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# Special Educational Needs

## Report to Parents September 2016

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### Overview

The School's SEN policy has been updated to include the new Code of Practice (July 2014) recommendations. There are some important changes to the new Code of Practice 2014 that are summarised below and will affect how we identify, monitor and support students with Special Educational Needs (SEN) and how we share information internally for individuals that have **Additional Educational Needs**:

Some of the important amendments to the statutory guidance are as follows:

- The new code of Practice covers the age range 0 – 25 and focuses more now on the transition from each key stage and post compulsory education to employment, further and higher education and beyond.
- Included is guidance relating to **disabled children** and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels (e.g. **co-producers**)
- There is a stronger focus on aspirations and on improving **outcomes** for children and young people
- Included is guidance on joint planning and commissioning of services to ensure close **co-operation** between education, health and social care
- Guidance is included on publishing a Local Offer (Local Authorities) of support for students with SEN and disabilities
- The terms 'School Action' and 'School Action plus' have been removed and been replaced with new guidance on taking a graduated approach ('**SEN Support**') to identifying and supporting students with SEN.
- The term Behaviour, Emotional and Social Difficulties (**BESD**) has been replaced with 'Social, Emotional and Mental Health Needs (**SEMH**)'
- There is now a new coordinated assessment process and the new 0-25 Education, Health Care Plan (**EHCP**) for children with complex needs that replaces the 'Statements' of the past
- There is greater focus on support that enables pupils with SEN to succeed in their education and make a successful transition to next stages with a clear plan for adulthood

### What changes has the school made because of the new Code of Practice?

The Harvey Grammar School has a designated Special Educational Needs Coordinator (SENCo) who has received training on the new developments and how to incorporate them into the 'life of the school'.

The school's Special Educational Needs Policy has been updated and is available to view on the schools website - <http://www.harveygs.kent.sch.uk/>

The senior leadership team and staff members responsible for the care, guidance and support of our most vulnerable students have undertaken in service training on the new Code of Practice and revised school SEN policy.

The process of identifying students with Special Educational Needs has not changed and the school will continue to intervene through 'SEN Support' as described below.

The House Teams will continue to work closely with Parents/Carers and Children to develop strategies to support students both in and out of the classroom. The House teams are supported by the work of the Early Intervention Officer and SENCo to access external agency support, if and when required, to ensure we offer a full integrated service to support our Children, Young People and Parents.

Information is shared through Talisman and is accessed by teachers and key support staff to ensure each of our student's additional needs is met. This information is shared under three headings:

- **SEN Support**
  - Students identified as 'SEN Support' will work with the House Team, Early Intervention Officer and other key Staff to develop a Provision Plan (PP) that will be reviewed at the end of Term 2, 4 and 6 and amended accordingly if necessary.
  - Students are closely monitored by House Staff and outcomes of interventions are measured at the end of each term through data collected on the school's tracking system, 'Talisman'.
  
- **Vulnerable**
  - Students identified as 'Vulnerable' will be monitored closely by the House Teams and reported on in the termly House Self-Evaluation procedures because barriers to learning or specific challenges still exist
  - Specific information will be recorded by House Teams and entered into the Special Needs database so that teaching staff are aware of and can plan for their specific needs
  - Teachers will have access to this information and agree teaching, learning and support strategies with the House Teams to ensure students make at least expected progress
  - Parents are informed that their child has been identified as 'vulnerable' and encouraged to work with the House Teams, Tutor and Teachers to agree strategies to ensure at least expected progress is made
  
- **Transition**
  - Only new students to the school that are not identified as 'Vulnerable' or SEN Support' will be included on the Special Needs database under the heading 'Transition'
  - They will only remain in the database until the end of term 2 to aid with their transition from key stage 2 to 3 or from another school
  - Teachers and support staff will have access to this information and agree teaching, learning and support strategies with the House Teams to ensure students make at least expected progress

Further guidance on 'SEN Support:

### **SEN Support**

Under the new Special Educational Needs Code of Practice (2014) a child has a learning difficulty if he/she:

- has a significantly 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

Pupils who have SEN will generally make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum.

If the school decides, **after consultation with parents**, that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. **Parents will be closely informed of the action and results.**

### **USE OF SUPPORT STAFF WITHIN 'SEN SUPPORT'**

The House Teams implement procedures in discussion with the SENCo. The Early Intervention Officer, Learning Support Managers and Learning Support Assistants also cover work at SEN Support level and help with the formulation of Education, Health Care Plans (EHCP), monitoring and on-going assessment.

Learning Support Managers are also used to provide support, as appropriate (underachieving, attendance, threatened with exclusion).

### **PROVISION PLANS**

**These are in place for students at 'SEN Support' level and students with Educational Health Care Plans (EHCP).**

Strategies for student progress will be recorded in the Provision Plan which will contain information on:

- Short-term and Long-term outcomes
- Teaching strategies
- Resources needed
- Provision made
- Intervention Strategies
- Staffing
- Monitoring procedures
- Date for review

The Provision Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the student's needs. The Provision Plan will be **discussed with the student and the parent** as part of the review at the end of Term 2, 4 and 6 and amended accordingly if necessary.

### **REVIEWING Provision Plans**

PPs will be reviewed three times per year, the last being the annual review. The school will endeavour to hold the reviews in an informal manner, and **parents' views on their child's progress will actively be sought**. Wherever possible or appropriate, the school will involve students in this process.

### **EDUCATION, HEALTH CARE Plans**

The school will request an EHCP where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress.

An Education, Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHCP
- Shorter term
- Established through parental/pupil consultation
- Set out in an PP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

### **REVIEWS OF EHCP**

EHCP must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCo and other key support staff of the school
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the PP targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the CXK Careers and Advisory Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

### **Parent/Carer Guidance Document**

The Headteacher and Governing Body have agreed the guidance document for Special Educational Needs.

### **Accountability**

The Headteacher and Lead teacher (SENCo) will regularly and rigorously monitor, evaluate and review the practices we have put in place and report to the Governing Body on progress and impact.