



## WROTHAM SCHOOL

# Special Educational Needs and Disability Policy

### Document Review

<b>Governors approval Date:</b>	<b>May 2024</b>
<b>Committee Responsible:</b>	<b>Local Governing Body</b>
<b>Next Review Date:</b>	<b>May 2025</b>

### Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and in equality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

All parents of pupils of Wrotham School were consulted regarding the development of the SEN Policy via the School Website and paper copies were sent home to those on the SEN register at the time. Further consultation was arranged via the SEN specific Parent Voice Consultation Group.

This policy is updated annually by the SENCO and reviewed by the Governing body for approval and as such, acts as the SEND Information Report.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Children and Families Act 2014

SEND Code of Practice 0 – 25 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

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

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

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

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

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

Behaviour and Values Policy, Accessibility Policy, Equality Statement, Safeguarding Policy and Information, Homework Policy, Complaints Policy.

### **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 (2014, 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 (2014, p5)*

#### **1. The name and contact details of the SEN Co-ordinators are:**

Mrs S Hann who is a qualified teacher, Assistant Headteacher and is undertaking the National Award for SEN Co-ordination.

Whilst Mrs Hann is on maternity leave, the SENCO is Miss K Allen, who is a qualified teacher, Assistant Headteacher and will be undertaking the NPQ in SEN from September 2024.

Miss Allen is available on 01732905860 or [kallen@wrotham.kent.sch.uk](mailto:kallen@wrotham.kent.sch.uk)

On return from her maternity leave, Mrs Hann is available on 01732 905860 or [shann@wrotham.kent.sch.uk](mailto:shann@wrotham.kent.sch.uk)

#### **2. The kinds of special educational need for which provision is made at the school**

At Wrotham School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care plan, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, learning, physical and medical 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 Education, Health and Care plan with the following kinds of special educational need: Autistic Spectrum Disorder and Speech, Language and Communication Needs. We also have children with some complex physical needs. Decisions on the admission of pupils with an Education Health and Care plan are made by the Local Authority.

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

### **3. Information about the policy for identification and assessment of pupils with SEN**

At Wrotham School we monitor the progress of all pupils 3 times a year to review their academic progress in our data collection points. We also use a range of assessments with all the pupils which include:

- Annual whole school reading and comprehension tests
- Character strengths and behaviour points awarded
- Classroom observations
- Use of teacher assessment data to monitor progress
- Medical or other outside agency reports such as STLS, Educational Psychologist reports and Speech and Language Therapy reports.
- Assess well-being and involvement using appropriate tools such as Leuven scales and the Boxall Profile
- Exam access testing in year 9 onwards
- Dyslexia screener
- Dyscalculia screener
- Complete Universal level of Mainstream Core Standards and take to review (LIFT)  
<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- One to one in class support
- Small group in class support
- One to one out of class support
- Small group out of class support
- Reading catch up
- Literacy catch-up
- Numeracy catch-up
- Little Wandle; systematic synthetic phonics programme.
- SPARX reading comprehension programme.
- Touch typing
- Well-being clubs.
- EAL Mentoring
- Homework club
- Individual transition programme
- Social Skills
- Lego Therapy
- Support from our Therapy dog, Buddy.

- A service level agreement from the Educational Psychologist.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Wrotham School, we are experienced in using the following assessment tools as described above. In addition, we have access to external advisors who are able to assess in the following areas:

- Speech and Language skills
- Visual Impairment Assessment
- Hearing Impairment Assessment
- Grange Park ASD specialist
- Cedars Pupil Referral Unit
- Health Needs Education Adolescent Unit
- Physical disability support
- Nexus specialist school
- The Rosewood School
- NELFT (ASC/ADHD and mental health support)

If the pupil 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 pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This is shared through a student profile/pupil passport and or a provision plan.

#### **4. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:**

##### **4a. How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 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

For pupils on the SEN register with or without 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

**4b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked 3 times a year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Wrotham School are listed in section 3. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

**4c. The school’s approach to teaching pupils with special educational needs**

High quality teaching, adapted 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 follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments as listed in section 3. Some of these are delivered by additional staff employed through the funding provided to the school as High Needs Funding.

