



**The Robert Carre Trust**

## **Special Educational Needs and Disability Policy**

### **1. Introduction**

This policy has been revised in the light of the following legislation and guidance:

- Children and Families Act 2014: Section 19
- Special educational needs and disability code of practice: 0 to 25 years (Jan 2015)
- Equality Act 2010
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Working Together to Safeguard Children (2018)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- Lincolnshire County Council Inclusion Toolkit (2020) & VSEND Tool (2020)

The Act of 2014 resulted in significant changes to SEND (Special Educational Needs and Disability) provision within schools. There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels as well as a stronger focus on high aspirations and on improving outcomes for children and young people.

### **2. Key changes:**

- Statements have now been replaced by Education and Health Care Plans
- Schools must fund initial provision in school up to a predetermined threshold set by the DfE (Sept 2015)
- It is the expectation that inclusive teaching practice and delivery (“quality first teaching”) will be the primary means of meeting SEND in the context of the classroom

All schools must have regard to the SEND Code of Practice 0-25 years (Jan 2015).

### **3. The Education and Health Care Plan**

To secure an EHCP under the new code of practice schools must evidence that the identified needs require a level of support beyond universal provision that exceeds the pre-determined DfE threshold. If this is the case then the local authority will only provide top-up funding over and above the DfE threshold.

### **4. Definition of SEN**

A child or young person has *Special Educational Needs* (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for him or her that is above and beyond universal provision.

A child of compulsory school age or a young person has a learning difficulty or disability 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.

The following needs meet the definition above but this list is not exhaustive:

- Autistic Spectrum Disorders including ADHD, ADD, AHD and PDA
- Dyslexia, Dyscalculia and Dyspraxia
- Slow Processing and/or Weak Working Memory
- Sensory or Physical Impairment
- Long Term Health Conditions
- Mental Health Conditions

## **5. Disabled children and young people**

Many children and young people may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **6. Commitment to SEND Provision**

The Robert Carre Trust (RCT) prides itself on being an inclusive educational organisation and is committed to encouraging and enabling all of our students to unlock their full potential. We recognise that a number of our students will, at different stages of their development, require tailored and targeted support over and above the usual academic and pastoral provision. The student support teams at RCT schools aim to tailor and target support for individual students who have been identified as having a specific learning need, so that he or she can:

- be an effective and successful learner who achieves their full potential
- embrace the range of opportunities available to him or her as a valued member of our school community both inside and outside of the classroom
- move into adult life confident that he or she has the skills and independence to fulfil his or her ambitions

## **7. Equality Act 2010**

The Robert Carre Trust is committed to ensuring that children and young people with identified SEND will not be disadvantaged or discriminated against in our procedures and practices. Every effort is made to enable and facilitate access to all aspects of school life and community.

## **8. SEN Categories and the SEN Register**

The new Code of Practice has introduced significant changes to the way SEN is recorded in schools. Only students receiving a level of support beyond universal

provision will be designated as having SEN Support (K). Only students who are not making expected progress and who have therefore fallen behind their peers will be designated as being on the SEN Register. Students with significant provision needs may be the subject of an Education, Health and Care Plan (EHCP) and in some cases a school may benefit from additional top-up funding from the Local Authority to support the additional provision. Students with an EHCP will be designated as being on the SEN Register

The Code of Practice expects that teachers will adapt their teaching to meet the known learning needs of their students with the end result that all students in their class make expected progress or better. In the terms of the Equality Act 2010, such an approach would constitute reasonable adjustments that should ensure the student with learning needs is not placed at a disadvantage in accessing the curriculum.

In Robert Carre Trust schools all students with a known learning need, medical need or disability will be recorded on a known learning needs list so that all teachers are aware of their students' needs and can make the necessary reasonable adjustments. Teachers will regularly review progress in the light of these known needs and any students who are not making expected progress will be referred for a review of their profile of need and the learning provision in place.

