

SEN School Offer: October 2019

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 SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This information should be read in conjunction with the following school policies:

Behaviour/Discipline, Equalities, Safeguarding, Homework, Complaints, Ill health or Accidents while a Child is at School or in the Care of School Staff, Literacy, Language and Communication, Educational Visits.

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

Definition of SEN

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

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

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (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)

1. SEN Provision

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 pupils 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 pupils with an EHCP are made by the Local Authority. The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Identification and assessment

At The Sittingbourne School, we review the academic progress of all pupils six times a year. We also use a range of assessments with all pupils at various points: On entry, the following assessments are used:

- Cognitive Ability Tests
- Reading age using the Hodder Group Reading Test.
- Students whose reading ages cause concern are then further screened using an Initial Decoding Assessment.
- In KS3, Reading ages are also tested at the end of every academic year.

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 AS D mentoring, home reading programme, supported lunchtime quiet and games rooms, basic maths skills, homework support, Accelerated Reader, time out space, Sophrology, Mindfulness, Sumdog, Lexia, mind-mapping and OSL (KS4 only).

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, 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) and Irlen's Screening.

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 pupil to make better progress. These will be reviewed regularly and refined / revised if necessary.

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

3a. Evaluating Effectiveness of Provision

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.

3b. Assessing and Reviewing the Progress of Pupils

Pupils in the school have their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. For the list of assessments used at The Sittingbourne School, please refer to point 2.

3c. Teaching Pupils with Special Educational Needs

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. The quality of teaching for all pupils is regularly reviewed. 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 (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:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

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 SEN funding'

3d. The Curriculum and Learning Environment

At The Sittingbourne School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided through results of assessments, both internal and external, and the strategies identified in EHCPs.

3e 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 pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case; a list of the interventions offered can be found under point 2.

3f School Activities

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

3g Emotional and Social Development

At The Sittingbourne School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance Character Education, tutor time, SEAL and anger management groups and indirectly with every conversation adults have with pupils

throughout the day. For some pupils with the most need, we also provide the following: Sophrology, Mindfulness, mentoring with a member of the pastoral teams, external referral to CYPMHS, The Link, (time-out space for pupils to use when upset or agitated), re-integration via our pupil support provision or a referral to the school counsellor.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

4. The SEND Co-ordinator

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

Post Graduate Certificate in SEN Co-ordination

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 Laura.jewiss@swale.at

In 2018, the school appointed an assistant SENCO-Tara Chapple who is a qualified teacher with several years of experience working with students with SEN.

5. Expertise and training of staff

All teachers and teaching assistants have had or will receive the following awareness training: ADHD, ASD, dyspraxia, speech and language, literacy, learning and memory difficulties.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Meadowfield, the Educational Psychologist, speech and language therapist, occupational therapists and the Specialist Teaching Service. The cost of training is covered by the notional SEN funding.

6. Equipment and Facilities

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. Parental Involvement

All parents of pupils at The Sittingbourne School are invited to discuss the progress of their children on parents' evenings, and will also receive a written report. In addition, we are happy to arrange urgent meetings outside these times. As part of our normal teaching arrangements, all pupils 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 pupil has a special educational need. If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the possible use of external assessments, which will help us to better address these needs.

In addition to this, parents of pupils with an EHCP are invited to contribute to and attend reviews, which, wherever possible will also include other agencies involved with the pupil.

8. Involving Young People

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9. Complaints

The normal arrangements for the treatment of complaints at The Sittingbourne School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the subject teacher, SENCO, head of pastoral care or 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 contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

10. Involving Other Bodies

The school has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of a professional network for SENCOs (NASEN) and a local SENCO forum.

11. Support Services for pupils with SEN

Information Advice and Support Kent (IASK) provide 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

E-mail: iask@kent.gov.uk

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

12. Transfer between Phases

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

13. Local Authority's Offer

The local authority offer can be found on: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Next Review January 2020

Exam Access Arrangements Policy 2019-2020

It is important to note that a diagnosed condition, such as dyslexia, ASD etc., does not necessarily mean an entitlement to an EAA. The over-riding requirement is 'normal way of working'. Students are considered on individual need.

The Rationale for Exam Access Arrangements (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAAs should reflect the **normal way of working** for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- EAAs are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs are not intended to give an unfair advantage.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- **EAAs may vary between subjects because different subjects and methods of assessments may have different demands.**
- An alternative assessment route may be available within the specification.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled.