**4d. How the school adapts the curriculum and learning environment for pupils with special educational needs**

At Wrotham 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 as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors are continually striving to make improvements to the school's environment, curriculum and quality of staff training.

**4e. Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In a few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up funding.

**4f. How the school enables pupils 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 to pupils at Wrotham School are available to pupils 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 it to provide additional adult support to enable the safe participation of the pupil in the activity

**4g. Support that is available for improving the emotional and social development of pupils with special educational needs**

At Wrotham 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 RSHE, Progress Group Time, assemblies and other activities and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to the school counsellor, mentor time with member of senior leadership team, external referral to Children and Young People's Mental Health Services (CYMPHS), time-out space for pupil to use when upset or agitated, MAC team and other individual interventions as appropriate.

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. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

**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 Teaching Assistants have completed the school's induction training as well as more specific SEN training. We endeavour to employ staff with Level 3 or above qualifications including the NVQ in Learning Support. We actively encourage staff to attend courses throughout the year, which will enhance our provision.

Our Teachers and Teaching Assistants receive regular SEN training as part of the school's INSET and CPD programmes. This includes CPD from external providers such as the Educational Psychologist.

All staff have received behaviour leadership training, safeguarding training, trauma awareness training and training in specific areas of SEN.

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:

- Language and Learning Support Service
- NEXUS school
- Five Acre Wood School
- Grange Park Specialist School
- Educational Psychology Service
- ASC Support Specialist
- Speech and Language Therapy Service
- Children and Young People's Mental Health Services (CYMPHS)
- Local Inclusion Forum Team (LIFT)
- Specialist SEN LIFT surgeries
- Specialist Teaching and Learning Service
- Inclusion Panels
- Early Help support for children and parents
- Occupational Therapist (StarJumpz)

The cost of training is covered by the notional SEN funding.



**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 with High Needs Top up funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

**7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Wrotham School are invited to discuss the progress of their children on at least 1 occasion per a year and receive a report/grade sheet 3 times a year. In addition, we are happy to arrange 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 use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils 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 pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have 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-centered 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. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Wrotham School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Progress Group Leader and Subject Teacher or Head of Year in the first instance to resolve the issue before making the complaint formally via our complaints process. See complaints policy on the school website. If the complaint is not resolved following investigation and consideration, then this can be escalated to the Chair of Governors.

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.

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

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have instructed the school to engage with the following bodies if required:

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service
- Link to Disabled Children’s Service for support to families for some pupils with high needs
- Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice.
- Membership of professional networks for SENCO including the local SENCO forum, NASEN.
- Tonbridge and Malling Secondary Transfer Inclusion Network Group (STING) to support with KS2 to KS3 transition.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

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 (0-25). 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- Friday 9am-5pm.

**Website:** [iask.org.uk](http://iask.org.uk)

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Wrotham 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. We make visits to Primary Schools to;

- Taster sessions prior to offer day
- School tours prior to offer day
- Meet with the SENCO, class teacher and pupil
- Transition days
- Parents' Information Evening
- SEMH transition in conjunction with STLS
- For students with Special Educational Needs, a Student Profile developed prior to the pupil starting at the school.

**Post-16 Transition**

- Students receive support for Kent Choices
- Year 11 Information Evenings
- Careers advice and guidance in line with Gatsby Benchmarks
- Students with Education, Health and Care Plans start planning for adulthood in year 9 as part of the annual review process
- Work experience available to all year groups for one day per year in term 6
- Access to annual careers fair
- National Apprenticeship Week
- Assemblies from external providers
- CV building support

We also contribute information to a pupil's onward destination by providing information to the next setting.

**13. Information on where the local authority’s local offer is published.**

The local authority’s local offer is published on KCC Website and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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

**14. Further Information**

Further information regarding Wrotham School’s SEN ethos, approaches to identifying SEN, Access Arrangements as well as frequently asked questions can be found at the school’s website: <https://www.wrothamschool.com/information/sen/>

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