



Highsted Grammar School

Special Educational Needs And Disability Policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AIM

Highsted Grammar School is a fully inclusive environment that welcomes and understands students with additional needs. We aim to create a learning environment in which children and young people are supported and empowered to overcome challenges and fulfil their potential.

Through the provision of a broad and balanced curriculum for all students we aspire to build self-esteem and help overcome barriers to success.

DEFINITION OF SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: Has a significant greater difficulty in learning than the majority of others of the same age; or 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.'

(DfE/DoH 2015: 15-16)

DEFINITION OF DISABILITIES

'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'.

(DfE/DoH 2015:16)

1. The kinds of special educational need for which provision is made

We can make provision for every kind of frequently occurring special educational need, including, for example: dyslexia, development delays, autism or Asperger's, SEMH and ADHD, as well as other learning difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met.

We can also meet the needs of students for whom an Educational, Health and Care Plan has been granted, if provided with the relevant and appropriate resources to facilitate the required support.

2. Admission for student with SEND to Highsted Grammar School

The school will consider all students who have passed the Kent Test and/or Highsted Test for admission to the school.

Pupils suited to the mainstream curriculum are welcome, and decisions on admission of students with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or young people or those with special educational needs.

3. The identification and assessment of students with special educational needs

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) students are identified as wither having no SEN; having SEN with Support; or having SEN with an Education, Health and Care Plan.

We continuously monitor and review the progress of all students, as well as collecting more formal grade round data three times a year. We also continuously review and monitor the broader development needs and progress of all students, using a range of assessments with students at various points including Cognitive Ability Tests and reading assessment tests.

Where progress in not sufficient, even if a special educational need has not been identified, teachers are able to provide additional support to help the student to catch up. This is subject-specific and organised through individual Departments. The SEN and Disability team with specialist expertise in SEND, to provide individual support for identified students and support to teaching colleagues to ensure that needs of students with SEND are understood and met.

Some students may continue to make inadequate progress, despite high-quality teaching tailored to their area of weakness. For these students, and in consultation with parents/ carers, we will use a range of assessments tools to determine the cause of the learning difficulty. We continue to utilise Cognitive Ability Test, 4Matatrix and ALPS to track students progress, as well as SIMS, our data management system. Where needed, our Examination Access Arrangements Assessor are able to undertake a range of more specialist assessments in order to provide additional information about areas of difficulties and to formally assess for examinations access arrangements for external examinations. We also have a contact with Place2Be- counselling service who can provide high level, intensive assessment and interventions to identified students.

The purpose of these more detailed assessments is to understand what additional resources and different approaches would be suitable to enable the student to fully engage with the curriculum. The findings are shared with parents/carers, put into a SEND plan and reviewed regularly, and defined/revised as necessary. As part of the Graduated Approach (DfE/DoH, 2015). At this point we can will have identified that the student has a special educational need because the school is making special reasonable adjustments or provision for the student which id additional and different to what is normally available. Students will then be identified on our SEND Register as SEN with Support.

If a student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we continue to identify the student as having a special educational need. If the student is able to maintain good progress without additional and different resources he or she will no longer be identified on the special educational need register and placed onto our monitor register. When any changes in identification of SEND occurs parents/carers with be notified.

Kent Local Authority has produced guidance about the criteria for identifying a child with SEND with Support on the SEN Register, and noted that:

‘Children or Young People who have been diagnosed with a condition (Speech and Language, Dyslexia, Autism etc.) may have a recognised Special Educational Need, but with not automatically be included on the SEN register unless then are in receipt of significant, additional and personal support without which they could not access learning.’



The SEN and Disability team therefore work closely to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEND Register. Where they may have a diagnosis of special educational need, but have no need for ongoing high-level support to manage that special educational need within the school context, the student's needs will be fully recorded on the Monitor Register and shared with all staff on the Class Profiles, but they will not be added to the SEN Register.

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

4. Criteria for the SEND Register

Following the guidance from Kent Local Authority regarding if a child SEN with support and placement on the SEN register. We have developed a clear Entry and exit criteria.