The Exam Access Arrangements that are available

- Supervised rest breaks
- Extra time
- Computer reader/reader /reading pen
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations

Other arrangements for candidates with disabilities

- Bilingual translation dictionaries
- Modified papers (e.g. coloured/enlarged paper)
- A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA **must be a student's normal way of working with evidence provided**. The Joint Council for Qualifications (JCQ) prefers all other EAA to extra time.

Evidence needed for Exam Access Arrangements

Depending on the arrangement required, various pieces of evidence are required to apply for an Exam Access Arrangement from JCQ. These include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools
- Subject teachers – examples of work as appropriate
- Results of assessments by the school appointed assessor. e.g. reading/comprehension scores, writing tests and tests of processing speed

Staff roles in determining and managing EAA

Examinations Officer:

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To ensure the agreed EAA provision is updated in Sims Exams tool.
- To put in place (in conjunction with the SENDCo) any on day provisions – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement, and to ensure zero disruption for other students also sitting exams.

SENCO:

- To ensure there is a 'whole centre' approach to access arrangements. It is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s)/SENDCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- To manage any on the day questions and queries regarding EAA provision
- The SENDCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENDCO in determining and implementing appropriate access arrangements.
- Ideally, the SENDCO will also be the in-house specialist assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications. At The Sittingbourne School, the SENDCo is also the specialist assessor.

Specialist Assessor:

- To monitor students at KS3, provide strategies for class teachers and build a picture of need and provision.
- To administer recognised psychometric testing after gathering evidence from teachers, student interviews and classroom observations.
- To assist the SENDCO in the decision-making process about EAA.

Teaching Staff:

- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCO.

- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct EAA are in place for termly assessments and mock examinations.

Deadlines for making EAA applications

EAA should be in place at the beginning of Year 10 so that they become a student's normal way of working.

Year 9 end of year exams should be used to identify students who may benefit for EAA. Class teachers should forward names to their subject leader when requested to do so before the school rollover date.

Year 10. It is recognised that some students may slip the net and teachers may identify students at the beginning of Year 10. Further concerns can be raised up until the fourth week of Term 1. This allows the SENCO/specialist assessor time to complete assessments and ensure that EAA are a student's normal way of working.

Students with EHCPs, will automatically be considered for access arrangements so will not need to be referred by class teachers.

Timelines towards awarding an EAA

Year 7-11

1. 2. KS3 - Teachers monitor students closely and gather evidence of need for EAA. EAA trialled in tests/exams.
2. Year 9 summer term – Form 8 completed based on evidence supplied by teachers. Specialist Assessor then tests students. SENCO applies online and informs the examinations officer.
3. KS4 – EAA in place and being used regularly.
4. Students must use EAA in KS4 mock exams or lose them. (If not used, they would not be considered 'normal way of working').

Post 16

1. Students declare EAA they had at KS4 when they apply to Swale Sixth Form.
2. For students new to The Sittingbourne School, the SENCO will contact feeder schools for evidence of EAA at KS4. Students who studied KS4 at The Sittingbourne School should already have EAA in place.
3. Considering evidence received from previous schools, the Specialist Assessor carries out any testing necessary during Term 1 and the SENCO applies/reapplies for EAA.

Procedure for medical letters

1. Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely based on a medical letter.
2. Students requesting separate invigilation for anxiety related conditions will require medical evidence of a diagnosed condition.

Private assessments/Educational Psychologist reports

We may choose not to accept these as it is discriminatory against students who cannot afford a private report. We can only accept private reports as part of wider school evidence. A student's 'normal way of working' in school is paramount. EAAs cannot be awarded purely based on a private

assessment/ report. In line with JCQ guidelines, where we choose to accept or reject a privately commissioned report from an external professional, the head of centre or a member of the senior leadership will provide a brief, written rationale to support this decision, which will then be available for inspection purposes.

Policy for the use of Word Processors

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The word processor must reflect the candidate's normal way of working within the centre.

Candidates who would benefit from the use of a word processor might have:

- A learning difficulty which has a substantial and long -term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting

This list is not exhaustive.

Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations – usually in the spring or summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed for up to 5 years. Examples of malpractice include:

- Students being granted EAA which are not their normal way of working
- EAA being 'suddenly' granted before examinations
- EAA being granted when a student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a mock examination and still being allowed it in the real examination

Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website: <http://www.jcq.org.uk/>