



Maidstone Grammar School
for Girls

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Special Educational Needs and Disability Policy

Governing Body Policy

2023-2024

History Log

Last Revised	Revised by	Ratified by Governors	Next Review Date	Timescale
September 2019	A Heppeler	20th November 2019	October 2020	Annual
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Special Educational Needs and Disability Policy

This Policy includes some information as part of the SEND Information Report.

Statement of Entitlement

At Maidstone Grammar School for Girls we aim to enable all students with Special Educational Needs and Disabilities (SEND) to reach their full potential and to be fully included in the life of the school community.

All teachers are teachers of students with additional educational needs and high quality personalised teaching is the key to ensuring students achieve their potential.

Our aim

To ensure that all students, including those with SEND are happy and are supported in school to enable them to achieve their academic targets. We will do this by:

- Identifying and providing for all students with SEND to enable them to access the curriculum that is appropriate to their age group.
- Identifying the SEND requirements of students joining the school and planning appropriately for those students' needs.
- Being alert to the needs of all students who may develop SEND throughout the school, and to adapt to meet their needs.
- Working within the guidance provided in the SEND Code of Practice 2015.
- Operating a "whole student, whole school" approach to the management and provision of support for SEND.
- Ensuring that staff are aware of the needs of the students identified as having SEND and that they regularly assess their progress.
- Providing support and advice for staff working with students who have SEND.
- Ensuring there are strategies, resources and support from outside agencies if necessary to help staff meeting the SEND needs of the students they teach.
- Building & maintaining a partnership with parents and students so that the support is appropriate to their needs to enable them to make progress.

Compliance

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- 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.
- Schools SEN Information Report Regulations (2012 & 2014).

- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- JCQ Access Arrangements, Reasonable Adjustments and Special Consideration.

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

- Accessibility Plan
- Administration of Medicines policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Children in Care Policy
- Examinations Policy
- Safeguarding Policy
- Supporting students with medical needs policy
- Complaints procedure
- Equality statement
- E Safety Policy.

This policy was developed with the SENCO, Senior Leadership Team and representatives from the governing body and will be reviewed annually.

Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision being made for him or her.

A student of compulsory school age has a learning difficulty if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age.
- or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. (SEN COP 2015).

Definition of disability

Many children and young people who have SEND 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 minor than trivial’ (SEN Code of Practice 2015).

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

At Maidstone Grammar School for Girls 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 Condition (ASC), mental health conditions and other learning difficulties. For kinds of special educational needs which do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan. 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.

Identification and Assessment of students with SEND

The SEND Code of Practice 2015 identifies four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

While the four categories of need broadly identify aspects of primary areas of need for children and young people, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child. There are factors which may impact on progress and attainment that are not considered to be SEND on their own:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- English as an additional language (EAL)
- Medical Needs
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/woman
- Behaviour (unless related to an identified learning need).

At Maidstone Grammar School for Girls we monitor the progress of all students through tracking reviews three times a year to review their academic progress.

Where progress is not sufficient, even if a Special Educational Need has not been identified, we may put in place extra support to enable the pupil to catch up. Examples of extra support offered include subject support sessions, peer mentors, learning mentors and an after school staffed homework club.

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 may use a range of assessment tools to determine the cause of a learning difficulty, if appropriate.

For a student identified as having a Special Educational Need, additional resources and different approaches may be required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan to be 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. There is no need for pupils to

be registered or identified as having special educational needs unless the school is taking additional or different action other than differentiated teaching in the classroom by the class teacher.

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. Where a training need is identified beyond this we will find a provider who is able to deliver it. The cost of training is covered by the notional SEND funding. The SENCO is Alison Heppeler, who is a qualified teacher and who has the National Award for SEN Co-ordination accreditation course. The SEND Link Governor is Mrs Debbie Fenn.

Evaluating Provision

For students 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. Students with a SEN Provision Plan will have their provision reviewed at least three times a year, with students, staff and parents in accordance with the SEN Code of Practice Graduated Approach:

- **Assess** the child or young person's needs
- **Plan** the provision which is required and what outcomes should be achieved
- **Review** the impact and quality of support. This must be reviewed three times per year with parents and progress towards outcomes must be recorded.

Each review of the SEND provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, including tracking reviews, which will show whether adequate progress is being made. If the pupil is able to make good progress using additional and different resources (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 SEND is changed parents will be notified.

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 these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

Making provision for students with SEND

“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 2015, 6.37)

At Maidstone Grammar School for Girls the quality of teaching is judged to be outstanding. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. 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 make improvements as part of the school’s accessibility planning and have identified that the following aspects of the school need to be improved.

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 differentiated teaching for pupils requiring SEND 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 each student can be obtained through discussion with the SENCO. 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 resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school through the Higher Needs Funding.

All clubs, trips and activities offered to pupils at MGGs are available to pupils with Special Educational Needs either with or without an Education, Health and Care Plan. Where it is necessary and where resources allow, the school will use any resources available to it to provide additional support.

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, 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 access to a counsellor, mentoring, peer mentoring support, external referrals, time-out space for pupils to use when upset or agitated, Specialist Teaching and Learning Service (STLS) advice through Social Emotional and Mental Health (SEMH) surgery and support through LIFT.

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.

Examination Access Arrangements

Students will be entitled to examination access arrangements as set out by the Joint Council for Qualifications (JCQ) guidelines published at the start of each academic year. The school must obtain the appropriate evidence, to be shown during a JCQ inspection, in order to allow a student an examination concession. Students entitled to receive 25% additional time due to a

learning need will have the appropriate “Form 8” completed in accordance with JCQ regulations (these are not necessary for students receiving additional time due to medical conditions).

Consultation with parents/carers of children with SEND

All parents/carers receive tracking reports , a written report and are invited to discuss the progress of their children at a parents’ evening once 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. All such provisions will be recorded, tracked and evaluated.

If, following this normal provision, improvements in progress are not seen, we may contact parents to discuss the use of internal or external assessments which will help us to address these needs better, if appropriate. 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 review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Consultation with students

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.

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 are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO or Senior Leadership Team 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 Education, Health and 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.

Support services for the parents/carers of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions and also to feel confident to express their views and wishes about education and future aspirations.

www.kent.gov.uk/iask

Supporting pupils with Special Educational Needs in transferring between phases of education

The school works closely with the educational settings used by the pupils before they transfer to MGGS in order to seek the information that will make the transfer as seamless as possible. Parents/carers are required to complete a transfer form which requests information about any SEND a student may have. A member of the teaching staff will visit all students' primary schools and where necessary, a transition meeting will take place between all parents/carers and the Head of Study, SENCO or SEND and Medical Needs Coordinator to discuss the student's needs. We will liaise with any external agencies where they are already involved. We also contribute information to a pupils' onward destination by providing information to the next setting.

Kent County Council Local Offer

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

This SEN policy incorporates the SEN information report and it is available on the school website (Regulation 51, Part 3, section 69 (3) (a) of the Act).