Area of need	Entry Criteria	Exit Criteria												
Cognition and learning	<ul style="list-style-type: none"> • Diagnosis of dyslexia band C or higher*/or dyslexic traits that have a significant effect on how a student is accessing the curriculum. • Significant working memory difficulties (standardised score of 84 or less) • CATs score in 1 or more areas of below 74 • Diagnosed with Irlens Syndrome with significant effect on how a student is accessing the curriculum. • Getting an academic intervention currently or within last 6 months <table border="1" data-bbox="368 712 770 999"> <thead> <tr> <th>Letter Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>No signs of dyslexia</td> </tr> <tr> <td>B</td> <td>Few signs of dyslexia</td> </tr> <tr> <td>C</td> <td>Mild dyslexia</td> </tr> <tr> <td>D</td> <td>Moderate dyslexia</td> </tr> <tr> <td>E</td> <td>Severe dyslexia</td> </tr> </tbody> </table>	Letter Code	Description	A	No signs of dyslexia	B	Few signs of dyslexia	C	Mild dyslexia	D	Moderate dyslexia	E	Severe dyslexia	Has not needed intervention for 6 months and needs can be met through Quality First Teaching (QFT)
Letter Code	Description													
A	No signs of dyslexia													
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D	Moderate dyslexia													
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Communication and Interaction	<ul style="list-style-type: none"> • Diagnosis of ASD /ASC or significant presenting traits which is having an effect on learning and accessing the curriculum • Diagnosis of PDA or significant traits with accessing the curriculum • Diagnosed with Speech and Language difficulties (SaL) • Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels which has an effect on how one can access the curriculum. • Expressive or receptive language disorder • Getting a Communication or Social intervention currently or within the last 6 months 													
Social, Emotional and Mental health	<ul style="list-style-type: none"> • Diagnosed with Misophonia or traits that affects how a student accesses the curriculum. • Diagnosis of ADHD/ADD or with significant traits that is affecting how a student is accessing the curriculum. • Diagnosis of ODD/ or significant presenting traits that is affecting how a student is accesses the curriculum. • Diagnosis of other significant mental health disorder which is affecting how a student is assessing the curriculum. • Non-Suicidal Self-injury including controlling food intake or Suicidal ideations which is affecting how a student is accessing the curriculum • Attachment difficulties which is affecting how a student is accessing the curriculum • Psychical symptoms which are medically unexplained which is affecting a student accessing the curriculum. • LAC • Getting a SEMH intervention currently or within last 6 months 													
Physical and Sensory	<ul style="list-style-type: none"> • Diagnosed significant visual impairment • Diagnosed significant hearing impairment • Physical disability • Lifelong or debilitating medical condition 													

5. Provision for students with special educational needs whether or not they have an Education Health and Care Plan:

5a. How we evaluate the effectiveness of our provision for students with special educational needs

Each review of the SEN support plan (the Record of Outcome form or Amber plan) is informed by the views of the student, parent/carers and subject teachers as well as assessment information for teachers which will show whether adequate progress is being made.

The SEN and Disability Code of Practice (DfE/DoH, 2015:95) 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 the child and their peers;
- Widens the attainment gap'
-

For students with or without an Education, Health and Care Plans there will be an annual review of the provision made for a child, which enables an evaluation of effectiveness will be reported to the Local School Board.

5b. Arrangements for accessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked regularly throughout the year. In addition to this, students with special educational needs may have more frequent assessments, including assessments of reading and spelling ages and specialist SEN assessment. Using ongoing assessments, it will be possible to see if students are increasing their levels of skills in key areas. If these assessments do not show adequate progress is being made on the SEND plan (Record of Outcome for or Amber Plan) will be reviewed and adjusted.

5c. Our approach to teaching students with special educational needs

'High quality teaching, differentiated for individual pupils, is the first step on 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.'

(DfE/DoH, 2015:99)

The Quality of Education is judged to be Good (OFSTED, January 2023).

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, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one intervention/mentoring and use of ICT software learning packages. These are

delivered by SEN and Disability team employed through the funding provided to the school as 'notional SEN funding'.

The updated versions of the Kent Local Authority **Mainstream Core standards**, including a Guide for Parents can be accessed using the following links:

Mainstream Core Standards:

[Special educational needs mainstream core standards \(kelsi.org.uk\)](https://kelsi.org.uk/special-educational-needs-mainstream-core-standards)

Parent Guide:

[Mainstream Core Standards guide for parents \(kelsi.org.uk\)](https://kelsi.org.uk/mainstream-core-standards-guide-for-parents)

5d. How do we adapt the curriculum and learning environment for students with special educational needs?

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive environment for students with special educational needs. We also incorporate that advice provided as a result of assessments, both internal and external, and strategies described in Education, Health and Care Plans. We also work closely with specialist teaching service and the LIFT process.

The Main block, R-block and E-block are accessible to all, and provides a lift or a ramp and we have 2 accessible toilets on the site. The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students, for example in the review of the environment for students with Visual impairment.

