



SIMON LANGTON
Grammar School for Boys

Special Educational Needs and Disability Policy

Document Owner	Assistant Headteacher Mental Health and Wellbeing
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SEN and Disability 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 which can be accessed through the school Website: Child Protection Policy, Equal Opportunities Policy, Health and Safety Policy, Race Equality Policy, School Equality Statement

This policy was developed in collaboration with members of the senior leadership team, parents/carers of children with Special Educational Needs (SEN), representatives from the governing body and will be reviewed annually.

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)*

1 The kinds of special educational need for which provision is made at the school

At Simon Langton Grammar School for Boys 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, for instance

Dyslexia

Dyspraxia (DCD)

ADD/ADHD

Speech and Language needs

Access to low stimulus environment (Base/M3/6 th Form)	Wiggle cushion or other OT recommended resource
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Autism

Aspergers Syndrome

Learning Difficulties

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 specifically meets the needs of pupils with a Education, Health and Care plan with the following kinds of special educational need: A Statement relating to ASD/Aspergers (within the ASD Resourced Provision). Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan 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 Simon Langton Grammar School for Boys we monitor the progress of all pupils formally through a report three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points; Cognitive Ability Tests (CATS), Literacy Screen (Reading, Spelling and Vocabulary Standardised Testing), Subject Specific National Curriculum Assessments, GCSE Assessments.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are outlined on the Faculty Provision Map (Accurate from December 2014):

Faculty of Support and Guidance inc. ASD resourced Provision- Overview Provision Map

Safe haven / Sanctuary (Base/M3/6 th Form)	Writing slope or other OT recommended resource
Organisational support	Writing frames/Word Banks/Sentence Starters
Emotional support- wellbeing team	Reader
Designated work space	Scribe
Computer / Laptop / I pad	Prompter
Physical strategy 'stress toy' etc	Touch typing training
Access to advocates / key worker	Spelling Club/Library Lesson intervention
Individualised time table	Individualised literacy intervention (1:1)
Exit strategy	Literacy intervention (Small group)
Additional exam access arrangements	Maths Intervention
Regular/Daily liaison with parents	Reading Buddy
Speech and Language Therapy (SLT)	Academic Mentoring (Through Faculty Support Mentors)
A designated Faculty/M3/Sixth Form Base locker	Reduced Curriculum/Dropped Option Study
Anger management	Academic Mentoring (Through Sixth Form Mentors)
Counselling	Homework support (After school)
Independence building/Life skills sessions	6 th Form Study skills group
Careers guidance	Social communication group- 'Year 7 lunch club'
Visual timetable	FUTURES- preparing for adulthood support
Assistive technology e.g. VI/HI	Support during trips
In class support/LSA	Access to supervised small lunch room
Differentiated PE / Games lessons	Use of small PE/Games changing area
Mentoring Support	Revision and Exam Technique sessions
Use of 6 th Form Study Room/Office during study slots	Home-School Contact Book
1-1 sessions with English/Literacy specialist	Mediation between student/teacher
Cognitive Behavioural Therapy (CBT)	Boys Group

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 Simon Langton Grammar School for Boys we are experienced in using a number of assessment tools in addition to National Curriculum and Subject Specific Assessments, including:

CAT (Cognitive Abilities Tests. They are designed to assess a pupil's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).)

WRAT (The Wide Range Achievement Test 4 includes four sub-tests: Word Reading measures letter and word decoding through identification and word recognition, Sentence Comprehension measures ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified closed technique, Spelling measures ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words whilst Math's Computation measures ability to perform basic mathematical computations through counting, identifying numbers, solving simple oral problems and calculating written math's problems.)

CTOPP2 (Comprehensive Test of Phonological Processing is designed to assess phonological awareness, phonological memory and rapid naming.)

We have access to external advisors who are able to use their own assessment material to give a greater insight into needs and difficulties. The school employs a Specialist Dyslexia Teacher and an Exam Access Arrangement Assessor to

conduct diagnostic screens and assessments for specific learning difficulties, work with individual students and their parents and advising teachers on appropriate provision.