## **9. SEN and Exam Access Arrangements**

Access arrangements for public examinations are becoming ever more stringent and the Joint Council for Qualifications (JCQ) regulations change on an annual basis. For access arrangements to apply the school must provide clear evidence of significant disadvantage as a consequence of a learning need or disability. The school is also required to provide evidence that any agreed adjustments are not only part of a student's normal working practice but are also in place as an adjustment to reduce a significant disadvantage. As regulations change on an annual basis, students and their parents/ carers should not assume that a learning need or disability will automatically qualify the student for extra time or indeed any additional adjustments that the JCQ may have permitted in previous examination years.

## **10. Assessment and Requests for an Education, Health and Care Plan (EHCP)**

### **ASSESS - PLAN - DO - REVIEW**

The Robert Carre Trust is committed to working in partnership with young people and their parents/carers at all stages of the SEND provision process. Staff will draw upon the LCC Inclusion Toolkit and VSEND tool to support and inform the assessment of need and associated support provision. The VSEND Tool can also support preparation for transition between key stages and/or schools as well as support the review process.

The voice of the young person will be central to the planning of individual support.

### **Assess**

Where a student is making less than the expected progress and it is suspected that an underlying learning need may be hindering progress a student should be referred for assessment. A student's difficulties will be considered against the four broad areas of needs:

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

The Robert Carre Trust recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. A comprehensive assessment by the school will give a detailed picture of student's strengths and their individual profile of need. The assessment process may involve several different elements ranging from in-house assessments to involving assessments and reports from external agencies

### **Plan and Do**

The school will use the information from the assessment process to draw up a plan to show the support that will be offered. The student's voice is central to the planning process and the personal support plan will be drawn up in full consultation with the student and their parents/carers. It will be outcome focused and seek to support the student in achieving their aspirations. It will highlight the ways in which parents can best contribute to progress outside of school and will be shared with all relevant staff.

### **Review**

The schools within the Robert Carre Trust are committed to providing access to regular reviews of a student's profile of need throughout the year. These will take place as part of the school's agreed review process but may also be triggered at any point during the year should the needs of a student change significantly. Academic progress is reported to parents of all students at three points during the academic year. There is also an annual parents' consultation evening and parents of students with SEND are able to meet with the SENCO or SEND Manager to review support plans, or raise any concerns. The SENCO and the Student Support Team, in consultation with Heads of Year, will review progress at these three points and where necessary plans will be adjusted. EHCPs are formally reviewed on an annual basis.

Students on the SEN register who make significant positive progress that is in line with, or better than, expectations will be removed from the SEN register. However, they will remain on the known needs monitoring list and progress will continue to be monitored in the light of their known needs. Where a student continues to make less than expected progress, provision will be reviewed and consideration given to making an application for an Education, Health and Care Plan (EHCP).

### **EHCP Requests**

The additional needs of most of the pupils with SEND in Robert Carre Trust schools will be met by interventions and resources from within the school. Where students require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning, the SENCO, in consultation and agreement with the student, their parents/carers and other specialist agencies will make a request to the Local Authority for an Education, Health and Care Plan (EHC Plan). EHCPs no longer focus on allocating a number of hours of support to a student but on the provision of specific interventions that take the cost of provision beyond the DfE predetermined threshold for school provision.

## **11. Students with SEND and Safeguarding**

The Trust recognises that a young person's additional needs can make them more vulnerable to abuse, especially online. The safeguarding team are aware of this potential vulnerability when assessing disclosures and the associated risks. The delivery of PSHE will also be cognisant of their vulnerabilities and where deemed appropriate additional educational input will be facilitated

## **12. Preparation for Adult Life**

The Trust seeks to support a student throughout their education but also to equip them with the means to assert and manage their support needs as a young adult and in their future working life. Their voice is therefore central to our planning and review process.

### **Transition to Post 16 Courses/ Apprenticeships in Colleges or University**

Students seeking to transfer to other educational institutions to complete post-16 courses/apprenticeships are supported in those transitions. Students are supported in identifying suitable courses and with the application process. If appropriate, prospective employers will be made aware of the Access to Work scheme which provides assessment and advice to employers with regard to any specialist equipment that might be needed to make reasonable adjustments.

