



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

2026- 2027

DRAFT SUBJECT TO COMMITTEE APPROVAL

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Approved By Curriculum, Achievement, Teaching and Learning and SEND Committee			

Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following:

- Race
- Nationality
- Gender (including transgender/gender questioning)
- Sexual orientation
- Disability
- Age
- Mental health
- Marital status

Discrimination and inequality can be experienced in the following ways, not exclusively:

- Inappropriate or offensive language/terminology
- Cultural misrepresentation
- Violence/physical harm
- Bullying
- Online abuse
- Disadvantage in all aspects of progress, care and opportunity

When inequality or discrimination is seen or reported, the school will strongly challenge and work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

This policy is updated annually by the SENCO and reviewed by the Governing Body for approval.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (2015)
- Equality Act (2010)

Wrotham School SEND Policy

- Schools Admissions Code (2012)
- The School's White Paper 2026: Special Educational Needs and Disability (SEND) Reform

This policy should be read in conjunction with the following school policies:

- Accessibility Policy
- Admissions Policy
- Attendance Policy
- Behaviour, Character and Inclusion Policy
- Complaints Policy
- Children with Health Needs that Cannot Attend School
- Curriculum and Assessment Policy
- Equality Statement
- Independent Learning Policy
- Safeguarding Policy and Information
- SEND Information Report

Rationale

Wrotham School is committed to providing an inclusive education in which all students, regardless of need or disability, are enabled to achieve, participate and thrive within mainstream education wherever possible. The school will identify needs early, work collaboratively with students and families, and provide support through a graduated approach. High-quality adaptive teaching, effective pastoral support, strong attendance practices and access to specialist advice form the foundation of the school's SEND provision. The school will continue to review its practice in line with emerging national SEND reforms and developments in inclusive education. **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 significantly greater difficulty in learning than the majority of others 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
- (SEND Code of Practice 0-25, 2015)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act (2010) which 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 0-25, 2015)

SEND Co-ordinator

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Roles and Responsibilities

SENCOs: Oversees the operation of the SEN policy, supports staff, coordinates provision, and liaises with parents and external agencies.

Headteacher: Has overall responsibility for the provision for pupils with SEN.

Class Teachers: Responsible for quality first teaching, identifying potential SEN, and adapting work appropriately.

Governing Body: Ensures the school meets its statutory duties under the SEND Code of Practice.

Types of Need

At Wrotham School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care plan (EHCP) e.g. dyslexia, dyspraxia, speech and language needs, ASC, ADHD, learning, physical and medical difficulties. There are other special educational needs which do not occur as frequently and with which the school is less familiar but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with an EHCP with ASC and speech and language needs. We also have some children with some complex physical needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage children with SEND.

Identification and Assessment of Pupils with SEND

At Wrotham School we monitor the progress of all pupils three times per academic year to review their progress at our data collection points.

We follow a graduated approach: *Assess, Plan, Do, Review*.

Identification may include:

- Teacher observations and assessment
- Progress data and tracking
- Parental concerns
- Pupil voice
- Liaison with previous schools

Four broad areas of need are considered:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

We also use a range of assessments with all pupils which include, but are not limited to:

- Annual whole school reading and comprehension tests
- Character strengths and behavior points awarded
- Classroom observations
- Teacher assessment data
- Medical or other outside agency reports such as STLS, Educational Psychologist Reports, diagnostic reports and speech and language therapist reports
- Assess well-being and involvement using tools such as the Boxall Profile
- Exam Access Arrangements testing in year 9 onwards
- Dyslexia screeners
- Dyscalculia screeners
- Complete Universal level of Mainstream Core Standards and take to review (LIFT)
<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

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
- One to one out of class support
- Small group out of class support
- Reading catch up
- Numeracy catch-up
- Little Wandle; systematic synthetic phonics programme.
- SPARX reading comprehension programme.
- Touch typing
- Well-being clubs.
- ELSA Support
- Talking/Drawing
- EAL Mentoring
- Individual transition programme
- Social Skills
- Lego Therapy
- Sensory Circuits

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 which include but are not limited to:

- Speech and Language Therapist
- Kent SEND Inclusion Advisors
- Kent KPAS Services
- Kent Educational Psychologist
- Kent Specialist Teaching and Learning Service
- The Rosewood School
- NELFT (ASC/ADHD and mental health referrals/support)
- LSEAT group of schools

If a student's needs are complex and long-term, the school or parents may request an Education, Health and Care needs assessment from the Local Authority. If agreed, this may result in an EHCP outlining specific educational, health, and care provision. The school will ensure full compliance with statutory duties in managing EHCPs, including:

- Annual reviews
- Collaboration with families and professionals
- Implementation of agreed provision

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. This is shared through a pupil passport and or a provision plan. Pupil passports are reviewed three times per year following consultation with parents.