They are able to use a range of assessment tools including those mentioned above (WRAT and CTOPP2) in addition to:

GORT4 (Gray Oral Reading Test provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties. The test consists of a 'Fluency Score' that is derived by combining the reader's performance in 'Rate' (time in seconds taken to read each passage) and 'Accuracy' (number of deviations from print made in each passage). In addition the number of correct responses made to the comprehension questions provides examiners with an 'Oral Reading Comprehension Score'.)

WRIT (Wide Range Intelligence Test consists of an individually administered battery of four sub-tests of cognitive abilities to assess both verbal and non-verbal abilities by means of Verbal and Visual Scales. Verbal items are all oral with no reading or writing involved. Verbal IQ measures the functioning of the left hemisphere of the brain which is the hemisphere usually responsible for speech and language whilst the Performance IQ measures the functioning of the right hemisphere which is usually responsible for practical, creative, artistic and visual thinking skills.)

TOWRE2 (Test of Word Reading Efficiency 2, assesses efficiency of sight word recognition and phonemic decoding with a measure of fluency and accuracy of print-based word-reading skills.)

DASH (The Detailed Assessment of Speed of Handwriting is ideal for providing evidence to identify children with handwriting difficulties and provides relevant information for planning intervention. The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.)

Beery VMI (Beery-Buktenica Developmental Test of Visual-Motor Integration helps assess the extent to which individuals can integrate their visual and motor abilities)

TOMAL-2 (The TOMAL-2 involves a series of tasks that evaluate general and specific memory functions; features composite memory scores for Verbal Memory, Nonverbal Memory, and a Composite Memory Index; has supplementary composite scores that include a Verbal Delayed Recall Index, Learning Index, Attention and Concentration Index, Sequential Memory Index, Free Recall Index, and an Associate Recall Index; includes highly interpretable and relevant scores, scaled to a familiar metric.)

The school is the site of a County Funded ASD Resourced Provision for pupils with an Education Health and Care Plan (EHCP) of ASD/Aspergers. This allows the school to access specialist expertise on site when necessary.

Additional advice can be sought from:

-A referral to CAMHS at George Turle House to access Child Mental Health Service

-A referral to the specialist teaching service (STS) or Educational Psychology Service

-Accessing support through a KCC led LIFT meeting

-Accessing the Dyslexia Specialist linked to the school for a screening or assessment

- Contacting charitable organisations within Kent including DEKS - Dyslexia East Kent Support and KAT-Kent Autistic Trust.

The purpose of this 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 and 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 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support 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 (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 of special educational needs / Education, Health and Care 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b 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 formally three times per year through a learning report. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Simon Langton Grammar School for Boys are WRAT, CTOPP2, GORT4, WRIT, TOWRE2, DASH, Beery VMI, TOMAL-2. Using these it will be 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. Qualitative measures of progress are also used by the department.

3c 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. Schools should regularly and carefully 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 Simon Langton Grammar School for Boys the quality of teaching is judged to be outstanding (November 2013)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice: [http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx]. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments including one to one tutoring, mentoring, small group teaching, use of ICT software learning packages, subject specific support sessions, GCSE grade booster tutoring. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Simon Langton Grammar School for Boys 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 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 constantly consider the accessibility of the school. Due to the age of a number of the buildings within the school we are exempt from the DDA in relation to accessibility (with a designated Grammar school in the locality able to cater for those with physical needs). All new builds are designed in accordance with all health and safety and accessibility laws.

In 2016 a range of adaptations and a Care Suite were built on site to accommodate a student with physical needs in to the Sixth Form. Although this means a number of classrooms and social spaces within the school are now accessible for a wheelchair user, the site is not **fully** accessible with a number of older builds on site without the required adaptations. Students with physical needs that require an adapted learning environment would be considered for Sixth Form Entry, case by case, depending on their subject choices.

3e 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 and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (High Needs Funding).

3f 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 Simon Langton Grammar School for Boys are available to pupils with special educational needs either with or

without a statement of special educational needs / 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 pupil in the activity

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

At Simon Langton Grammar School for Boys 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 for instance PSHE, Assemblies, Tutor Time 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:

- Access to school counsellor
- Mentor time with member of senior leadership team
- Mentor time with a form tutor or Head of Year (HOY)
- Mentor time with a member of the Faculty of Support and Guidance
- Mentoring time with a Wellbeing Lead within the school
- External referral to Child and Adolescent Mental Health Services (CAMHS)
- Safe Haven/Sanctuary space for unstructured times
- Time-out space for pupils to use when upset or agitated
- Exit Card Strategies
- Social and Communication Skill Building Lunch Clubs/Boys groups

Pupils 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 pupils who do not need this support.