Students wishing to pursue Higher Education courses are encouraged to do so and are likewise supported in identifying suitable courses. Where necessary the key worker will liaise with the SEND Officer at the relevant institution to ensure that all necessary information is available with regard to any assessments that might need to be carried out to support their learning needs. Students are also made aware of the Disabled Student's Allowance where applicable. This can be applied for via the Student Finance portal.

## **13. SEN Coordinator (SENCO)**

The SENCO is responsible for the oversight and coordination of provision for students with identified learning needs. S/he is also responsible for overseeing exam access arrangements. Each Robert Carré Trust school will have a designated SENCO who is a qualified teacher and who holds (or is working towards) the National Award for SEN Coordination (NASENCO). The name of the SENCO for each school can be found in the appendices to this policy.

## **14. SEND Information Report**

Schools are required to publish an Information Report outlining the provisions and support resources available to students with SEND. This document is available on individual school websites as well as in the appendices of this document.

## **15. The Local Offer**

The Local Offer is the Local Authority response to meeting the needs of children and young people with SEND. It covers all areas of provision from health and education to social needs. A link to the Local Offer can be found at the end of the Information Report on the relevant school website.

## **16. Accessibility Plan**

In accordance with disability equality requirements The Robert Carre Trust has an Accessibility Policy and each school within the trust has an Accessibility Plan. Copies of this are available on request or via the individual school websites.

## **17. Roles, Responsibilities and Implementation**

### **The SENCO will:**

- be responsible for overseeing the day-to-day operation of the SEN policy throughout the school
- establish a clear process for referral, early identification and assessment of primary need;
- oversee the provision and advice for teachers on effective ways to meet the specific needs of students recognised on the SEN register;
- be responsible for the liaison and work with relevant stakeholders;
- oversee the review process for students designated SEN Support and with EHCPs.

### **The SEN Support Teams will:**

- be responsible for the day-to-day operation of the SEN policy throughout each school;
- advise on a graduated approach to providing Additional SEN support;
- co-ordinate provision and advise teachers on effective ways to meet the specific needs of students recognised on the SEN register;
- liaise and work in partnership with relevant stakeholders.

### **Teaching staff will:**

- refer to SEN documentation to inform short- and medium-term planning;
- implement specific targets and promote appropriate learning strategies aimed at enhancing learning;
- ensure a consistent delivery of differentiated learning opportunity to enable students to improve and consolidate their skills;
- ensure that lessons are sufficiently differentiated in order to stretch, challenge and support all students, including those in targeted groups.
- be cognisant that a student's disability may impact on their ability to regulate their behaviour and emotions

### **Subject Leaders and Subject Teams will:**

- ensure curriculum provision is differentiated so that the learning for all students is given equal Priority;
- manage the implementation of SEN requirements by acknowledging the aims and objectives of the policy;
- monitor and evaluate consistent delivery of the policy at team level;
- provide appropriate support to team members through training materials or coaching.
- ensure that in making disciplinary judgments and decisions they consider the impact of a student's disability on his/her ability to regulate their behaviour and emotions

**Year Leaders will:**

- provide appropriate support to team members;
- support the delivery of the policy through pastoral opportunities;
- monitor and support student progress;
- ensure that in making disciplinary judgments and decisions they consider the impact of a student's disability on his/her ability to regulate their behaviour and emotions

**The Senior Leadership Team will:**

- provide appropriate support, training and resources for nominated groups, departments and Individuals;
- ensure that in making disciplinary judgments and decisions they consider the impact of a student's disability on his/her ability to manage their behaviour and emotions

**Trustees and Governors will:**

- ensure the effective and rigorous implementation and monitoring of the policy;
- evaluate the educational provision for pupils with SEN;
- investigate complaints in line with the school's Complaints process. Those with parental responsibility will be encouraged by the school to:
- work in partnership with relevant stakeholders acknowledging the specific needs of the student with SEN;
- ensure that in making disciplinary judgments and decisions they consider the impact of a student's disability on his/her ability to manage their behaviour and emotions
- appoint a local governing body and Trust portfolio holder to meet at scheduled intervals with the SENCO to review the effectiveness of provision and policy implementation.