Our pedagogical approach, the mastery curriculum, is built upon evidence-based review of a positive impact of mixed ability teaching for all students across Year 7 to 9, including those with SEN.

5e. Additional support for learning that is available to students with special educational needs

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

5f. How we enable students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips and activities offered are available to students with special educational needs either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support that enables a safe participation of the student in the activity. Where possible, additional funding will be used for accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.

5g. Support to improve the emotional and social development of student with special educational needs.

We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills both through direct support, for instance, mentoring, and through our delivery of RSE and PHSE in assemblies and Personal Development curriculum. And indirectly in every interaction that adults have with the students throughout the day. Additional support to meet the social and emotional needs of all students, including those with SEN, is provided through our new Healthy minds' curriculum, delivered in form-times for all students, and as part of timetables lessons in Year 7 and 8.

For some students with the most need for help in this area we also provide pastoral support from their Head of Year and Student Support Manager, additional mentoring from the SEND team and, when required, support from Place2Be or referrals to external agencies.

Students in the early stages of emotional and social development because of special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond the required by students who do not need this support. Interventions such as Sulp (the Social Use of Language Programme) and Lego Therapy as well as Transition to Adulthood programmes, will be implemented as necessary, and, longer-term some students are identified as having specific social, emotional and mental health needs are placed on the SEN register under that area of need with appropriate support and provision identified to meet their needs.

6. The name of contact details of the SENCO (Special Educational Needs Coordinator).

Mrs. L. Little works part-time at Highsted Grammar School, and can be contacted through the main school number (01795 424223). Also, an attachment is found on school newsletters, with an email address and a member of the SEND team will be in contact to organise a meeting.

7. The expertise and training of staff in relations to special educational needs and how specialist expertise will be secured

All teachers attend a full programme of CPD which includes awareness training focused upon supporting students with special educational needs and training about roles and responsibilities of the teacher through the SEND and Disability Code of Practice (DfE/DoH,2015).

Audits of training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge relation to all SEN are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school.

Mrs. L. Little has completed the statutory National Award for SEN coordination course, and engage in ongoing specialist training and professional development in specific areas of SEN to ensure that their knowledge and practice is evidence-based and up-to-date.

The SEND Manager has taught and led SEN provision in both mainstream and special school settings. She has been a SEND consultant for numerous years across Kent, Medway and surrounding Local Authorities.

Mrs. L. Little has postgraduate qualifications in:

- MSc Psychology
- PG Dip Social, Emotional, Mental Health-Skills and Knowledge
- PG Cert Special Educational Needs and Disabilities

- PG Cert Psychological testing, Assessment, Access Arrangements (CPT3A)
- Currently, completing a Prof. Doctorate in Social Work and Social care: advance practice through Tavistock and Portman NHS Trust

Where training needs for staff are identified, we are able to find a provider who is able to deliver it. The cost of training is covered by notional SEN funding.

8. Securing equipment and facilities to support students with special educational needs

Additional supportive technologies including Laptops, overlays programme for laptops, voice activated technology and reading pens are provided to students where this is accessed and identified as a supportive learning strategy.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the normal 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.

9. Arrangements for consulting parents/carers of students with special educational needs about involving them in, their education.

All parents/carers are invited to discuss the progress of their child at a parent consultation meeting once a year and at grade round reports on academic progress are shared with parent/carers three times a year. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. If, following this normal provision, improvements in progress is not seen, we will contact parents/carers to discuss the use of internal or external assessments which will address these needs better. From this point onwards, the student will be identified as having special educational needs because special educational provision is being made and the parent/carer will be invited to all planning and reviews of the provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

Parents/carers of students with SEN will be invited regularly to contribute to the SEN Plan (Record of Outcomes form or Amber Plan) process (End of Term 2, 4 and 6, with an additional early meeting in term 1 for new students in Year 7 and 12 in order to set up the SEN Plan). In the meeting, members of the SEND and Disability Department will work with the student and parent/carers to identify individualised and appropriate end of Key Stage outcomes relating to student's individual SEN and the support and provision needed to achieve them.

In addition to this, the parents/carers of students with Education, Health and Care plan will be invited to contribute to and attend Provision Plan review meetings (Term 1,3 and 5/ or the annual review date) which, wherever possible, will also include other agencies involved with the student. Information will be made accessible for parents/carers.

10. Arrangements for consulting students with special educational needs about, and involving them in, their education

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. Students will be actively involved in the review of their Pen Portrait, and ongoing planning for these through Record of Outcome, Amber plans or Provision Plan process. Parents/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in the later years. At Highsted Grammar School, we support this through a clear focus on Transition to Adulthood.

