



Special Educational Needs & Disabilities

Report to Parents September 2024

Overview

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

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

- The 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
 - Arrangements for the admission of disabled pupils, the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and how we have improved the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled, is recorded in the 'Accessibility Plan Policy', available to view on the school's website - <http://www.harveygs.kent.sch.uk/>
- Also included in this policy are the facilities we provide to:
- help disabled pupils access the school to increase the extent to which they can participate in the school's curriculum
 - improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- 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 pupils with SEN and Disabilities (SEND)
 - 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 pupils with SEND.
 - 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 SEND to succeed in their education and make a successful transition to next stages with a clear plan for adulthood

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

addition, the school has recently appointed an Assistant SENCo, Mr M Towse, with responsibility for the day to day intervention and support for pupils with SEND. Part of Mr Towse's role is to research and develop specific SEND strategies to ensure that teachers are more able to utilise those strategies to fully engage and support pupils with SEND. Training opportunities are provided to enable teachers to gain a greater understanding of the needs of individual pupils with SEND and develop the skills and resources to make practical adjustments to the classroom, creating an inclusive environment to promote learning for pupils with SEND

The school's Special Educational Needs Policy has been updated and is available to view on the school's 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 pupils have undertaken in service training on the Code of Practice and revised school SEND policy.

The process of identifying pupils with Special Educational Needs & Disabilities 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 pupils both in and out of the classroom. The House teams are supported by the work of the SENCo and Assistant 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 pupil's additional needs is met. This information is shared under two headings:

1. SEN SUPPORT

- Pupils identified as 'SEN Support' will work with the House Team, 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.
- Pupils 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'

Under the 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 SEND 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 pupil requires additional support to make progress, the SENCo and Assistant SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in developing the individualised Provision Plan. 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 and Assistant SENCo. The Learning Support Managers also cover work at SEN Support level and help with the formulation of Provision Plans, 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 pupils at 'SEN Support' level and pupils with Educational Health Care Plans - EHCP)

Strategies for pupil 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 pupil's needs. The Provision Plan will be **discussed with the pupil 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 pupils in this process.

Vulnerable Pupils

- Pupils identified as 'Vulnerable' will be monitored closely by the House Teams and reported on through 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 Talisman under the heading 'Additional Information' 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 pupils make at least expected progress and to ensure their emotional wellbeing improves and continues to be supported
- 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 for ongoing support

2. 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 SEND of the pupil, the pupil 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 a Provision Plan (PP)
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Reviews of the EHCP

EHCP must be reviewed annually. The Local Authority (LA) will inform the Headteacher and SENCo at the beginning of each school term of the pupils requiring reviews. The Headteacher and SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- The SENCo and/or Assistant 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 and SENCo considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the PP targets
- Review the provision made for the pupil 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 pupil'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 pupil'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 and Disabilities.

Accountability

The Headteacher and 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.