**Appendices****A. Carre's Grammar School SEND Information****B. Kesteven and Sleaford High School SEND Information**

Adopted at the meeting of the Board on 20 September 2021

Next Review Date: September 2022 (Annually)

## Appendix A: Carre's Grammar School

### SEND Provision

#### Roles and Responsibilities

**SENCO:** Mrs Rosemary Brooks [rosemary.brooks@carres.uk](mailto:rosemary.brooks@carres.uk)

Deputy SENCO: Mrs Jacqueline Millband [Jacqueline.millband@carres.uk](mailto:Jacqueline.millband@carres.uk)

#### Student Support Officers:

Each member of the team has developed expertise in specific areas of need:

Pamela Clapham [pam.clapham@carres.uk](mailto:pam.clapham@carres.uk): Mental Wellbeing, Anxiety Management, Learning Skills, Careers Support, Sensory Impairment

Sheree Manley [sheree.manley@carres.uk](mailto:sheree.manley@carres.uk): Dyslexia, Slow Processing, Anxiety Management, Exam Access Arrangements

Jack Appleby [jack.appleby@carres.uk](mailto:jack.appleby@carres.uk): Autism Spectrum Disorders, ADHD, Medical Support,

Carre's Grammar School prides itself on being an inclusive school and we are committed to encouraging and enabling all of our students to unlock their full potential. We recognise that a number of our students will, at different stages of their development, require tailored and targeted support over and above the usual academic and pastoral provision. The Student Support Team at Carre's aims to tailor and target support for individual students who have been identified as having a specific learning need, so that he or she can:

- be an effective and successful learner who achieves their full potential
  - embrace the range of opportunities available to him or her as a valued member of our school community
  - move into adult life confident that he or she has the skills and independence to fulfil his or her ambitions
- Supportive Environment

We are privileged to have a dedicated Learning Support Suite based in the old School House which is staffed by a team of very experienced Student Support Officers. Visitors have commented on the supportive atmosphere that prevails in the support area and parents speak highly of the personalised support we offer. This has been validated by Ofsted in our last two inspections and in 2019 we were awarded the Well-Being Award for Schools.

We operate a duty desk system whereby there is always a member of the support team available in the suite. They offer support to those students who are in supervised study and are also the first line of response to any student in crisis.

#### Our Approach to Intervention and Support: **Assess Plan Do Review**

We seek to be creative and proactive in our approach and over the years we have developed a wide range of expertise and strategies. We have experience of successfully supporting students with the following needs:

- Autistic Spectrum Disorders including ADHD, ADD and PDA
- Dyslexia

- Slow Processing
- Visual impairment
- Hearing Impairment
- Physical Disabilities
- Chronic Medical Conditions
- Mental health and emotional needs
- Attachment Difficulties

Programmes of intervention and support are planned in consultation with the student, their parents/carers and their teachers. We also reference Guidance on SEN Support which has been compiled by the local authority SEND Team who have worked closely with the Lincolnshire Parent Carer Forum, schools, colleges and partner agencies to develop and endorse this guidance. A copy of the current guidance can be found on the Lincolnshire Local Offer directory. The SENCO and the allocated Student Support Officer work closely with teaching staff to ensure strategies for individual students are appropriate and effective. Plans are monitored and reviewed to an agreed schedule. Our ultimate aim is to enable students to take control of their own learning needs so that when they leave us they can be confident that they can manage those needs in the adult world.

