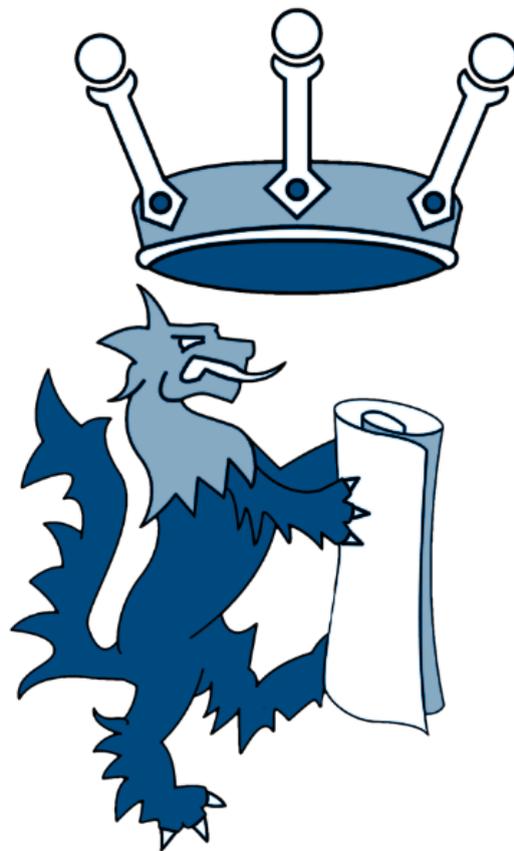


SEND Policy

The Sittingbourne School



Approved by: Lynne Lawrence

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At The Sittingbourne School, we believe that neurodiversity is something which should be celebrated. Staff and students accept, respect and value the diverse backgrounds of our school community and the part that we all have to play in creating an inclusive and supportive environment where all students have their needs met so that they can become successful individuals who can confidently take part in a 21st Century world.

At The Sittingbourne School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance: literacy difficulties, dyspraxia, speech and language needs, ADHD, ASD and learning difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with an EHCP with the following kinds of special educational need: cognition and learning, communication and interaction, social mental and emotional health and physical and/or sensory. Decisions on the admission of students with an EHCP are made by the Local Authority.

The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Legislation and Guidance

This information is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This information was developed with regard to the SEN Code of Practice 2015 and will be reviewed annually.

3. Definitions

Definition of SEN

- A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
- 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is: '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, pg. 5)

4. Roles and Responsibilities

4.1 The SENDCO:

The SENDCO at The Sittingbourne School is Laura Jewiss, who is a qualified teacher and has been accredited by the National Award for SEN Coordination. She also holds the following qualifications:

- Post Graduate Certificate in SEN Coordination
- Certificate of Psychometric Testing, Assessment and Access Arrangements
- The British Psychological Society –test User: Educational, ability/Attainment
- ASDAN centre Co-ordinator (COPE)

Laura Jewiss is available on extension 237 or email: laura.jewiss@swale.at

Laura Jewiss is responsible for overseeing the provision of SEND across both of our specialist resource provisions and within mainstream.

4.2 Mainstream

The Assistant SENDCOs for SEND students in Mainstream are Nathan Rigby: Nathan.Rigby@swale.at, Katie Thomson: katie.thomson@swale.at and Sally Hills: sally.hills@swale.at.

4.3 The Speech and Language - Specialist Resource Provision

The Assistant SENDCO for SEND students in The Speech and Language Specialist Resource Provision is: Liz.Dunk@swale.at

4.4 The Hearing Impaired - Specialist Resource Provision

In our Hearing Impaired Unit, we also have a Teacher of the Deaf, who leads this provision:

Specialist Teacher of the Deaf: Sharon Pritchard: Sharon.Pritchard@swale.at

4.5 Responsibilities of the SENDCO, The Specialist Resource Provision Lead and the Assistant SENDCOS

The SEND Leadership Team 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 co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Ensure that the mainstream core standards are implemented to support the inclusion of all students with SEND

4.6 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCOs to determine the strategic development of the SEND policy and provision in the school

4.7 The Deputy Headteacher

The Deputy Headteacher will:

- Work with the SENDCO 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 SEND

The Deputy Headteacher responsible for SEND is January Lorman. Her email address is january.lorman@swale.at.

4.8 Class Teachers

The class teachers will be responsible for:

- Reading and implementing the strategies outlined on individual student learning passports.
- Employing quality first teaching strategies throughout all lessons to meet the needs of all students.

- 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
- Providing the SEND team with any information requested.
- Ensuring they follow the SEND policy and are aware of any amendments or updates.

5. The SEND Information Report

5.1 The types of SEND that are provided for:

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

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

5.2 Identifying students with SEND and assessing their needs:

Class teachers and families have access to a Google form entitled 'Report SEND Concern' this enables them to raise concerns with the SEND Leadership team so that observations and assessments can be actioned.

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 families. 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.

5.3. Once a SEND has been identified

When a student has been identified as having special educational needs because special educational provision is being made for them, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Families 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.

