

SEND Policy

The Sittingbourne School



Approved by: Lynn Lawrence

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Contents

1. Introduction
 2. SEND Provision at The Sittingbourne School
 3. Identification and Assessment
 4. The SEND Coordinator
 5. Expertise and Training of Staff
 6. Equipment and Facilities
 7. Parental Involvement
 8. Student Involvement
 9. Complaints
 10. Involving other bodies
 11. Support for Students with SEND
 12. Transfer between phases
 13. Local Authorities Offer
 14. Policy Review
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1. Introduction

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, Equalities, Safeguarding, Independent Learning, 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)

2. SEND Provision at The Sittingbourne School

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.

3. Identification and Assessment

At The Sittingbourne School, we review the academic progress of all students six times a year. We also use a range of assessments with all students 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 ASD 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 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 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 student 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 student 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 students

students in the school have their progress tracked six times per year. In addition to this, students 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 students with Special Educational Needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching for all students is regularly reviewed. 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)

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/student_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 students 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 students requiring SEN support. The amount of support required for each student 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 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 the resources available to it to provide additional adult support to enable the safe participation of the student 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 students 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 students throughout the day. For some students 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 students to use when upset or agitated), re-integration via our student support provision or a referral to the school counsellor.

students 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 SENDCO Coordinator

The SENDCO at The Sittingbourne School is January Lorman, 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)

January Lorman is available on extension 287 or email: jane.lorman@swale.at

In 2020, the school appointed a new assistant SENDCO-Gina Pretlove 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 students 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 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 parents to discuss the possible use of external assessments, which will help us to better address these needs.

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

8. Student Involvement

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

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, SENDCO, 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 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 a professional network for SENDCOs (NASEN) and a local SENDCO forum.

11. Support Services for Students with SEND

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>

13. Local Authority's Offer The local authority offer can be found on:

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

12. Transfer between phases

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 visit our feeder schools to gather relevant information and arrange a one week transition period in July. We also contribute information to a students' onward destination by providing information to the next setting when requested.

13. Local Authority Offer

The local authority offer can be found on:

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

14. Policy Review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.