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

The Assistant Headteacher, (Mental Health and Wellbeing) Simon Langton Grammar School for Boys is Mr M. Tithecott, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Mr M. Tithecott is available on mtithecott@thelangton.kent.sch.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 within the last five years:

- Deaf Awareness Training – STS HI Team

- ASD Awareness Training- SENCo/Deputy SENCo
- Understanding AEN/SEN- SENCo
- High Ability EAL Learners- STS EAL Team

Designated Staff within the Faculty have had the following awareness training within the last five years:

- Mental Health Awareness
- Autism Awareness, Web Autism, Diploma in Autism
- Counselling skills- Level 3 and Level 4 Diploma
- Foundation Degree in Childhood Studies and Special Needs
- Level 3 TA Qualification
- HLTA
- Level 4 Diploma in Careers Advice
- Selective Mutism Awareness
- Level 5 Diploma Teaching Learners with SpLD/Dyslexia
- CBT Diploma
- Examination Access Arrangements

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:

- Specialist Teaching Service (STS) including the Hearing Impairment (HI) and Visual Impairment (VI) Team
- St Nicholas' Special School
- Educational Psychology Service
- Speech and Language Therapy Service
- Dyslexia and Dyspraxia Assessors (when not available in-house)
- Autism Educational Trust

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. 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 Simon Langton Grammar School for Boys are invited to discuss the progress of their children (in addition to the standard parents evening) on three occasions a year (with two structured conversations and an

EHCP review meeting within the Faculty). In addition we are happy to arrange meetings outside these times. 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.

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 of SEN / 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 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 the childhood years 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 Simon Langton Grammar School for Boys are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Form Tutor, Subject Teacher, SENCO, and Head of Year or Head of School 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 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 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 pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, and other teams within KCC as needed for designated students

11 The contact details of support services for the parents of pupils 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: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

12 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 Simon Langton Grammar School for Boys we work 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. Simon Langton Grammar School recognises the importance of early identification, assessment and intervention in successfully meeting the needs of students with SEN.

Identification prior to transfer from Primary

- Close liaison with feeder schools ensures early identification of students with SEN prior to transfer. Head of Year 7 contact feeder Primary schools in the summer term for the sharing of transfer information and attend meetings at feeder primary schools to gather such information.

- The SENCo (or appropriate member of the Faculty of Support Team) attends any transition meetings and also the final Annual Review meeting for a young person within a primary school if requested.
- Consultation takes place with external agencies to ensure appropriate provision is made.
- A series of 'Welcome Visits' are established for those young people with a known SEN including those young people joining the ASD Resourced Provision. During these days the young people have an opportunity to visit the school and to become more familiar with the school environment including break time and lunch time. These days are run during term 5/6 in addition to the whole school Year 6 day.
- Additional arrangements are sometimes made to meet with parents and students prior to transfer. The SENCo (or appropriate member of the Faculty of Support Team) aims to meet with these parents in the summer term to establish what may be necessary for transition. These meetings ensure appropriate information is shared to ensure an accurate pen portrait can be distributed to teaching staff prior to the pupil's arrival in September.
- The SENCo (or appropriate member of the Faculty of Support Team) is available during Year 6 and Year 7 induction where opportunity is given for consultation with parents.

Identification post-transfer

- It is recognised that any student admitted to Simon Langton Grammar School for Boys may have unidentified SEN.
- All students are screened in literacy skills (spelling and reading) within the appropriate department on entry. Results are considered along with information obtained from Cognitive Ability Testing. These results are used to prioritise students for intervention.
- New concerns about individual students may be raised at any time during the academic year following the school's procedure for assessment and monitoring of SEN. Referrals can be made from teaching staff, parents or students directly. These are followed by data gathering including a feedback questionnaire from the pupil, prior to a formal meeting to discuss concerns.

Moving On

We also contribute information to a pupils' onward destination by providing information to the next setting. This can be through 'Moving on Plans' written in collaboration with KCC LDA Advisors for Post 16 Studies, EHC reviews and direct transition meetings/visits.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.