Where progress is not sufficient, even if a special educational need has not been identified, extra support will be offered. Examples of extra support include: dyspraxia intervention, Social Use of Language Programme, Sounds~Write, precision teaching, memory skills, handwriting, ADHD and ASD mentoring, supported lunchtime quiet and games rooms, basic maths skills, homework support, Accelerated Reader, time out space, Mindfulness, Lexia, mind-mapping and OSL.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, we will use a range of assessment tools to determine the cause of the learning difficulty. At The Sittingbourne School, we are experienced in using the following assessment tools for students causing concern:

- British Picture Vocabulary Scale (BPVS)
- Wide Range Achievement Test (WRAT 5),
- Detailed Assessment of Handwriting Speed (DASH)
- Wechsler Individual Achievement Test (WIAT-11)
- Cognitive Ability Tests (CATs)
- Wide Ranging Assessment of Memory and Learning second edition (WRAML2),
- Raven's,
- Dyslexia (LASS)

We also have access to external advisors who are able to further support the assessment process. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be reviewed regularly and refined or revised, if necessary.

We will ensure that all teachers and support staff who work with the student are aware of the support provided and the teaching approaches to be used.

5.4 Consulting and involving students and families:

We will have an early discussion with the student and their family when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the families' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their families.
- We will formally notify families when it is decided that a student will receive SEND support.

All families of students at The Sittingbourne School are invited to discuss the progress of their children on progress evenings, and will also receive reports on their progress, attainment and effort. In addition, we are happy to arrange urgent meetings outside these times.

As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. If, following this normal provision, improvements in progress are not seen, we will contact families to discuss the possible use of external assessments, which will help us to better address these needs.

In addition to this, families of students with an EHCP are invited to contribute to and attend annual reviews, which wherever possible, will also include other agencies involved with the student.

5.5 Assessing and reviewing student progress towards outcomes

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

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the 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 families
- The student's own views
- Advice from external support services, if relevant

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.

5.6 Supporting LAC and EAL students with SEND

Our LAC and EAL Coordinator is Lisa La Haye . She works closely with the SEND Leadership Team and teachers of LAC and EAL students to ensure that these students are adequately supported so that if they require additional support or interventions due to SEND, these are in place and are evaluated and reported on for reviews.

5.7 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to and from. We will agree with families and students which information will be shared as part of this.

For students with EHCPs, this process starts earlier. The SEND Leadership Team works closely with both the Year 7 Transition Lead and the Careers Lead to support all students with SEND needs and ensure that they can transition between phases and into adulthood seamlessly.

At The Sittingbourne School, we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Our primary liaison team visits our feeder schools to gather relevant information and arrange a three day transition period in July. We also contribute information to a students' onward destination by providing information to the next setting when requested.

5.8 Our approach to teaching students with SEND

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

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. The quality of teaching for all students is regularly monitored. This includes reviewing, and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. SEN Code of Practice (2015, 6.37)

At The Sittingbourne School, the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. These can be found on the website below:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding.'

5.9 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 font, etc. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.10 Additional support for learning

We have 20 teaching assistants who are trained to deliver interventions such as:

- Lexia Reading Programme
- Sounds write
- English Precision teaching
- Mind Mapping
- Maths Intervention
- Spelling Intervention
- Lego Intervention
- Social Skills
- ASD intervention
- Friendship Skills
- Speech and Language
- Daily Meet
- Daily debrief
- Emotional Literacy
- Mentoring
- Vulnerable groups
- Safe Space (unstructured time)
- ADHD Intervention
- Touch Typing
- Handwriting

Teaching assistants will support students on a 1:1 basis or in small groups, depending on what is required.

5.11 Expertise and training of staff

Our SENDCO has over 10 years experience in this role and has worked as a Teaching Assistant and an English Teacher with SEND classes for 30 years.

The SENDCO is allocated 20 50 minute periods a week to manage SEND provision. As well as this, we now have four Assistant SENDCOs who are allocated 11 50 minute periods per week.

We have a team of teaching assistants, including a range of higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

Whole school / legal training:

- Safeguarding – updated annually
- data protection
- well-being
- keeping children safe in education
- Online Safety
- Child protection
- Differentiation

Training related to Speech and Language Students:

- Training for readers, scribes, invigilators
- Speech, language and communication
- The SEN Code of Practice

Additional SEND courses (often completed by several members of staff)

- Using the 5-point scale
- Attachment
- Allergywise
- Adverse childhood experiences
- Dealing with Bereavement & Loss
- Understanding autism
- Adding value through a more coordinated approach to supporting low attaining students

Speech and Language Therapy is also provided for students where the provision is outlined in their EHCP.

5.12 Evaluating Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals in terms 2, 4 and 6
- Reviewing the impact of interventions after one cycle
- Using student questionnaires
- Monitoring by the SEND team
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

There is a schedule of observations for both teachers and teaching assistants that runs throughout the academic year. These inform the appraisal process and are linked to staff CPD development and department reviews and are on-going.

5.13 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All clubs, trips and activities offered to students at The Sittingbourne School are available to students with special educational needs either with or without an EHCP. Where it is necessary, the school will use available resources to provide additional adult support enabling the safe participation of the student in the activity.

