



THE ARCHBISHOP'S SCHOOL  
CANTERBURY

# SEND Policy

2019-2020

Revised: October 2019

Date of next review: August 2020

Authorised by:

Mr D Elliott

Governing Body Ratified

## Ethos

### Enter to Learn: Go Forth to Serve

At Archbishop's School our Christian values of Service, Faith, Love, Perseverance and Forgiveness underpin all our policies. Our SEND policy considers, in particular, the quotation from the parable of the widow and the judge.....'And will not God bring about justice for his chosen ones, who cry out to him day and night? Will he keep putting them off? <sup>8</sup> I tell you, he will see that they get justice, and quickly. However, when the Son of Man comes, will he find faith on the earth?' Luke 18:1-8

#### 1 Introduction

The Archbishop's School SEN & Disability Policy/SEN Information Report.

Issued on 09/10/2014 and updated August 2019.

This policy is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2015, 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, The School Information (England) (Amendment) Regulations, The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with the following school policies: Admissions Policy, Safeguarding Policy, Behaviour for Learning Policy and Equality Policy.

#### 2 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 (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)

#### 3 The kinds of special educational need for which provision is made at the Archbishop's School

We can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language Needs, Autistic Spectrum Conditions, Learning Difficulties and Mental Health Difficulties. We address need as provision dictates and aim to provide a high level of quality holistic support. 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 students with an Education, Health and Care plan with the following kinds of special educational need: Autistic Spectrum Conditions, Visual Impairment, Specific Learning Difficulties, Speech and Language Needs, Social, Emotional Mental Health Difficulties and Cognitive Difficulties. Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority, but the school is consulted and asked to give opinions as to how we might include those students with significant SEN.

The school is currently a site of a Specialist Resourced Provision for Visual Impairment (VI) and Specific Learning Difficulties (SpLD) and has enhanced expertise in these fields.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

#### **4 Information about the policy for identification and assessment of students with SEN at the Archbishop's School**

We monitor the progress of all students, in line with the marking and assessment policy. We also use a range of assessments with all the students at various points and these include reading tests, testing for Access Arrangements, subject specific testing and initial assessment of levels so that core subjects can set students into the appropriate group.

Where progress is not sufficient, we put in place extra academic support to enable the student to catch up. Examples of extra support are:

- Reading recovery and reading confidence interventions
- Handwriting support
- Bespoke literacy interventions
- Homework club
- Catch up classes/ help with coursework

In addition to academic interventions, the school runs a range of interventions focused on supporting the emotional development and wellbeing of students in its care:

- Social club/safe haven
- Sensory circuits/sports club
- Mentors and keyworkers
- Stress buster/craft group

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. We also use the results for applying for Access Arrangements in internal and external exams. The results can be shared with parents and where appropriate will inform provision of additional input. This then will be recorded and will be subject to review following the 'assess, plan, do, review,' cycle. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available. (This is a point stipulated in the new legislation and it follows that if no additional/different support is being provided for the student then they are not deemed to have SEN, under the new Code of Practice).

If the student 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 student as having a special educational need. If the student 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 student are aware of the support to be provided and the teaching approaches to be used.

## **5 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans**

Each review of the SEN support plan will be informed by the views of the student, 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 (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 students with or without an Education, Health and Care Plan there will be regular review of the provision made for the student, which will enable an evaluation of the effectiveness of the provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## **6 The school's arrangements for assessing and reviewing the progress of students with special educational needs**

Every student in the school has their progress tracked in line with the marking and assessment policy. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. In addition, records of acquired skills are kept by LSA's who frequently check for understanding in the lessons they provide. Using these it will be possible to see if students 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.

## **7 The school's approach to teaching students with special educational needs**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The Archbishops School will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37). At The Archbishop's School we work closely with the Local Authority to ensure that our teaching practice is quality assured.

