

# THE HARVEY GRAMMAR SCHOOL



## SEN POLICY

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## Introduction

This SEN Policy (Special Educational Needs) is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- 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 Policy, Safeguarding Policy and Complaints Procedure.

## 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - 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 (2015, p 15)*

## 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, p16)*

## The Different Kinds of Special Educational Needs

At The Harvey Grammar School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care (EHC) Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s Syndrome, social, emotional and mental health needs and behaviour difficulties. There are other kinds of special educational needs 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 of special educational need / EHC Plans. Decisions on the admission of pupils with a statement of special educational need / EHC Plans are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / EHC Plans do not discriminate against or disadvantage disabled children or those with special educational needs.

## Identification and Assessment

We monitor the progress of all pupils regularly to review their academic progress. 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. 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 and also access external advisor support where deemed necessary.

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 provision plan, 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.

## School Processes for Provision

The following processes take place whether or not the pupils have EHC Plans, including

### **a) How the school evaluates the effectiveness of its provision for SEN pupils**

Each review of the SEN provision 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 (2015, 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 of special educational needs / EHC 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.

### **b) The school's arrangements for assessing and reviewing the progress of pupils**

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. If these assessments do not show adequate progress is being made the SEN provision plan will be reviewed and adjusted.

### **c) The school's approach to teaching pupils**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, if necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

### **d) How the school adapts the curriculum and learning environment for pupils**

We adapt the curriculum and the learning environment for pupils with special educational needs where necessary. We also regularly undertake reviews to ensure the appropriateness of our curriculum and learning environment.

### **e) Additional support for learning that is available to pupils**

We ensure high standards of teaching in the school and ensure there are sufficient resources to deploy additional and different teaching for any pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In rare cases a very high level of resource may be required and in such circumstances, the school will apply to the Local Authority for high needs top up funding.

### **f) How the school enables pupils to engage in activities of the school (including physical activities)**

All clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without a statement of special educational needs / EHC 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.

### **g) Support that is available for improving the emotional and social development of pupils**

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 in PSHE and tutor time and indirectly with every conversation adults have with pupils throughout the day. For those pupils with the most need for help in this area, we also can provide strategies such as working with our school counsellor and access to external agency support, such as that from Salus and CYPMHS.

## **The Name and Contact Details of the SEN Co-ordinator**

The SENCO at The Harvey Grammar School is Mr A Allon (Deputy Headteacher) who can be contacted through the School Office.

## **Expertise and Training of Staff**

All staff have accessed appropriate awareness training in relation to children and young people with special educational needs and a number have received enhanced and specialist training. Where a training need is identified beyond this we find a provider who is able to deliver it.

## **Equipment and Facilities to Support Children**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will source these.

## Arrangements for Consulting and Involving Parents

All parents of pupils are invited on a regular basis to discuss the progress of their children during the year and will receive regular feedback and an end of year report. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if 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 may 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. In addition to this, parents of pupils with a statement of SEN / EHC 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.

## Arrangements for Consulting and Involving Pupils

When a pupil has been identified to have special educational needs because special educational provision is being made for him, the pupil will be consulted about and involved in the arrangements made for him. Parents are likely to play a more significant role in the childhood years with the pupil taking more responsibility and acting with greater independence in later years.

## Treatment of Complaints

The school's Complaints Procedure should be followed for any complaints about the provision made for special educational needs.

## External Body Involvement

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Cognition and Learning
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Child & Young Person Mental Health Service (CYPMHS)
- Specialist Teaching & Learning Service

In addition, important links are in place with the following organisations:

- The CXK Careers and Advisory Service
- The Local Authority (LA)
- Specialist services
- Education Welfare Officer

- Social Services
- Other groups or organisations

## The Contact Details of Support Services

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service for children and young people (up to age 25) who have a special educational need or disability. Parents of these children and young people are also able to access this service.

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. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

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

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## Transferring Between Phases of Education

The school works 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 also contribute information to a pupils' onward destination by providing information to the next setting where appropriate.