



The Skinners' School

SEN & Disability Policy

Policy Area:	Pastoral and Safeguarding
Reviewed:	June 2018
Adopted:	September 2016
Next Review:	June 2019
Governing Committee:	Education
LG Responsibility:	Sally Benson, Julian Metcalf

THE SKINNERS' SCHOOL SEN(D) POLICY

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 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:

Accessibility Policy, Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

This policy was developed by the SENCo, Learning Development Team, Leadership Team; SEN(D) governor, teaching staff, parents/carers, pupils and with guidance from specialist teachers at Broomhill Bank outreach support and will be reviewed annually.

Definition of SEN

Pupils have SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

They have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them 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 kinds of special educational need for which provision is made at the school

At Skinners' we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Needs / Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's Syndrome, learning difficulties and Social, Emotional and Mental Health (SEMH) 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 a Statement/EHCP: Visual Impairment; Physical Disability – Phocomelia; Registered Blind. IHP: Asperger's with ADHD, sensory sensitivity & complex medical needs (as yet undiagnosed).

Decisions on the admission of pupils with a Statement/EHCP are made by the Local Authority. The admission arrangements for pupils without a Statement/EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the policy for identification and assessment of pupils with SEN

At Skinners' we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all pupils at various points: baseline CAT testing (Cognitive Ability Test) at Year 7 on entry, and at the end of Year 9. Further assessments based on individual need and for Exams Access Arrangements are conducted by a qualified internal assessor.

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. The School follows Kent County Council's Mainstream Core Standards on how to adapt the curriculum and learning environment for students with SEND. We follow a process of Assess, Plan, Do and Review. This process will be followed in close consultation with parents and teachers. For examples of extra support see our provision overview appendix.

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 Skinners' we are experienced in using a range of assessment tools and we have access to external advisors who are able to use specialist assessments.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

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. When any change in identification of SEN is changed parents will be notified.

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.

3(a) How the school evaluates the effectiveness of its provision for pupils with special educational needs whether or not they have EHC Plans.

Each review of SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and 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 with or without a Statement/EHCP 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.

3(b) 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 four times per 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 make it 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.

3(c) The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated 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. We regularly 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)*

At Skinners' the quality of teaching was judged to be Good in our last Ofsted inspection in 2007. Since then internal reviews and external KCC advisors have judge our teaching to be Outstanding. This followed an extensive CPD programme that focused on moving classroom practice to Outstanding. Drawing on significant academic research of what constituted best practice, the school

worked closely with the Local Authority to build on the quality teaching and learning across all key stages, to challenge and support all learners.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments, eg. one to one tutoring, mentoring, small group teaching. In 2016 the SEND team will investigate use of ICT software learning packages that are age and academic stage appropriate. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3(d) How the school adapts the curriculum and learning environment for pupils with special educational needs

At Skinners' 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 Statements /EHCPs. This includes modifying the curriculum demands on certain pupils, where appropriate (e.g. the number of GCSEs studied).

The school has recently made the following improvements as part of the school's accessibility planning:

- Training of staff on the growing concerns relating to young adult mental health and emotional resilience. Staff have had training in Mindfulness, as well as other key training relating to the development of the adolescent brain and Cognitive Behavioural Therapy.
- Specific staff training has also occurred aimed at supporting young people with Visual Impairment.
- Curriculum based tracking of students has been improved by broadening the utilisation of SIMS across the whole school.

The school has also identified that the following aspects of the school need to be improved:

- Sharing good practice relating to supporting young learners with VI.
- More specialist ASD training.

Desired improvements to the buildings are:

- A handrail installed on the stairs in Byng Hall.
- Modification to the 'swing' doors in the Leopard Building.
- An additional handrail installed on the stairs to the library.

3(e) 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. In very few cases a very high level of resource is required. Funding arrangements require schools to provide up to £6000 per year for pupils with high needs; above that amount the Local Authority should top up the school.

3(f) 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 Skinners' are available to pupils with special educational needs with or without a Statement/EHCP. Where necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

3(g) support that is available for improving the emotional and social development of pupils with special educational needs

At Skinners' 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, school and year group assemblies, form time, PSHCEE; subject SMSC linked activities; a developing programme of Growth Mindsets to encourage pupil resilience; 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: targeted, small group Social Stories activities, mentoring of individuals, access to the school's counsellor, external referral to CAMHS, time-out space for pupil to use when upset or agitated.

4 The name and contact details of the SEN Co-ordinator

The SENCO is Sally Benson, qualified science teacher, physiotherapist, National Award for Special Educational Needs Co-ordination, and specialist assessor in psychometric testing, assessment and access arrangements.

Sally Benson is available on 01892 520732 ext 132 or sally.benson@skinners-school.org.uk.

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 teachers and teaching assistants have had the following awareness training: How to recognise and support Dyslexic students; ASD awareness and specialist guidance for teachers of EHCP students; Supporting VI & Blind students to support access to the curriculum and progress. In addition the following members of the Learning Support Team have received the following enhanced and specialist training:

Nina Mills – formerly Senior Learning Support Assistant at Judd School

Gill Dennis – qualified teacher of Mathematics, with specific remit for support for pupils registered with West Kent Health Needs Education Service

Laura Partridge – formerly Learning Support Assistant at Knole Academy

Alice Fountaine (External Assessor): Specialist Teacher with OCR Level 7 in teaching and assessing learners with specific learning difficulties(approved qualification as recognised in the SpLD Working Group 2005/DfES Guidelines) & Current practising assessor - PATOSS certificate

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers include: Specialist Teaching and Learning Services at Broomhill Bank; Specialist Teacher for Visual Impairment from the Specialist Teaching and Learning Service; educational psychologists; Health Needs Education Service, speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists. 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 it by loan from Specialist Providers. 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 Skinners' School are invited to discuss the progress of their children throughout the year via parents' evenings with subject teachers and tutors; progress grades complemented by one, detailed written report per year. In addition we are happy to arrange meetings outside these times. Skinners' has a strong pastoral support system where additional tracking is in place and support offered to encourage pupil progress, wellbeing and inclusion.

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.

From September 2016, additional provision and interventions will be recorded, tracked and evaluated on a Provision Map which will form part of the information to be shared with parents three times per year for those students with additional educational needs.

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 a Statement/EHCP 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-centred planning. Parents are likely to play a more significant role in Keys Stage 3 & 4 at Skinners', 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 Skinners' are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with subject teachers, tutors, Heads of Year, the SENCO or ultimately the Deputy Head or Headmaster to resolve the issue before making the complaint formal 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 a Statement of SEN 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. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

11. 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 Skinners' we work closely with the educational settings used by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible; we contact feeder primary schools to gather information on a Transition Transfer form and where necessary we write to parents to request feedback on their son and his needs. The Head of Transition aims to organise visits to all feeder schools and from 2017 the SENCo will arrange a visit to meet boys and their teachers when Special Educational Need has been identified.

Post 18, we also contribute information to a pupils' onward destination by providing information to the next setting. SEND students progressing to university are offered advice on how to access the Disability Allowance. All access arrangement documentation is presented to the student and parents as a pack to be forwarded to their university destination if required.