### **Personal Education Profiles (PEPs)**

A Personal Education Profiles (PEP) is a one-page summary of need and support strategies that is designed to be a quick reference resource for staff. The planning process is designed to result in a PEP that is predominantly informed by the student's own description of their specific difficulties. Their voice is key to providing effective support. The PEP is a live document that can be updated as the result of the scheduled review process, interim reviews at Parent Consultation Evenings or through the regular contact with the key worker. Pastoral Teams also feed into the review process as part of the three progress reviews students participate in with their tutors and Heads of Year. Teachers can access the PEP via a link attached to the student's entry on the Inclusion Register. The student entry also includes links to advice on best practice in supporting their specific need.

### **Preparation for Adult Life**

We seek not only to support a student through their education at Carre's but also to equip them with the means to assert and manage their support needs as a young adult and in their future working life. We therefore believe that it is crucial that their voice is central to our planning and review process.

### **Intervention and Support Strategies**

Each Student Support Officer has been encouraged to develop expertise in different areas of support and this has allowed for a greater depth of understanding within the team of the learning needs that are most common amongst our student community: Anxiety, ASD, Dyslexia, ADHD and Slow-Processing. The following strategies and interventions are representative of those that we have employed to support our students in recent years but, are not exhaustive.

## **Learning Support in the Classroom / Academic Support**

Teaching staff receive regular updates and training with regard to the provision of effective support in the classroom. Electronic records of intervention programmes allow teachers to access successful strategies across different curriculum areas. Typical examples of support and intervention:

- Targeted short-term support programmes for individual students / small groups
- Differentiated approaches to accessing class material
- Classroom resource packs provided for specific learning needs
- Use of interactive whiteboards
- Use of visual support to support understanding and facilitate access to the school environment and learning
- Individual access to computers and other ICT so word processing can be developed as “normal way of working”
- Provision of specialist equipment, e.g. A tablet for a visually impaired child
- Adapted or modified resources e.g. enlarged text / coloured overlays & exercise books
- Students with a significant cognitive difficulty may be offered a reduced option curriculum in Key Stage 4. This enables us to offer them 5 hours of supervised individual study in the Learning Support Suite allowing them to reinforce skills and knowledge in the core curriculum subjects as well as boost their performance in the remaining options. Students work to an agreed schedule with support materials provided by the relevant subject heads.

## **Emotional Support**

Students who face a greater challenge with their learning and their ability to process the world around them can experience increased levels of anxiety. Other students can find themselves temporarily at a disadvantage due to increased anxiety levels. We have found the following effective in supporting such students:

- Self-esteem programmes
- Anger management programmes
- Access to professional counselling
- Circle Time to raise awareness of ASD with peers
- Social Skills programmes
- Peer Support Groups led by Student Support Officer
- Student Mentor from 6th form
- Supported Private Study /Homework in the Learning Support Suite

## **Professional Referrals and Support**

Referrals to other professionals and agencies are made when deemed necessary. We are always happy to facilitate sessions in school. The following services have previously been used and may be accessed or recommended as deemed appropriate:

- Educational Psychologist
- Community Paediatric Team
- Specialist Teacher Service

- Specialist Assessor for Exam Access Arrangements
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds (NHS)
- Early Help
- Working Together Team
- Behaviour Outreach Service (BOSS)
- Individual Counselling (Bereavement, Anxiety, Emotional Well-Being)
- SEND Parent Forums

### **Parents/Carers in Partnership**

We actively encourage parents/ carers to maintain regular contact with school so that our partnership can be effective and productive. Every student referred to Student Support will have an allocated key worker, one of our Student Support Officers, who will be the main point of contact between parents/carers and Student Support. Parents/Carers are involved at every stage of the support process: from consent to an initial assessment to applying for an Education and Health Care Plan.

We recognise that modern parenting is a challenging responsibility and this challenge can be even greater when supporting a child with additional needs. We therefore seek to be constructive in our support of parents, offering practical support from associated professionals such as the Parenting Skills Team, Early Help Team or The Working Together Team. Support services available do change from year to year depending on funding streams and service streamlining. The Lincolnshire County Council SEND team provide regular updates both via the Perspective Lite bulletin and face-to-face forums ensuring that we remain current as to the services we can access for our students. There is also increasing collaboration with regard to the in-house services we offer across the Robert Carre Trust in meeting the needs of our students with SEND.

