered in school are available to students with special educational needs and disabilities either with or without an Education, Health and Care Plan. Where it is necessary, the school will liaise with parents to discuss potential additional needs in advance of the trip and use the resources available to provide additional adult support to enable the safe participation of the student in the activity. As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are made to enable individual needs to be catered for on a trip. We actively monitor the engagement of learners across the school.

How does the school involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' special educational needs and supporting their families?

The local authority and any involved parties are invited to all Annual Reviews of EHCPs.

The SENCO provides parents with the details of IASK and the SEND Information Hub (link provided on our school website) where required.

Which support services can I contact to help my child with SEND?

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>

Who can I contact within the school if a young people or parent/s have concerns?

Your child will have a Form Mentor and Year Leader who should be contacted in the first instance. Contact can be made via the school website.

You can contact the SENCO, Mrs Lucy Holmes using the school website or by calling the school on 01843 864941.

If you have a safeguarding concern, please contact our Designated Safeguarding Lead, Rachel Richards (click [here](#) to send a message), using the website email link or call the school as above. You could also discuss your concern with one of the Deputy Designated Safeguarding Leads. Further information is available on our [school website](#).

Where can I find details about the local offer?

(The Local Offer is a central directory for all information and services available to children with special educational needs and disabilities within the county.)

The Kent Local Offer can be found here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

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

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at school?

The normal arrangements for the treatment of complaints across the Coastal Academy Trust 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 Year Leader, 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.

What are the 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.

What facilities do you provide to help disabled pupils access your school?

There are various elements of the accessible design evident on the campus which include:

Power assisted sliding doors to the entrances of the majority of the buildings

Level access to buildings.

Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC fixtures and fittings, handrails, lift controls, door handles and light switches.

Vision panels including, as appropriate, manifestations.

Acoustic seals.

Passenger lifts with accessible controls and a voice announcer.

Lift access to all floors.

Unrestricted lift access provided for events where visitors are accessing the school.

Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of the correct height for wheelchair users.

Sufficiently wide entrance doors to classrooms.

Hearing enhancement systems in the Heart, Theatre and Sports Hall.

Height adjustable tables in curriculum areas and at least one height adjustable workstation or bench per specialist curriculum area.

Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height to avoid interference with hearing aids. All light fittings are being changed to diffused LED units.

Visual beacons linked to the fire alarm system in unsupervised areas (WC's) for people with hearing impairments.

Visual beacons linked to the fire alarm system in noisy curriculum areas e.g. music and drama.

All areas have visual detector bases.

Refuge areas.

Split level reception areas and counters.

Access to a portable vertical rise lift to access the stage in the main building.

Tactile paving.

Two accessible car parking spaces.

Directional and identification signs with sufficient visual contrast between text and signboard with case sensitive text to enable easier reading for partially sighted people or people with learning difficulties.

Meeting Rooms provided on the ground floor for ease of access to visitors.

Dane Court Grammar School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users. The duties include:

External routes are kept clean, unobstructed and free of surface water, snow and ice.

Designated car parking spaces are not used by non-disabled drivers and are kept clear of obstructions.

Door closures and door ironmongery is maintained.

Spaces required for wheelchair manoeuvres are kept free from obstruction.

Lifts are checked quarterly for proper functioning.

WC's are not used as unofficial storage areas.

Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.

Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.

Windows, lamps and blinds are kept clean to maximise available light.

Blown light bulbs are swiftly replaced.

Air conditioning and heating units are regularly maintained to minimise noise due to wear.

Exit routes are checked daily for freedom from obstacles (including locked doors) and combustible materials.

Alarm systems (including those in WC's) are checked weekly.

Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with colour contrasts, signs will be updated etc.

Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs
- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

Where can I find your school's accessibility plan?

The accessibility plan is located within the Required Information section for parents.

Created by: Lucy Holmes

Role: SENCO

Date created: 17.11.2020

Reviewed: September 2021: 16.9.2022

Appendix B



King Ethelbert School's SEN Information Report 2022/23

King Ethelbert School's SEN Department's Curriculum Intent

To nurture our students to become the best they can be. To be ambitious for our students and champion their abilities and celebrate their successes; both academic and extracurricular. To support our students to become independent, resilient, inquisitive lifelong learners, with the aim of them becoming happy and ambitious for the future. To provide opportunities for our learners to become globally diverse and aware and to be exposed to a rich diet of cultural capital, to take their place in the world as responsible citizens.

