

**Maidstone Grammar School**  
**SEN Information Report**  
**Updated 2017**

**Information for Parents**

Maidstone Grammar School is a selective school drawing from the top 25% of the ability range. It is committed to providing an education that ensures all students succeed and make the best of the opportunities and experiences available to them, including those with SEND.

**This document should be read in conjunction with the SEN and Disability Policy and the Accessibility Plan (see school website).**

**1. What kinds of special educational needs do we have at Maidstone Grammar School?**

**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)*

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Maidstone Grammar 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, high functioning autism / autistic spectrum disorder. 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.

In recent years the school has met the needs of students with an Education, Health and Care Plan with the following kinds of special educational need: autistic spectrum disorder, high functioning autism, OCD, Tourettes and attention deficit hyperactive disorder.

Decisions on the 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 those with special educational needs. The admission arrangements for the school are available on the school website.

**2. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?**

Maidstone Grammar School works closely with SENCOs and other key staff in primary schools, parents and the local authority to secure a successful transition for students identified with SEND.

At Maidstone Grammar School we track and monitor the progress of all students, including those with additional and special educational needs, four times a year (Term 1, 2, 4 and 6) to review their academic progress. All subject teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from a teaching assistant or specialist staff. High quality teaching, differentiated for individual students is the first step in responding to students who have or may have SEN. All teaching staff receive training on The Graduated Response – Assess, Plan, Do, Review - as laid out in the SEN Code of Practice (Chapter 6, section 6.44 – 6.56).

High aspirations for students and high quality personalised teaching by subject specialists enables the vast majority of students at MGS to make expected progress.

If a parent/carer thinks their child may have special educational needs they should contact the Additional Educational Needs Manager/SENCO in the first instance.

**3. The following section contains questions relating to the school's policy for making provision for students with SEN whether or not they have an Educational, Health and Care Plan.**

**(a) How does the school assess, review and evaluate the effectiveness of its provision for SEND students?**

Every student in the school has their progress and attainment tracked and monitored four times per year. This information is shared with parents and students via four assessment sheets, one of which also contains summative and formative assessment comments.

Heads of Department track students within their subject areas and subject teachers use their detailed knowledge and observation of students in the classroom together with assessment data to track and monitor individual student progress. If concerns are identified they follow the Graduated Response in the first instance.

Key academic / pastoral managers, the SENCO and Additional Needs Manager also track and monitor individual students across all subjects. If they identify a concern they will raise the student for discussion during our termly Cause for Concern meetings and liaise with subject staff to look at a more focussed provision. This may take the form of an Academic Support Plan or the implementation of specific strategies via the Graduated Response. Where an Academic Support Plan is put in place this is done with student and parent/carer involvement. It will set specific measureable targets for the student and will be reviewed and evaluated at an agreed time. If the student does not make progress and there are still ongoing issues the subject teacher and key academic/pastoral managers will consult with the AEN Manager/SENCO for further advice and guidance.

Some students may continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness. For these students and in consultation with parents we will complete a referral to LIFT (Local Inclusion Forum Team) for advice and an assessment if appropriate. The purpose of this is to understand what additional and different provision / resources are required to enable the student to make better progress. These will be shared with parents and used to develop the Pupil Profile and / or a Pupil Passport and /or Personalised Plan. These are reviewed regularly, and refined / revised if necessary.

If the student is able to make good progress using additional and different provision / resources (but would not be able to maintain this good progress without them) we will identify the student as having a special educational need and classify them as SEN Support. If the student is able to maintain good progress without the additional and different provision / resources he or she will not be identified with special educational needs. When any change in identification of SEN occurs parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used via a Pupil Profile and / or Pupil Passport which is drawn up in conjunction with the student and parents. The Pupil Profile/Passport details the specific difficulties the student may have and also gives staff strategies to help support the student in class.