### **Transition and Induction**

All prospective Year 7 students are visited in their primary school by a member of the pastoral team and primary school teachers are consulted. Where there is a known learning need and/or disability a meeting will be arranged with the parents/carers and SENCO to agree a transition plan. Where appropriate, additional familiarisation visits will be arranged and preparation for independent travel training for home to school travel can be explored.

A similar process will be offered to students transferring to Carre's at different entry points.

### **Transition to Post 16 Courses/ Apprenticeships in Colleges or University**

Students seeking to transfer to other educational institutions to complete post-16 courses/apprenticeships are supported in those transitions. Students are supported in identifying suitable courses and with the application process. Where appropriate familiarisation visits can be arranged. If appropriate, prospective employers will be made aware of the Access to Work scheme which provides assessment and advice to employers with regard to any specialist equipment that might be needed to make reasonable adjustments.

Students wishing to pursue Higher Education courses are encouraged to do so and are likewise supported in identifying suitable courses. Where necessary the key worker will liaise with the SEND Officer at the relevant institution to ensure that all necessary information is available with regard to any assessments that might need to be carried out to support their learning needs. Students are also made aware of the Disabled Student's Allowance where applicable. This can be applied for via the Student Finance portal. The Enrichment Curriculum for 6th form students at Carre's also provides practical preparation with the offer of basic cookery lessons.

### **Strategies to Support Literacy and Numeracy**

A whole school literacy strategy is overseen by the Subject Head for English and the Learning Resource Manager oversees a paired reading scheme for students in KS3. Numeracy support ranges from individual support outside of the classroom to targeted group support in the classroom as well as access to extension activities such as the Schools Maths Challenge. On admission to the school in Year 7 students undergo a series of tests designed to provide the school with a current baseline assessment: Cognitive Abilities Tests and a Reading age test. The school aims to identify any gaps at the earliest opportunity so that effective intervention strategies can be put in place.

### **Strategies to Support Behaviour**

The school operates a staged disciplinary system. Where behaviour does not meet with expectations school students face the "consequence" of their actions and are sanctioned. However, for students with an identified learning need or disability a reasonable adjustment is made and typically, this amounts to a student having additional stages of warning and/or remaining longer at a specific stage. We also operate a classroom exit card system which can provide students with access to relevant support as soon as the need arises.

### **Support during Unstructured Time**

Student Support Officers can provide targeted support programmes that are designed to bolster or improve social skills. In addition to such support we also have designated safe places at lunchtime available to all students and will also put in place peer support groups or a buddy system for children new to the school or requiring additional social support.

### **Supporting Medical Needs and Conditions**

All students with medical needs or conditions have a school Health Care Plan drawn up in consultation with parents/carers. This details the nature of the medical need or condition and the treatments or response required to manage it. Should these needs impact on their access to learning, a referral is made to the SENCO who will put in place an appropriate support plan. Support from specialist medical staff is sought where appropriate and designated school staff will undergo relevant training to enable them to provide the agreed support.

### **Education and Health Care Plans (EHCP)**

Where individual need is determined to be complex or requires a greater level of provision beyond the capacity of the established team then the school will look to complete an application for an EHCP. If successful, this can release additional

funding to support the identified needs. An application would normally require the support of the Educational Psychologist and substantial evidence that the school had reached a point where additional resources were needed to meet the identified needs.

### **SEN Coordinator (SENCO)**

Each school is required to have a designated teacher who is responsible for the coordination of provision for students with SEND. SENCOs new to post are required to hold the National Award for SEN Coordination (NASENCO).