We trust that this information report below, together with our SEND Policy, provides you with information about our inclusive approach at King Ethelbert School.

SENCO	Ellie Eales ellieeales@kingethelbert.kent.sch.uk
Deputy SENCO	Darryl Stacey darrylstacey@kingethelbert.kent.sch.uk
Designated Teachers for Looked After Children	Tamara Joyce tamarajoyce@kingethelbert.kent.sch.uk
Kent Local Offer	https://www.kent.gov.uk/education-and-children/special-educational-needs

SEND at King Ethelbert School

King Ethelbert School is a mixed mainstream secondary school. We are part of the Coastal Academies Trust (CAT). We are an inclusive setting and we fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014).

All teaching staff have been trained to be able to cater for learners who may have difficulties with;

- Cognition and learning, including dyslexia and processing difficulties
- Communication and interaction, including ASC and speech and language difficulties
- Social, Emotional and Mental Health, including ADHD, ADD, ODD and anxiety
- Sensory and/or physical needs, including hearing impairment, visual impairment and physical disabilities

We also have SEND staff who have received specialist training and have gained experience in the following areas;

- Dyslexia and Irlens;
- Autistic Spectrum Condition;
- Attention Deficit Hyperactivity Disorder;
- Physical difficulties, such as hearing impairment awareness and training in specific medical conditions;
- Anxiety and emotional health;
- Speech and language;
- Dyscalculia and numeracy support;
- Trauma awareness.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

Having identified a SEND need, we seek to match our provision to this need. Our SENCO, Deputy SENCO and Intervention Coordinators monitor the impact of interventions through regular meetings and tracking of students' progress. This information is shared with all interested parties, including; students, parents/carer, staff, governors and external agencies.

SEND Policy and Information

The SEND Policy can be found on the school website.

The School's phone number is 01843 821999.

Our SEND Team and teaching staff track pupil progress on a regular basis. We track the progress of all our learners and, as professionals, we regularly discuss any concerns we have as well as celebrate achievements. We have robust systems in place and use data to support tracking and identifying needs.

King Ethelbert School's Provision Maps Pathways to Learning and Emotional Support

Classroom teacher identifies an issue - SEMH (Social, Emotional and Mental Health), C&I Cognition and Learning), C&I (Communication and Interaction), P (physical). Teacher uses quality first teaching (QFT) strategies, as set out in the Mainstream Core Standards.



Continued Issues - log on a SEND referral form for SENCO.



Intervention Coordinator conducts an observation and meets with SENCO/Deputy SENCO to discuss. Strategies shared with teacher. Teacher applies advice.



Improvement - no further action required, continue to support via QFT.



No improvement - screen using assessment tools suitable to area of need:
Dyslexia portfolio
Secondary Language Link
IDL maths
DASH
Boxall Profile
STLS SEMH screening
IDL spelling



Score above 85 on screening: no academic issue. Refer to HoY and pastoral support team

Score below 85: SEN intervention required.

-Communication with family
-Student passport created
-Place on suitable intervention, where appropriate;

- SEMH
- IDL/literacy and spelling
- Speech and Language
- Literacy
- IDL/Numeracy
- Friendship Group
- Key worker
- Craft and Talk
- Sensory Circuits



Possible referral to Learning Mentor for additional support with anxiety, behaviour, anger etc



Possible referral to outside support. For example;
-Rosewood School
-Oasis
-Kent Rape Crisis Centre
-Front Door
-District conversation
-Young Lives Matter School
-Counselling
-SPA
-Youth Engagement Officer
-Nelson Park



If required, advise parents/carers re referral(ASC, ADHD, Dyslexia etc)



No improvement



Place on SEN support (K code)
-Meet with parents to agree a personalised plan.
-Adjust curriculum.
-Repeat/refine intervention



No improvement



Referral to outside agencies;
-LIFT
-STLS
-Speech and Language
-OT



Assess, Plan, Do, Review



Who are SEND students?

Since 2001, The Code of Practice has defined students with a learning difficulty if they:

“Have a significantly greater difficulty in learning than the majority of children of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority”

Students with SEND can be categorised as having a primary need in one or more of the following areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical.