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

Relevant risk assessments, reasonable adjustments and careful considerations regarding staffing will be made before a trip takes place.

Some activities may not be available to students with a physical disability where the venue does not have suitable accessibility, and where this is beyond the trip leader's control.

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.

Further information regarding this can be found in our Accessibility Plan.

5.14 Support for improving emotional and social development

At The Sittingbourne School, 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 Character Education, personal development time, anger management groups and indirectly with every conversation adults have with students throughout the day.

For some students with the most need, we also provide the following:

- Mindfulness
- Mentoring (Staff and Peer)
- External referral to CYPMHS
- The Link
- Resilience Conversations
- Referrals to the Wellbeing Team
- Referrals to the school counsellor

5.15 Working with other agencies

The school has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service.
- Membership of a professional network for SENDCOs (NASEN) and a local SENDCO forum.

5.16 Additional Support

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school, and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resourcing is required. The school receives notional top-up funding to meet the needs of SEND students. We are required to evidence that we have spent at least £6,000 on a student before we can apply for additional funding for a specific student. The local authority may agree to fund a restricted number of interventions once the £6,000 has been reached.

5.17 Preparation for Adulthood and Careers

Our careers specialist Amanda Seymour is now supported by one of our Assistant SENDCOs, Katie Thomson to ensure that provision for our Year 11 students is effective leading to suitable further education placements.

5.18 SEND Support in Sixth Form

SEND support is continued into our sixth form, access arrangements are in place to support students with SEND in sixth form. Staff here are also able to use our 'Report SEND Concern' form to identify any students who may benefit from additional support from the SEND Team.

5.19 Complaints about SEND provision

If a family member is concerned about the SEND provision at The Sittingbourne School they should, in the first instance, discuss the matter with the SENDCO. In our experience most matters of concern can be resolved positively in this way. Members of the school's Senior Leadership Team may be involved at this stage without the need for a formal complaint. Receipt of the complaint will be acknowledged within 5 school days and a response will be provided within 10 school days of the complaint being raised.

If the complaint is not resolved at this stage, a formal complaint should be made in writing by completing the Complaint Form (found in Appendix 2 of the school's complaints policy) for the attention of the Head of School via the office. Receipt will be acknowledged within 5 school days. The Head of School reserves the right to allocate the investigation to another member of the Senior Leadership Team where deemed appropriate. An appointment will be made to meet within 7 school days.

All complaints are taken seriously and most complaints are normally resolved at this stage. The outcome of the investigation will be communicated within 15 school days. This will be in the form of a written response, with full explanation of the decision and the reason for it, as well as any action taken.

If the complaint is not resolved following the response from the Head of School then the complaint should be made in writing within 10 school days of the decision at Stage 2 for the attention of the Executive Headteacher via the Trust Governance Officer at the Trust Office. Receipt will be acknowledged within 5 school days. The Executive Headteacher reserves the right to appoint a member of the Trust's Senior Executive Team to investigate the complaint at this stage. The outcome of the investigation will be communicated within 15 school days with a full explanation of the decision and the reason for it as well as any action taken.

Should the complaint still remain unresolved, complaints should be written and received by the Chief Executive Officer (CEO) within 10 school days of the decision at Stage 3. The complaint should be addressed to the CEO via the Trust Governance Officer at the Trust Office and should set out why you remain unhappy and what you wish to see happen. This will be acknowledged within 5 school days. A Complaints Panel, of at least three people, will be convened within 20 school days. None of the members of the Complaints Panel will have been directly involved in any previous consideration of the complaint. One of the members of the Complaints Panel will be independent of the management and running of the Trust.

NB. There are some circumstances, usually for children who have an EHCP where there is a statutory right for families to appeal against a decision of the Local Authority. Complaints, which fall within this category, cannot be investigated by the school.

The families of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.19 Contact detail of support services for families of students with SEND

Information Advice and Support Kent (IASK) provide free, impartial, confidential, advice, support and options around educational issues for families who have children with special educational needs or disabilities (0-19). They empower families to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

E-mail: iask@kent.gov.uk

Website: <http://www.kent.gov.uk/iask>

5.20 The Local Authority Offer

The local offer can be found using the following link:

<https://www.kelsi.org.uk/special-education-needs/send-information-hub>

Families without internet access should make an appointment with a member of the SEND team for support to gain the information they require.

6. Monitoring Arrangements

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

It will be approved by the governing board.

7. Links with other policies

This policy links to our policies on:

The Sittingbourne School:

- TSS Accessibility plan
- TSS Behaviour Policy
- TSS Admissions Policy
- TSS Anti-Bullying Policy
- TSS Child Protection and Safeguarding Policy and Procedure
- TSS Equality Statement
- TSS Children with health needs who cannot attend school policy
- TSS Health and Safety Policy

- TSS Supporting Students with Medical Conditions

The Swale Academies Trust:

- SAT Supporting Students with Medical Conditions
- SAT Complaints Policy
- SAT Equality Statement