

Wrotham School

SEN Information Report April 2021

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 Wrotham School, we make provision for many frequently occurring special educational needs, for instance dyslexia, dyscalculia, developmental coordination disorder, attention deficit (hyperactivity) disorder, speech and language needs, autism, physical and medical 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.

Wrotham School currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autistic Spectrum Disorder; Speech, Language and Communication Needs; Physical disability; Medical; Social, Emotional and Mental Health; Moderate Learning Difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an 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 Wrotham School, we work closely with our feeder primary schools and ensure we receive all necessary information on levels, targets, and support requirements of each pupil. The Transition Team meets with feeder primary SENCOs and / or teacher before the students start at Wrotham. We also run a transition group, which allows us to get to know the students and identify any areas of concern at an early stage.

Students complete a number of standardised tests during their taster days prior to starting at Wrotham School. These provide us with a greater insight into their learning needs. These tests are cognitive ability tests, such as; reading and spelling tests and a numeracy test. The taster days, along with Primary School data, provide an opportunity for observations of student behaviour to aid identification of needs.

Teachers and our support staff monitor students throughout their school career. Any concerns are flagged up and dealt with very quickly. Additionally, we use the following tools to identify young people with SEN:

- Annual whole school reading and comprehension tests
- Teacher assessment data to monitor progress
- Medical or other outside agency reports
- Exam access testing in Key Stage 4
- Dyslexia / Dyscalculia screeners
- Complete Universal level of Mainstream Core Standards and take to review (LIFT)
- Assess well-being and involvement using Leuven scales (this is an area of development)
- Parental comments
- Students support / behavioural records
- Classroom observations

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. Examples of extra support are

- One to one in class support
- Small group in class support
- Small group support out of class
- One to one out of class support
- Reading one to one

- Literacy catch-up
- Numeracy catch-up
- Phonics
- Touch typing
- Handwriting
- Counselling
- Lunchtime Club / haven
- EAL Mentoring
- Homework club
- Summer school
- Individual transition programme
- Social Skills / Lego therapy
- Study buddy
- School therapy dog

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 assessment tools to determine the cause of the learning difficulty. At Wrotham School, we are experienced in using the following assessment tools as described above. In addition, we have access to external advisors who are able to assess in the following areas:

- Speech and Language skills
- Visual Impairment Assessment
- Hearing Impairment Assessment
- Grange Park ASD specialist
- Cedars Pupil Referral Unit
- Health Needs Education Adolescent Unit
- Physical disability support
- Nexus specialist school

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 are added to the Student Profile, which is shared with parents and teachers and 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.

We will ensure that all teachers and support staff who work with the pupil are aware of the support needed and the teaching approaches required.

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 Student Profile 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 an 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 available for the SEN Governor to report to the main 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 termly. 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 Wrotham School are listed in section 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 support will be reviewed and adjusted.

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 Wrotham School quality teaching in the classroom supports all SEN students. The quality of teaching is judged to be outstanding. Differentiated work enables all students to make progress.

We follow the Mainstream Core Standards ([https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards#:~:text=The%20mainstream%20core%20standards%20\(PDF,are%20happy%20in%20school.\)](https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards#:~:text=The%20mainstream%20core%20standards%20(PDF,are%20happy%20in%20school.))) advice developed by Kent County Council to ensure that our teaching conforms to best practice. When necessary, additional interventions are employed to reduce barriers to learning and support students' educational needs. These take the form of both in-class and out of class intervention, with small groups or individuals working closely with a specialist Teaching Assistant for a focused period of time with clear progress objectives.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments, listed in section 2. 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 Wrotham School, 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 the Education, Health and Care Plan.

The KS3 timetable has been adapted to provide additional English and maths lessons for those students who need extra input.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors are continually striving to make improvements to the school's environment, curriculum and quality of staff training.

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.

Additional funding is received through an application to KCC by the school. The pupil does not need to have an Education Health Care Plan (EHCP) to access the funding, but has additional SEN need costing £6,000 or more. We are able to use this funding for:

- Individual and small group timetabled SEN provision and structured interventions to meet an identified outcome directly relating to the pupil's special educational needs.
- Training for member/s of staff working with the named pupil.
- Services incurring a cost to the school, that are required to meet the individual needs of the pupil and cannot be delivered by NHS / KCC commissioning arrangements.
- Therapy services that have been recommended by a suitably qualified and registered practitioner .This would be to deliver an individualised specialist level of intervention where there is evidence that existing resources have not progressed outcomes for a specified student.
- Individual one to one in class TA support

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 Wrotham School are available to pupils 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 pupil in the activity

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

At Wrotham School, 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, Progress Time, Assemblies and other activities such as Time to Change, Mental Health Awareness and indirectly with every conversation adults have with pupils throughout the day.