If a student is on SEN Support it may be appropriate for the school to make a Higher Needs Funding application to access additional support for the student. Where funding is approved, we will draw up a Personalised Plan in conjunction with student and parents. This will be reviewed and evaluated in line with an agreed date. The review will be informed by the views of the student, parents and subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

If a student has an Education, Health and Care Plan the school will meet with parents and students three times a year (this will include an Annual Review) to review progress and evaluate provision. Students with an EHCP will have a Provision Plan. Where appropriate the school may make a Higher Needs Funding Application to access additional support for these students.

**(b) What is the school's approach to teaching students with special educational needs?**

At Maidstone Grammar School 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.

At Maidstone Grammar School we adopt the Graduated Response of Assess, Plan, Do and Review. Teaching staff assess their students on a regular basis; they look for weaknesses and plan interventions to support. They then put in place the interventions and review them to make sure progress has been made. The Graduated Response should be viewed and understood as an ongoing cycle as illustrated below:



At Maidstone Grammar School the quality of teaching is judged to be outstanding.

If a student has been identified as having an additional educational need or a special educational need a Pupil Profile will be created. The Pupil Profile will give details about the student's strengths and difficulties. It will also give details of strategies for staff to help support the student in class. The profile is created in liaison with parents and the student and is then shared with all teaching staff.

If a parent or carer has concerns about their child's progress they may contact the subject teacher in the first instance and then the appropriate academic / pastoral manager. They can also consult the Additional Needs Manager and / or SENCO.

The AEN Manager, overseen by the SENCO, supplies the governing body with a SEND report three times a year.

**(c) How does the school adapt the curriculum and learning environment for students with special educational needs?**

A student's programme may be differentiated to meet individual needs including those with special educational needs. All differentiation is aimed at removing barriers to learning and ensuring the student reaches their full potential.

**(d) What additional support for learning is there available to students with special educational needs?**

There are a range of interventions for additional support which may be put in place dependent on individual need and these may include:

- Support from subject clinics
- Attending school homework club
- Support from a trained mentor
- Support from the school counsellor
- Referral to external agencies for additional support

**(e) How will my child/young person be included in activities outside the classroom including school trips?**

All clubs, trips and activities offered to students at Maidstone Grammar School are available to students 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 student in the activity.

The school will make reasonable adjustments so that no student is placed at a substantial disadvantage compared with a student who does not have a special educational need or disability when participating in all student trips. If the school is aware that a student has a special educational need or disability an assessment of the student's needs will be made in consultation with the student and parents or carers and others working with the student where appropriate. Every effort will be made to make reasonable adjustments to enable the student to participate; this

may include enlisting additional helpers. The school is only justified in not making adjustments if there are 'material' and 'substantial' reasons for this. Defining such terms is notoriously difficult outside the context of an individual case. As such, the school is guided by the outline grounds for not making reasonable adjustments given below:

- The need to maintain academic standards
- The cost of the required adjustment
- The extent to which it is practicable
- The extent to which the aids or services would otherwise be provided (i.e. there will be some instances when a disabled student is provided with support from another agency and it would not be reasonable to duplicate)
- Health and safety requirements. Our responsiveness to the SEND Code of Practice does not override health and safety legislation – an adjustment would not be reasonable if it would endanger the health and safety of either the individual student or of other people
- The relevant interests of other people, including other students, e.g. where an adjustment for a disabled person results in significant disadvantage for other people or students. It is important to weigh level of inconvenience to others against the substantial disadvantage to the disabled person.

**(f) What support is available for improving the emotional, mental and social development of students with special educational needs?**

MGS aims to ensure the right of every child in the school, including those with additional and special educational needs, to learn in a safe, secure and supported environment where they feel free from the fear of bullying, intimidation, harassment, victimisation or ridicule from other students, staff or from groups of individuals. MGS aims to integrate the promotion of equality and recognition of diversity into all its activities from key policy decisions through to day-to-day operations. It does not tolerate harassment, victimisation or unjustified discrimination. MGS acknowledges that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual. We promote a climate where bullying and violence are not tolerated and cannot flourish. Full details of the School's Anti-bullying Policy are available on the school website.