Evaluating Effectiveness of Provision

Each review of the pupil passport 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. Additional evaluative measures include: SEND register review, evaluation of interventions, attendance monitoring, suspension analysis and student/staff/parent voice.

The SEN Code of Practice (2015, 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

If the pupil is able to make good progress using 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.

Teaching Pupils with SEND

Wrotham School is committed to creating an inclusive mainstream environment in which barriers to learning and participation are identified and addressed at the earliest opportunity. High quality teaching, adapted 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 (2015, 6.37)*

We follow the Mainstream Core Standards advice 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. Some of these are delivered by teaching assistants employed through the funding provided to the school as SEND Notional Budget.

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 Education, Health and Care plans.

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.

Additional Support for Learning

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 a 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 funding through the Community of Schools Model.

Inclusion within School Activities

All clubs, trips and activities offered to pupils at Wrotham School are available to pupils with special educational needs either with or without an EHCP. 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

Social and Emotional Development of Pupils with SEND

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 RSHE, Progress Group Time, assemblies and other activities 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 the school counsellor, mentor time with member of senior leadership team, external referral to Children and Young People's Mental Health Services (CYMPHS), time-out space for pupil to use when upset or agitated, LINK team 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.

Attendance and Belonging

Wrotham School recognizes the relationship between SEND, attendance, wellbeing and inclusion and will work proactively with parents/carers and external agencies to remove barriers that may prevent regular attendance or participation. This includes, but is not limited to, Section 19 support from KCC and enrolment in our in-house EBSA programme.

Staff Training

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, these have included but are not limited to: ELSA screening, dyslexia specific training, LEGO therapy, Talking/Drawing and sensory circuits.

Our Teachers and Teaching Assistants receive regular SEN training as part of the school's INSET and CPD programmes. This includes CPD from external providers such as the Educational Psychologist.

All staff have received behaviour leadership training, safeguarding training, trauma awareness training and training in specific areas of SEN. The Governing Body and Senior Leadership Team will ensure that staff receive regular training and professional development relating to SEND, adaptive teaching, inclusive practice and specific areas of need.

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

- ASC Support Specialist
- Speech and Language Therapy Service
- Children and Young People's Mental Health Services (CYMPHS)
- Specialist SEN surgeries
- Specialist Teaching and Learning Service
- Inclusion Panels
- Early Help support for children and parents

The cost of training is covered by the notional SEN funding.

Equipment/Facilities

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 with Community of Schools funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Working with Parents

All parents of pupils at Wrotham School are invited to discuss the progress of their children on at least two occasions per a year and receive a report/grade sheet three times a year. 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 an EHCP 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.

Working with Young People

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-centered 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.

Complaints

The normal arrangements for the treatment of complaints at Wrotham School are used for complaints about provision made for SEN. We encourage parents to discuss their concerns with Progress Group Leader and Subject Teacher or Head of Year in the first instance to resolve the issue before making the complaint formally via our complaints process. See complaints policy on the school website. If the complaint is not resolved following investigation and consideration, then this can be escalated to the Chair of Governors.

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 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.

External Support

The governing body have instructed the school to engage with the following bodies if required:

- Educational Psychology service
- 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 pupils with requirement for direct therapy or advice.
- Membership of professional networks for SENCO including the local SENCO forum, NASEN.
- Tonbridge and Malling Secondary Transfer Inclusion Network Group (STING) to support with KS2 to KS3 transition.

Support for Parents

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 (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000 Monday- Friday 9am-5pm.

Website: www.iask.org.uk

Phase Transfer

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. We make visits to Primary Schools to;

- Taster sessions prior to offer day
- School tours prior to offer day
- Meet with the SENCO, class teacher and pupil
- Transition days
- Parents' Information Morning
- SEMH transition in conjunction with STLS
- For students with Special Educational Needs, a pupil passport is developed prior to the pupil starting at the school.

Post-16 Transition

- Students receive support for Kent Choices
- Year 11 Information Evenings
- Careers advice and guidance in line with Gatsby Benchmarks
- Students with Education, Health and Care Plans start planning for adulthood in year 9 as part of the annual review process
- Work experience available to all year groups for one day per year in term 6
- Access to annual careers fair
- National Apprenticeship Week
- Assemblies from external providers
- CV building support

We also contribute information to a pupil's onward destination by providing information to the next setting.

Local Authority Local Offer

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.

Link: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Further Information

Further information regarding Wrotham School's SEN ethos, approaches to identifying SEN, Access Arrangements as well as frequently asked questions can be found at the school's website: <https://www.wrothamschool.com/information/sen/>