The SEN department works closely with the most vulnerable students during unstructured times of the day.

For some pupils with the most need for help in this area, we also can provide the following: access to a small social development club, the school, mentor time with member of senior

leadership team, external referral to CAHMs or Young Minds for Mentoring, time-out space for pupil to use when upset or agitated, Intervention Team staff and other individual interventions as appropriate.

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.

Wrotham School's behaviour and bullying policies provide clear expectations and consequences. We expect all parents to sign the home school agreement to recognise these expectations.

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

The SENCO at Wrotham School is Mr K Williams, who is a qualified teacher, Assistant Head Teacher and has been accredited by the National Award for SEN Co-ordination and an Assessment Practising Certificate for dyslexia.

Mr Williams is available on 0300 065 8320 and kwilliams@wrotham.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 Teaching Assistants have completed the school's induction training as well as more specific SEN training. We endeavour to employ staff with Level 3 or above qualifications including the NVQ in Learning Support. We actively encourage staff to attend courses throughout the year, which will enhance our provision.

Our Teachers and Teaching Assistants receive regular SEN training as part of the school's INSET and CPD programmes. All staff have received behaviour management training, child protection training and training in specific areas of SEN. Trainee and NQTs receive school specific SEN training from the SENCO or Assistant SENCO. Refresher training sessions for all staff are conducted throughout the year.

SEN staff support teacher by observing SEN students within class and provide the teacher with feedback and strategies in how to develop their practice to meet specific learner needs.

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:

- Language and Learning Support Service,
- Educational Psychology Service
- ASD Support Specialist
- Speech and Language Therapy Service
- Child and Adolescent Mental Health Services (CAHMS)
- Various Inclusion Panels
- Early Help post diagnosis support and training for children and parents (eg Cygnet)

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 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 (<https://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/kent-and-medway-communication-and-assistive-technology-service/contact-us>).

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Wrotham School receive a termly report/grade sheet and are invited to discuss the progress of their child. In addition, we are happy to arrange meetings outside of / in addition to 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 an Education, Health and Care Plan will be invited to contribute to and attend an annual and mid-year 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 Wrotham School are used for complaints about provision made for special educational needs. In the first instance, we encourage parents to discuss their concerns with their child's Progress Group Leader and / or Subject Teacher to resolve the issue before making the complaint formal to the SENCO or Headteacher and, if not resolved, then the Chair of Governors.

If the complaint is not resolved after the governing body has considered it, 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 Education Health Care Plan, 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 instructed the school to engage with the following bodies if required:

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

- Membership of professional networks for SENCO including the local SENCO forum, NASEN, Communicate-Ed, PATOSS etc.

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)

Information, Advice and Support Kent (IASK) 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 412 412

Email: iask@kent.gov.uk

<https://www.iask.org.uk>

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 Wrotham School 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. Students begin visiting Wrotham from the start of Year 6 for a variety of activities such as sport, music and drama performances. In this way, they become familiar with the school. Our Transition team gathers information from primary schools in term 4 onwards. We make visits to our feeder Primary Schools to meet with the SENCO, Class teacher and pupils along with Taster Days, Attendance at Early Help, CIC, EHCP meetings, New Parents' Induction Evening and, for high needs students, development of a joint Student Profile with all stakeholders prior to the pupil starting at the school. Where transition is of a particular concern, we invite students and a Teaching Assistant to visit the school for a personal tour so they are able to get to know the site and those they will be working with.

At Wrotham School, we have a dedicated Teaching Assistant who supports the move onto further education by organising visits to local colleges, supporting students and parents with applications and any queries they have. We also work closely with youth support agencies such as Targeted Youth Workers to support those for whom Post 16 transition is a daunting prospect. We also contribute information to a pupils' onward destination by providing information to the next setting. Once the student / parent has signed a sharing agreement, we are able to provide the FE Colleges, educational establishments copies of the Student Profile, Form 8 (Access Arrangements) and other relevant SEN information.

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

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

14. Further Information

Further information regarding Wrotham School's SEN ethos, Information Report, Department structure and approaches to identifying SEN, as well as frequently asked questions, can be found at the school's website: <http://www.wrothamschool.com/sen>