At Maidstone Grammar School we also understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching e.g. PSHCE, tutor time and indirectly in daily interactions within the school community.

For some students with the most need for help in this area we also can provide the following:

- Extensive list of extra-curricular clubs and activities that take place during lunchtime and after school
- Homework club supervised by staff in unstructured time (lunchtime)
- Support from the pastoral team in Student Services
- Support from a trained mentor
- Access to the school counsellor
- Referral to external agencies for additional support

All students receive high quality pastoral care through the tutor and house system and this is supported by an excellent pastoral team in Student Services.

**4. What are the contact details for the SENCO and AEN Manager?**

The SENCO at Maidstone Grammar School is Miss R E Johnson, Assistant Head Teacher who has been awarded the National Award for SEN Co-ordination.

Miss Johnson is available on 01622 752101 or via [school@mgs-kent.org.uk](mailto:school@mgs-kent.org.uk) (FAO SENCO). If you have a question/query we advise you to contact Mrs Lawrence (Additional Educational Needs Manager) who is a non-teaching member of staff in the first instance. She can be contacted on 01622 752101 or via email: [school@mgs-kent.org.uk](mailto:school@mgs-kent.org.uk) (FAO AEN Manager).

**What expertise and training do staff have in supporting children with special educational needs?**

Recent training for all staff has related to the Children and Families Act 2014, the SEND Code of Practice (2015) and the Graduated Response. Relevant staff also receive annual training on teaching students with hearing impairments. Staff have also received bespoke training in relation to autistic spectrum disorder, dyslexia and supporting AEN/SEND students through differentiation in the classroom. All new staff receive SEND training as part of their induction and all staff receive AEN/SEND update training annually at the September INSET. Staff receive additional training in key areas to support them with their duties. Throughout 2016 / 2017 all key pastoral staff are receiving training on child and adolescent mental health delivered by Dr A Hassett, Consultant

Psychologist and Lecturer at Canterbury Christchurch University. Mrs Sewell (Deputy Head Pastoral) and Miss Johnson (SENCO / Assistant Head Pastoral) have completed the Mental Health First Aid qualification (January 2017). The school responds to training needs as and when they arise.

**5. How will equipment and facilities to support children and young people with special educational needs 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 it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

**6. What are the arrangements for consulting parents of children with special educational needs about, and involving them in, their education?**

All parents of students at Maidstone Grammar School are invited to discuss the progress of their children once a year during Parent Consultations Evenings. Parents receive assessment reports **four** times a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, some students may access some additional support 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. All such provision will be monitored and there will be feedback to parents. This could be attending subject clinics, homework club or other specific catch up sessions.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of further assessments/referrals which will help us to address these needs better. If the student is able to make good progress using additional and different resources (but would not be able to maintain this good progress without them) we will identify the student as having a special educational need (SEN Support). Parents will be actively supported to contribute to the regular assessment, planning and review of provision for their child.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend regular meetings and an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

**7. What are the arrangements for consulting students with special educational needs about, and involving them in, their education?**

When a student has been identified to have 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.

**8. What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school?**

The normal arrangements for the treatment of complaints at Maidstone Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the subject teacher, key academic / pastoral managers, the AEN Manager, SENCO, senior staff and Headteacher 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 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 and 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.

**9. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- CXK contracted qualified counsellor (this is by referral)

**10. What are the contact details for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Kent Parent Partnership Service (KPPS) provides 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

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)

**Website:** <http://www.kent.gov.uk/kpps>

**11. What are the arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?**

At Maidstone Grammar 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. Students with special educational needs and disabilities and their parents are offered individual meetings with the AEN Manager/SENCO/key academic and pastoral managers prior to entry. At the meeting transitional support will be discussed, this could include:

- Staff pre-visits to Primary School
- Extra visits to MGS and a guided tour
- Transition Pack
- Induction Day –e.g. additional support /student buddies

We also contribute information to a students' onward destination by providing information to the next setting where requested.

**12. Where is the local authority's local offer published?**

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.