Our identification and subsequent support and intervention is delivered through the Graduated Approach.

The Graduated Approach;

Wave 1

All teachers are expected to deliver carefully planned lessons that differentiate for all learners. In most cases minor adaptations are required for Wave 1 students which can be delivered through the choice of activities, the language being used in the class and reassurance from staff and teaching and learning strategies, such as the use of task management boards.

Wave 2

A minority of learners are identified as needing 1:1 and small group intervention to support core skills such as literacy and numeracy. Strengthening these skills allows students to access the whole curriculum. Students' needs are identified by testing and through lesson observations. Intervention can take the form of a 1:1 session or a small group programme. These are led by intervention coordinators (ICs). ICs also provide some in class support, when it is thought to be necessary, to maintain academic progress or to meet an emotional need. Wave 2 learners are identified on the SEND register as K.

Wave 3

Students with Education Health Care Plans (EHCPs) are provided with a personalised program which may involve collaborating with various professionals and agencies to

formulate the appropriate support. They each have a provision plan which is reviewed termly and a review of their EHCP is carried out annually.

Parental and Student Involvement in SEND

Parents and carers contribute to reviews to ensure a holistic approach is taken. In addition, parents/carers of students with an Education, Health and Care Plan (EHCP) will attend an Annual Review. The school also has a regular reporting cycle where parents are informed of progress. At annual Parents' and Carers' Evenings, families are able to come into school to discuss progress, support and next steps. We believe in partnering with parents and carers to support a student's learning. Parents/carers will be notified, in writing, if the school feels that their child would benefit from a screening for a particular need and the results and subsequent plan, if one is deemed necessary, will be discussed with parents/carers

We encourage parental support through:

- regular assessments;
- student achievement and progress shared at Parents' and Carers' Evenings;
- homework;
- SEND provision plans shared with parents and carers;
- teacher contactable through phone calls and emails;
- Classcharts notifications
- And regular reports.

Every student is unique, many children and young people will have SEND of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training. Our SEND Department and class teachers, through regular progress reviews, seek to identify students making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents and carers are invited to share any concerns with staff. We aim to identify reasons why a student may be struggling with their learning.

At King Ethelbert School we pride ourselves on having strong, positive relationships with our students. The SEND department actively encourages each student to be fully involved in every step of the process when identifying and meeting a SEND need. We recognise that some students find it difficult to engage but, at every stage, we will take a bespoke approach to ensure that each student feels valued and involved in their support and barriers to engagement are overcome.

Arrangements for Assessing and Reviewing Students' Progress towards Outcomes

The student's attainment and progress are shared with parents regularly and a comparison against target grades and expectations is given. Some students will also have an SEND provision plan to support progress. Throughout our 'Assess, Plan, Do and Review' cycle we will look at the actions needed to support each student in achieving their full potential. Throughout this process we will begin to paint a bigger picture of need and, as appropriate, seek the support of external agencies including: Thanet Inclusion and Support Service,

NELFT, Educational Psychologists, Behaviour Support, Speech and Language, Occupational Therapists and Specialised Teacher Support. This support is only sought after agreement with parents.

Transfer and Access Arrangements between Phases of Education for students with SEND

Key Stage 2 to Key Stage 3

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all students new to King Ethelbert School. The SENCO meets with all feeder primary schools to discuss each students' needs. Where necessary, additional support, transition days and meetings will take place to ensure that all students feel prepared and ready for their time at King Ethelbert School. If a prospective student has an EHCP the SENCO will attend the transition review prior to the student starting at King Ethelbert School.

As part of this process information gathered from Primary Schools is shared with staff, as appropriate, to ensure all staff are fully prepared to meet the student's needs when they start at King Ethelbert School.

Key Stage 4 to Key Stage 5

The SENCO and Careers Advisor works closely with local colleges to ensure that all SEND students have access to guidance and information relating to their next steps. Where a student has an EHCP a representative from the local post 16 colleges is invited to attend the transition review meeting.

Our Approach to Teaching Students with SEND

At King Ethelbert School we recognise that the quality of teaching within the classroom is the greatest influence over students' progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. We adopt a graduated approach to meeting the needs of all students through Quality First Teaching and our staff make reasonable adjustments to help include all students, not just those with SEND. For example, visual signs, symbols and timetables are provided and all staff use communication friendly strategies, such as task management boards. All lessons are differentiated to meet the needs of our learners.