We follow the Mainstream Core Standards on the Kelsi website as developed by Kent County Council to ensure our teaching conforms to best practice. KCC SEN Mainstream Core Standards ([http://www.kelsi.org.uk/student\\_support\\_and\\_wellbeing/targeted\\_support/inclusion/inclusion\\_and\\_achievement/publications\\_and\\_documents.aspxadvice](http://www.kelsi.org.uk/student_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspxadvice)) developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

## **8 How the school adapts the curriculum and learning environment for students with special educational needs**

At The Archbishop's School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students 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 of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: areas marked in yellow for visually impaired students and visitors, areas marked in red to provide a safe place to walk next to the staff car park, fire alarms that flash as well as ring enabling hearing impaired students and visitors, a one-way system in the science corridor that makes the area safer for those with visual impairments or medical needs or for those children with autism that feel threatened in congested areas. Some staff are trained in handling and mobility to ensure correct travel throughout the school. Training needs have been identified and will be addressed through CPD in the next academic year.

### **9 Additional support for learning that is available to students 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 students requiring SEN support. The amount of support required for each student to make good progress will be different in some cases additional funding is sought. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school. Please note that this £6000 is given by the Government for access to the normal school curriculum and some additional funding for the additional need.

### **10 How the school enables students 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 students at The Archbishop's School are available to students with special educational needs either with or without an Education, Health and Care 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 student in the activity. Reasonable adjustment and best endeavours will always be made to fully include all students.

### **11 Support that is available for improving the emotional and social development of students with special educational needs**

At The Archbishop's School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching through worship, form time, social skills support and mentoring and indirectly with every conversation adults have with students throughout the day, be it teaching or support staff, heads of year or form tutors.

For some students with the most need for help in this area we also can provide the following:

- Access to the school counsellor
- Mentoring with carefully chosen mentors or members of the senior leadership team
- External referral to CYPMHS (via the Kent Family Support Framework) or other external agencies
- Time-out (Exit Card) facilities to use when a student is agitated or upset
- Regular contact with parents and carers
- Referral to LIFT to engage the services of the STLS

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

### **12 Who to contact**

The name and contact details of the SEN Co-ordinator (The SENCo) at The Archbishop's School is Mrs G Reed, who is a qualified teacher and trained SENCo having been awarded the National Award for SEN Co-ordination. Mrs Reed is an Assistant Headteacher and Member of SLT. Mrs Reed is available on: [greed@archbishops.kent.sch.uk](mailto:greed@archbishops.kent.sch.uk)

### **13 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**

A range of expertise and training is within the school. This includes:

- Specific medical training
- Qualified Teacher for the Visually Impaired
- Qualified Teacher for students with Specific Learning Difficulties
- Sighted guide training
- Safeguarding

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are usually appointed through the LIFT (Local Inclusion Forum Team) and they can obtain the services of professionals such as Educational Psychologists, Speech Therapists and Occupational Therapists. We use the Kent Association for the Blind to support our visually impaired students, and have a specialist teacher for a specific time each week that is there to ensure the VI children have access to everything they need. The cost of training is covered by the notional SEN funding.

### **14 Information about how equipment and facilities to support children and young people with special educational needs**

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, charitable donation or from specific services who will purchase items for identified need. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

### **15 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of students at The Archbishop's School are invited to discuss the progress of their children whenever they feel a meeting is necessary and receive an update on progress. As part of our normal teaching arrangements, all students are able, where appropriate, to access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student 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 student 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 students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

### **16 The arrangements for consulting young people with special educational needs about, and involving them in their education**

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. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **17 The arrangements made by the Governing Body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at The Archbishop's School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with pastoral and subject leaders, class teachers, Senior teachers and the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

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 an EHCP 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.

## **18 How the Governing Body involves other bodies, including Health and Social Services Bodies, Local Authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3x days per year
- Link to Disabled Children's Service for support to families for some students with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.

The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

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

## **19 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At The Archbishop's School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Students are visited by experienced colleagues to support Year 6 transition. Every child in every school is met and arrangements made for a transition day in the summer, where our new intake comes to experience a day at The Archbishop's School. The SENCo visits schools from which children with SEN are joining us. Extra transition opportunities are frequently arranged and parents and the primary schools can make requests for specific help. We also contribute information to a students' onward destination by providing information to the next setting. If SEN children move to another setting then their paperwork is sent to the new placement but it is common for telephone conversations between the new provider and the SENCo to occur, and meetings if thought appropriate. We wish to ensure a secure and successful transition to and from The Archbishop's School and take a very individual approach to making this a positive experience for our students.

## **20 Information on where the local authority's local offer is published**

The local authority's local offer is published on KELSI and parents without internet access should make an appointment with the SENCo for support to gain the information they require.