

# **Maidstone Grammar School**

## **SEN & Disability Policy**

### **Ratified 2014; Last updated 2017**

SENCO:	Miss R Johnson (Assistant Headteacher) National Award for SEN Co-ordination (NASCO)
AEN Manager:	Mrs A E Lawrence
G & T Co-Ordinator:	Mrs S Acaster
Link Governor:	Mrs N Wheeler

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools (DfE February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Schools SEN Information Report Regulations (2014)
- Teachers Standards 2012
- Schools Admissions Code, DfE 1 Feb 2012

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

- SEN Information Report
- SEN Evaluation Report
- Accessibility Plan
- Child Protection Policy
- Supporting Pupils with Medical Needs Policy
- Anti-bullying Policy
- Behaviour for Learning Policy
- Complaints Procedure
- Equal Opportunities Policy and Disability Equality Duty Scheme 2011

This policy has been written by the SENCO in consultation with the AEN Manager and in liaison with the SLT. All staff, parents and governors were also consulted.

At Maidstone Grammar School we aim to raise the aspirations of and expectations for all students with SEND so that they reach their full potential and are fully included in the life of the school community.

### **Objective**

1. To identify and provide for students who have special educational needs, additional needs and disabilities
2. To work with the guidance provided in the SEND Code of Practice 2015
3. To operate a “whole school and holistic” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure all students with SEND are included and appropriately supported
5. To provide support and advice to staff working with special educational needs students

### **Identifying Special Educational Needs**

#### **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, p5)*.

The expectation of the SEND Code of Practice is that SEN will be identified where academic progress continues to be less than expected despite high quality teaching targeted at areas of weakness.

There are four broad areas of need identified in the SEND Code of Practice 2015. They are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

The purpose of identification is to decide what action the school needs to take in order for the needs of the student to be met.

At Maidstone Grammar School we identify the needs of students by considering the needs of the whole child. There are a range of factors which may impact on progress and attainment but which are not necessarily related to SEN. These include:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation. Disability alone does not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Behaviour

### **A Graduated Response to SEN Support**

At Maidstone Grammar School we operate a graduated response to SEN support which involves the following:

- **Assess**

The assessment data, progress and attainment of all students is tracked and monitored at least **four** times a year by subject staff, Heads of Departments, key academic/pastoral staff, the AEN Manager and the SENCO. In this way students who may be at risk of / or are underachieving are identified.

- **Plan**

Strategies for supporting individual students are identified. These could be specific strategies which will be put in place by the class teacher. They could also take the form of an Academic Support Plan and may include attendance of catch up sessions in, for example, Maths or Science or attending Homework Club.

For students who have social, emotional or mental health needs targeted support may be provided by the school counsellor, personal mentors or by referral to external agencies.

- **Do**

Having planned strategies (as above), they are then implemented.

- **Review**

Student progress is reviewed after a set period of time. If students continue to make progress below the level of expectation, the graduated response will need to be modified as part of an ongoing cycle.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students 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. *SEN Code of Practice (2015, 6.37)*

As a school we carry out regular classroom observations as part of the performance appraisal process, part of this is to monitor the support of SEN students in the classroom and identify areas where targeted staff training is required.

For higher levels of need, external specialist support can be sought via LIFT (Local Inclusion Forum Team). This could be support from the Specialist Teaching Service. The aim is to understand what additional resources or different approaches are required to enable the student to make better progress.

From September 2014 The Kent Family Support Framework (KFSF) replaces the CAF (Common Assessment Framework) for students and families with social, emotional and mental health needs. KFSF co-ordinates support via Early Help between different agencies to reduce the demand on social care services. It is accessed by referral to KIAS (Kent Integrated Adolescent Support Service).

CHYPS (Children and Young People's Service; formerly CAMHS -Child and Adolescent Mental Health Services) supports students and families where there are emotional and mental health issues. CHYPS can be accessed via a GP referral initiated by parents. Most emotional difficulties do not require an intervention from specialist CHYPS. It is therefore important that children are not referred to specialist services before early interventions have been provided, unless the child's difficulties are of a complex or acute nature. It may therefore be appropriate to initially proceed via the Kent Family Support Framework and an Early Help referral (see above).

Students will be considered to have a SEN if:

- They have an Educational, Health and Care Plan (formerly a Statement of SEN)
- The school identifies a need having consulted with teaching staff, the Learning Manager, the Additional Educational Needs Manager and the SENCO and the student has a diagnosis by a qualified assessor or medical practitioner or is receiving significant additional external agency support.

Parents/Carers are consulted about their child's needs if the school has concerns about SEN. The child is also included in discussions about their needs.

## **Managing Students' Needs on the SEN Register**

There is now a single category of support for SEN students who do not have an Education, Health and Care Plan or Statement of Special Educational Needs called SEN Support.

At Maidstone Grammar School the Inclusion Booklet lists all students who have an Education, Health and Care Plan or who are classed as SEN Support.

The Inclusion Booklet also lists students who were previously on School Action – a category which no longer exists. These students are classified as those with Additional Educational Needs. They may need differentiated support from the class teacher but do not fit the criteria for SEN Support. All of these students have Pupil Profiles giving details of their individual needs and suggested strategies for staff to use in class to help support their learning and ensure they make progress.

All staff receive a copy of the confidential Inclusion Booklet during the first September INSET day each year. If the information in the booklet is updated during the year staff are sent details via email from the AEN Manager.

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. Students with EHC Plans and students classified as SEN Support will have a tailored programme of support in the form of a Provision Plan or Personalised Plan which is drawn up with the parents, the student, the Learning Manager and the AEN Manager/SENCO. This will look at what is needed to remove the barriers to learning and will set clear outcomes to be achieved within an agreed time frame. The core expectation is that the subject teachers hold responsibility for evidencing progress according to the outcomes of the plan. The plan will be reviewed three times per year as agreed.

If the student continues not to make progress, external specialist support will be sought via LIFT (Local Inclusion Forum Team).

### **Criteria for Exiting the SEN Register**

Pupils will be removed from the SEN register:

- Where agreed outcomes have been met
- Where progress meets our expectations

This will take place in consultation with parents/carers, students, staff and any other relevant agency working with the student.

### **Supporting Students and Families**

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.

Maidstone Grammar School has also produced a SEN Information Report, a SEN Evaluation Report and an Accessibility Plan which can all be found on the school website and supplement this policy.

### **Admissions**

The Admission Arrangements are also available on the school website.

### **Exam Concessions**

Students are monitored during internal examinations from Year 7 onwards to see if they highlight a need for extra time or other access arrangements such as the use of a laptop, a reader or a scribe in public examinations. Those students who have a history of need are then assessed (Year 9 upwards) by an external specialist assessor recognised by the Exam Boards.

### **Managing Medical Conditions**

Maidstone Grammar School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care Plan



AEN	Additional Educational Needs
EHCP	Educational Health and Care Plan
CIC	Child In Care
PPG	Pupil Premium Grant
LIFT	Local Inclusion Forum Team
CAMHS	Child Adolescent Mental Health Services
CHYPS	Children and Young People's Services
KFSF	Kent Family Support Framework