How we adapt the Curriculum and Learning Environment for students with SEND At King Ethelbert School

We have a carefully curated and broad curriculum which aims to meet the needs of all of our learners. Reasonable adjustments are made to accommodate all learning styles in order to include the visual, aural and kinaesthetic learner. Staff differentiate work and resources so as to support access to the curriculum. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work. Lesson observations by all

staff, including senior staff, ensure the school continues to develop its inclusive ethos, and training needs are identified from these observations.

We have an Accessibility Policy, which can be found on our website. This outlines the numerous ways that King Ethelbert School has made reasonable adjustments to the school environment to ensure that all learners have equal access to all facilities.

If a student has a physical condition which impacts on their ability to move freely around the site, unaided, the SENCO would meet with parents/carers and associated professionals prior to this student starting at King Ethelbert School, or as the need arises, to ensure that all reasonable adjustments have been made to ensure the student is not disadvantaged in comparison to other students. An individual fire evacuation plan would also be written.

Where additional equipment or facilities are required for a student a feasibility study will be conducted by the school. The SENCO would meet with the parents/carers and necessary professionals to discuss the individual needs of the student and all reasonable adjustments would be made. Where appropriate, additional funding would be applied for, or the SEN notional budget would be used to secure the necessary equipment.

Additional support for learning that is available for pupils with SEN

The following Interventions are run at King Ethelbert School for students with SEND and selected interventions are also available to other identified students, for example LAC.

This is a working document and interventions are added when additional needs are identified.

All interventions are designed to meet the needs of the current cohort of students. Each intervention is carefully resourced to ensure that we are able to quantify the positive impact it is having for students.

It is necessary to review the type of interventions that we offer every year to ensure the needs of every SEND student are met.

Use of Technology to assist SEND students:	
TOUCH TYPING/ CHROMEBOOK	This is an online programme which helps the students to learn the correct placement of fingers and it promotes muscle memory to aid quicker typing in lesson/exam context.
READING PENS	Students use this technology to help them read long texts. The students guide the pen over text and the device will then read the text back through headphones.
READING AND SCRIBING SOFTWARE	Students have a login which can be used on any device. The software will then read text to the students and allows them to speak and scribe their ideas. This software can also be used during exams as it is approved for exam use.
SPELL CHECKER MACHINES	These can be given to students with specific learning difficulties, such as dyslexia.
Interventions to assist students with a Physical Disability (PD):	

FIZZY	Bespoke physical therapy sessions run with students with PD as directed by Occupational Therapists and Physiotherapists.
SPECIALIST EQUIPMENT	Reading slopes, wobble cushions, wrist supports and other small items can be obtained to support students with a physical disability.
REASONABLE ADJUSTMENTS	Students with a PD may require reasonable adjustments. For example somewhere to store their belongings if they have difficulty carrying weight for long periods. Rooming is also considered to ensure that all students have easy physical access to all of their lessons.
Interventions to assist with Literacy (reading, writing and SPAG) and Speech and Language:	
SECONDARY LANGUAGE LINK	This software allows all students at KS3 to be tested and awarded a score for receptive and expressive language. KS3 students with low receptive or expressive language scores will embark on a structured 8 week programme which is designed to improve their expressive and receptive language. It also identifies students who need an additional referral to the Speech and Language Specialist Service.
LITERACY IDL	This is a small group intervention for selected students which is designed to develop reading and comprehension skills. It also aims to develop strategies to improve organisation of content and technical aspects of writing in English. IDL is a software programme which screens and monitors students' progress with reading and spelling.
SPEECH & LANGUAGE SPECIALIST SERVICE	Work is carried out on targets set by the Speech and Language Therapy Services for students who have been identified as having significant speech and language needs. These strategies are disseminated to class teachers and a TA takes overall charge of monitoring progress against these targets for each identified student.
PRECISION TEACHING	These sessions are used to pre-teach vocabulary or concepts for selected students and subjects
HOMEWORK CLUB	After school Mon-Thursday in the LRC. TA's are on hand to help with any homework. Students have access to computers.
HANDWRITING	Where a student's handwriting is deemed eligible parents/carers are contacted and resources are provided for the student to work through at home to improve their handwriting.
Interventions to assist with emotional health, identity and social interactions:	
FRIENDSHIP GROUP	This is for students who find social interaction difficult, controlling emotions difficult and who need support forming friendships, and general social skills.
SKILLS GROUP	A supervised lunchtime club for selected students. Structured creative activities are run during one of the twice daily sessions.
HOMEWORK CLUB	After school Mon-Thursday in the LRC. TA's are on hand to help with any homework. Students have access to computers.
CRAFT AND TALK	This is used to communicate through visual art techniques. This can include creating emotion wheels, collages to show personal experiences at school/at home. It supports social and emotional anxiety and emotions. This is particularly useful with our students who have suffered trauma.
SCHOOL COUNSELLOR	A referral to see our school counsellor can be made via a member of staff or parent for any child that is struggling with any issue. Our school counsellor is in school every Friday. Please note – there may be a waiting list to access this service.