11. Arrangements made by the Local School Board relating to the treatment of complaints from parents of students with special educational needs

The normal arrangement of treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the Head of Year of SENCO initially to resolve the issue. Parents/carers are encouraged to contact the Deputy Heads/Headteacher to discuss the concerns that they may have, before making the complaint to the Chair of the Local school board.

If the complaint is not resolved after it has been considered by the Local School Board, then a disagreement resolution service or mediation service can be contracted. If it remains unsolved after this, the complainant can appeal to the first-tier Tribunal (Special Educational Needs and Disabilities), if in case refers to disability discrimination, or to the Secretary of State for all others cases.

There are some circumstances, usually for children who have Education, Health and Care plans, 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.

12. Ways that the Local School Board involves other bodies in a meeting the needs of students with special educational needs and in supporting their families.

The Local School Board engages with the following bodies to provide support for students with SEN and their families:

- Disabled Children's Services for support to families for some students with high needs;
- Social Services
- Therapy Services/Occupational Therapy Services/ Physiotherapy Services for students requiring direct therapy or advice;
- Communication and Assistive Technology Team;
- Professional networks for SENCOs e.g. SENCO forum, NASEN etc.

13. Contact details of support services for parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Services (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disability (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000, Monday to Friday 9am-5pm

Office: 03000 412412

E-mail: iask@kent.gov.uk

Web: [Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

14. Arrangements for supporting students with educational needs in transferring between phases of education or preparing for adulthood and independent living

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 transition as seamless as possible. At least one member of staff will visit each primary school to discuss with the year 6 teacher and SENCO the needs of the students transferring to us in advance of >>>> student induction days. If required, members of the SEND and Disability Department will make additional visits to meet with individual students prior to induction days and further in-school visits will be timetabled for students felt to need a more comprehensive induction programme.

We contribute information to a student's onward destination by providing information to the next setting. Teaching staff, in partnership with the career's advisor, ensure that all students have a clear pathway towards upon leaving. This is achieved through careers meetings, joint visits to other intuitions and close liaison with staff providing further education courses.

We liaise closely with, and keep an updated record of, local youth workers, charities and voluntary organisations that can support our students with SEN with transition and in preparation for adulthood, as well as having our own Transition to Adulthood programme to support identified students in school.

15. The Local Authority Local offer

The Local Authority's Local Offer can be found in the SEND Information Hub:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Parents/carers without internet access should make an appointment with the SENCO for support to gain information required.

Special Educational Needs and Disability Policy

Glossary of terms

Annual Review	A statutory annual review of progress against agreed outcomes for students with a Statement of SEN/Education Health and Care Plan
CAT	Cognitive Ability Test
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan- replaced Statement of SEN from 2014
Graduated Approach	Introduced in the new SEN and Disability Code of Practice (DfE/DoH, 2014) this refers to the new way that schools should support students by identifying students as SEN with Support or SEN with an Education, Health and Care Plan. All students on the SEN Register should have their needs identified, met and reviewed by key staff, using the Assess, Plan, Do, Review cycle as set out as part of the new Graduated Approach.
Irlen Syndrome	A neurologically based visual perception which can affect a student's ability to read and write effectively
Local School Board	A committee of governors for the Trust Board with delegated function
Mainstream Core Standards	Kent document which contains the provision that the Local Authority expects to be made available for children and young people with SEN in mainstream schools.
Provision map	Document created by the SEND Department. This is a details intervention in place for pupils as identified through assessments and identified needs.
Support plan	plan focusing on the support needs and small steps targets to achieve for students on the SEN Register – the Record of Outcome form. This is written with the involvement of students and, where possible, parents and is regularly reviewed to ensure that progress can be made.
SALT	Speech and Language Therapy
SULP	The Social Use of Language Programme, a structured programme to support the development of effective social communication skills.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN & Disability Code of Practice (DfE/DoH 2015)
- SI 2014 1530 Special Educational Needs and Disabilities 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 regulations 53- Information to be published by a local authority in its local offer
- Equality Act 2010
- School Admission Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulation 2012
- SI 2013 The school Information (England) (Amendment) Regulations 2013

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

- Behaviour policy
- Equality Policy
- Online Safety Policy
- Safeguarding and Child protection Policy



POLICY REVIEW DATE

Approved by:	Frances Tiernan	Date: September 2023
Last reviewed on:	September 2022	
Next review due by:	September 2024	