A-GENDER HUB	This is a bespoke small group programme for single sex groups where common issues prevail and a group setting is a suitable place to work these through. Very much discussion and activity based, the core function of the Hub environment is to challenge students in a safe environment where they can consider the impact of their behaviours, attitudes and actions - essentially a guideline for growing up as a 21st century teen.
ANXIETY AND EMOTIONAL HEALTH	This is a 6 week programme which is run in small groups for students who have been identified as having anxiety or issues with mental health and self confidence
LAUNCHPAD GROUP	A bespoke anger management focused group for students struggling to control emotions and feelings in either home or school. It involves discussion and activity based small group work exploring where the anger comes from, the art of control and being proactive to prevent the triggers.
Interventions to assist with specific learning difficulties:	
DYSLEXIA GROUP - IDL	Designed to practise strategies that will help students to be independent learners, focusing on reading, spelling and writing.
WORKING MEMORY / LEGO THERAPY	Designed to exercise and strengthen auditory, visual and spatial memory to improve retention and recall of information.
DYSCALCULIA GROUP - IDL	Designed to practise strategies that will help students to be independent learners, focusing on core maths skills and timetables.
Interventions to assist with exams and post 16:	
EXAM READY	To investigate how students prepare for exams and provide advice and experiences to support them in being prepared mentally, physically, emotionally and academically for exams.
LIFE SKILLS	Is an intervention group for year 11 students in order to help them with the transition to post 16 education. For example reading a bus timetable, planning a route, using public transport. Using money and planning days ahead.

Staff training in SEND and specialist outside support

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of their challenges in order to support the students' access to the curriculum. Our staff receive regular training and all of our teachers hold Qualified Teacher Status. Several members of staff have additional training qualifications in specialist areas.

The SENDCo has the National SENCo Award (NASENCO).

The intervention Coordinators have received training in the following areas;

- Dyslexia and Irlen's;
- ASC;
- Physical difficulties, such as hearing impairment awareness and training in specific medical conditions;
- Multi-sensory intervention;
- Anxiety awareness;

- Speech and language support;
- Mental health and anxiety support;
- Numeracy and dyscalculia support;
- Trauma support.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We have a good working relationship with many specialists from outside agencies and encourage their involvement, as required.

Currently we have regular contact with teams from:

- Thanet Inclusion and Support Service (TISS)
 - NELFT;
 - Educational Psychology and Specialist Teacher Support;
 - Speech and Language Support;
 - Behaviour Support;
 - Occupational Therapy;
 - School nurse
-
- The Rosewood School.

We access specialist support from Kent County Council via TISS. Some services are not as accessible to us and parents may need to consult their GP.

Evaluating the effectiveness of provisions made for students with SEND

We ensure that resources and interventions to support the students' learning are available within an allocated budget and are detailed on a student's SEND provision plan. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCO carries out learning walks which include reviewing how provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan. Some of the funding the school receives may go towards funding training so that internal provision is more targeted at specific needs.

We regularly review the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Inclusion of SEND students within school life

King Ethelbert School promotes the involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

Different steps are taken to prevent students with SEND being treated less favourably than other students. Some examples of these are;

- Regular tutor time lessons celebrating and recognising differences;
- Promotion of SEND awareness;
- Assemblies to enhance understanding of difference;
- Celebration and recognition of all achievements in form time, class and assemblies;
- Effective differentiation in the classroom;
- Practical and hands-on learning and enrichment opportunities;

As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are made to enable individual needs to be catered for on a trip. We actively monitor the engagement of learners across the school.

Support for improving Emotional and Social Development

Every learner has a named professional they can talk to, should the need arise. For the majority of our students, this will be their Form Tutor and/or Head of Year. When a particular need has been identified additional support is offered for students with social, emotional and mental health needs. This is coordinated by our Intervention Coordinator for SEMH.

Anti-bullying and E-Safety lessons are taught and revisited regularly, relevant to the students' age. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they are encouraged to talk with the class teacher or form tutor. More information can be found in our anti bullying policy which can be found on the website.

Arrangements for handling complaints from parents of children with SEND concerning SEND provision

The SENCO at King Ethelbert School is Mrs Ellie Eales ellieeales@kingethelbert.kent.sch.uk.

In the first instance if a parent has a concern they are encouraged to speak to the form teacher or subject teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution of the issue.

A copy of our full complaints procedure can be found on our website

All of the policies mentioned in this report and further information about SEND can be found on the King Ethelbert School website: <http://www.kingethelbert.com/>

Where can I find your school's accessibility plan?

The accessibility plan is located within the Required Information section for parents.

Created by:Ellie Eales

Role: SENCO

Date created: 15.9.22

Next Review: September 2023

Appendix C

Dane Court Grammar School

Accessibility plan

Contents

1. **Aims**
2. **Legislation and guidance used**
3. **Access to the building**
4. **Access to the curriculum**
5. **Action plan**
6. **Monitoring arrangements**
7. **Links with other policies**

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Dane Court Grammar School we develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

We encourage our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Specifically, we;

- Create responsible independent learners
- Provide an excellent academic education
- Foster a respectful, caring, supportive school community
- Provide an excellent education in life skills
- Develop respectful and confident international citizens.

Each child who joins our the Dane Court school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Our building and grounds also supports our inclusive vision for our students. Dane Court Grammar School was 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 are 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.

Our building accommodates:

- Hearing and visual impairments
- Learning disabilities
- Ambulatory disabilities
- Wheelchair users

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We currently have links with the NHS occupational therapy team, the specialist teaching and learning service for physical disabilities and

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Access to the building

There are various elements of the accessible design evident on the campus which include:

Power assisted sliding doors to the entrances of the majority of the buildings

Level access to buildings.

Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC fixtures and fittings, handrails, lift controls, door handles and light switches.

Vision panels including, as appropriate, manifestations.

Acoustic seals.

Passenger lifts with accessible controls and a voice announcer.

Lift access to all floors.

Unrestricted lift access provided for events where visitors are accessing the school.

Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of the correct height for wheelchair users.

Sufficiently wide entrance doors to classrooms.

Hearing enhancement systems in the Heart, Theatre and Sports Hall.

Height adjustable tables in curriculum areas and at least one height adjustable workstation or bench per specialist curriculum area.

Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height to avoid interference with hearing aids. All light fittings are being changed to diffused LED units.

Visual beacons linked to the fire alarm system in unsupervised areas (WC's) for people with hearing impairments.

Visual beacons linked to the fire alarm system in noisy curriculum areas e.g. music and drama.

All areas have visual detector bases.

Refuge areas.

Split level reception areas and counters.

Access to a portable vertical rise lift to access the stage in the main building.

Tactile paving.

Two accessible car parking spaces.

Directional and identification signs with sufficient visual contrast between text and signboard with case sensitive text to enable easier reading for partially sighted people or people with learning difficulties.

Meeting Rooms provided on the ground floor for ease of access to visitors.

Dane Court Grammar School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users.

The duties include:

External routes are kept clean, unobstructed and free of surface water, snow and ice.

Designated car parking spaces are not used by non-disabled drivers and are kept clear of obstructions.

Door closures and door ironmongery is maintained.

Spaces required for wheelchair manoeuvres are kept free from obstruction.

Lifts are checked quarterly for proper functioning.

WC's are not used as unofficial storage areas.

Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.

Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.

Windows, lamps and blinds are kept clean to maximise available light.

Blown light bulbs are swiftly replaced.

Air conditioning and heating units are regularly maintained to minimise noise due to wear.

Exit routes are checked daily for freedom from obstacles (including locked doors) and combustible materials.

Alarm systems (including those in WC's) are checked weekly.

Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with colour contrasts, signs will be updated etc.

4. Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs
- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

5. Action plan

Planned actions to increase the extent to which disabled students and can participate in the curriculum and access the environment

Issues	Planned actions	Date to be reviewed
No braille signage or provision available for a student with braille to attend	Explore where braille signage might be required for visitors Research how we would develop VI resources should a blind student attend our school Senco to liaise with district STLS for VI students to review the Year 6 into Year 7 cohort, allowing time for preparation of resources.	
Prepare more effectively for disabled visitors and students to gain access to extra-curricular events, in particular, performances in the theatre	Introduce tick box on wisePAY, and reply slips for events to indicate if any access requirements are necessary. Ensure that the lift for the stage is provided if there is any potential for the need for disabled access to the stage.	

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs and Disabilities Policy and SEN information report

Appendix D

King Ethelbert School

Accessibility plan

Contents

1. Aims
2. Legislation and guidance used
3. Access to the building
4. Access to the curriculum
5. Action plan
6. Monitoring arrangements
7. Links with other policies

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At King Ethelbert School we encourage our students to be individuals and to take responsibility for their own choices as well as teaching them tolerance and respect towards others. We develop in our students an international approach to society and an appreciation and understanding of the culture, history and languages of other countries. We want our students to be citizens of the world, to be active, compassionate, life-long learners and to develop the confidence to know and understand their own worth and purpose.

Specifically, we;

- Create responsible independent learners
- Provide an excellent academic education
- Foster a respectful, caring, supportive school community

- Provide an excellent education in life skills
- Develop respectful and confident international citizens.

Each child who joins our King Ethelbert school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Our building and grounds also supports our inclusive vision for our students. King Ethelbert School benefitted from the Building Schools for the Future (BSF) process. The design of the new 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. 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. There are a small number of classrooms upstairs near reception that are not served by a lift. If a student is physically disabled they are not timetabled into these rooms. If a student is temporarily impaired physically and is scheduled to use one of the upstairs classrooms then the whole of the class will be relocated.

Our buildings accommodate:

- Hearing and visual impairments
- Learning disabilities
- Ambulatory disabilities
- Wheelchair users

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We currently have links with the NHS occupational therapy team, the specialist teaching and learning service for physical disabilities and the school nurse.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Access to the building

There are various elements of the accessible design evident on the campus which include:

Power assisted sliding doors to the entrances of the majority of the buildings

Level access to buildings.

Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC fixtures and fittings, handrails, lift controls, door handles and light switches.

Passenger lifts with accessible controls and a voice announcer.

Lift access to all floors.

Unrestricted lift access provided for events where visitors are accessing the school.

Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of the correct height for wheelchair users.

Sufficiently wide entrance doors to classrooms.

Height adjustable tables in science.

Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height to avoid interference with hearing aids.

Refuge areas.

Access to a portable vertical rise lift to access the stage in the main building.

Three accessible car parking spaces.

Directional and identification signs with sufficient visual contrast between text and signboard with case sensitive text to enable easier reading for partially sighted people or people with learning difficulties. The signs also include brail.

Meeting Rooms provided on the ground floor for ease of access to visitors.

King Ethelbert School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users.

The duties include:

External routes are kept clean, unobstructed and free of surface water, snow and ice.

Designated car parking spaces are not used by non-disabled drivers and are kept clear of obstructions.

Door closures and door ironmongery is maintained.

Spaces required for wheelchair manoeuvres are kept free from obstruction.

Lifts are checked quarterly for proper functioning.

WC's are not used as unofficial storage areas.

Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.

Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.

Windows, lamps and blinds are kept clean to maximise available light.

Blown light bulbs are swiftly replaced.

Air conditioning and heating units are regularly maintained to minimise noise due to wear.

Exit routes are checked daily for freedom from obstacles (including locked doors) and combustible materials.

Alarm systems (including those in WC's) are checked weekly.

Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff. These are maintained by the SENCo and Site Team.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs. Staff who teach students who require a PEEP are given the document so that they understand their responsibility to these students.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with

colour contrasts, signs will be updated etc.

4. Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs
- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

5. Action plan

Our site is accessible for students, parents/carers and staff with a physical disability, hearing or sight impairment. Our provision is always under review, however, to ensure that the needs of all individuals are met every year by making reasonable adjustments.

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs and Disabilities Policy and SEN information report.