### **Lincolnshire Local Offer**

The Local Offer is part of the Special Educational Needs and Disability (SEN&D) reforms from the Children and Families Act 2014. There are two main purposes for the Local Offer:

- to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- that by working directly with families, children and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Lincolnshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups. Further details can be found by following the link in the SEND Information Report on the school website or on the Local Authority website



## Appendix B: Kesteven and Sleaford High School

### SEND Provision

**SENCO: Mrs Debbie Collett**  
**SEN Manager: Mrs Michelle Watts**

**deborah.collett@kshs.uk**  
**michelle.watts@kshs.uk**

### Roles and Responsibilities

The SENCO will:

- be responsible for overseeing the day-to-day operation of the SEN policy throughout the school;
- establish a clear process for referral, early identification and assessment of primary need;
- oversee the provision and advice for teachers on effective ways to meet the specific needs of students recognised on the SEN register;
- be responsible for the liaison and work with relevant stakeholders;
- oversee the review process for students designated SEN Support and with EHCPs.

**The SEND Manager will:**

- be responsible for the day-to-day operation of the SEN policy throughout the school;
- advise on a graduated approach to providing Additional SEN support;
- co-ordinate provision and advise teachers on effective ways to meet the specific needs of students recognised on the SEN register;
- liaise and work in partnership with relevant stakeholders;
- support the SENCO in the review process for students designated SEN Support and with EHCPs.

### Arrangements for Coordinating SEN & Disability Provision

The SENCO will hold details of all IEPs and subject targets for individual pupils.

**All staff can access:**

- The Robert Carre Trust SEN & Disability Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs, including action plans, pupil profiles, targets set and copies of their IEPs via SIMs;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## **Kesteven and Sleaford High School SEN&D Offer.**

Since September 2014 children's additional needs have been identified using the new categories of:

- Cognition and Learning
- Communication and Interaction
- Physical and/or sensory
- Social, Mental and Emotional Health

Examples of SEN and D met at our school:

- Pupils with specific learning difficulties
- Dyspraxia and dysgraphia
- Dyslexia spectrum
- ADHD
- Asperger's
- Social, Mental and Emotional Health
- Physical disabilities
- Hearing impairments

Specialist support services used at our school:

Cognition and learning;

- ABCDyslexia
- Dyslexia.org
- Educational Psychologist

Communication and Interaction;

- Autism Outreach
- Autism.org
- Educational Psychologist

Physical and Sensory;

- NHS Physiotherapy
- Peripatetic Teacher of Hearing Impaired Children, Sensory Education and Support Service
- School Nurse
- Educational Psychologist

Social, Mental and Emotional Health;

- Emotional and Behavioural Pathways, Lincolnshire Teaching and Learning Centre, LCC.
- School Nurse
- Children and Adolescent Mental Health service, (CAMHS)
- Educational Psychologist

### **What should you do if you think your child has special educational needs?**

*If you have a concern regarding your child's academic progression, please contact any of the following:*

- *your child's class teacher*
- *the Head of Subject*
- *the Head of Year.*

*Your concern may be forwarded to the SENCO –Mrs Debbie Collett or the SEND Manager – Mrs Michelle Watts.*

### **How will the school respond to your concern?**

*A member of the SEND team will contact you to discuss your concern. If necessary a meeting or follow up conversation will be arranged, giving the school time to collect information regarding the concern. The school will then share any information collected with you, taking time to look into the concern and decide on the next steps.*

### **How will the school decide if your child needs extra support?**

*A member of the SEND team will speak to your child about any difficulties he/she is having and together with the information collected at school and that provided by you, the SENCO or the SEND Manager will decide if a referral to a specific support service is required. If literacy or cognitive difficulties are suspected we will ask your child to undertake an informal assessment within the school that will highlight whether a further formal assessment is required from a literacy or cognitive specialist.*

### **What will the school do to support your child?**

*If a Special Educational Need is identified the SEND Manager – Michelle Watts, will arrange a meeting with you and your child to identify and discuss what support is required to enable your child to access the curriculum and reach their potential. Your wishes and those of your child will always be taken into consideration when decisions are made regarding the correct support. If support is required from any of the above specialist support agencies this will be included in your child's Pupil Profile; your child's strengths will also be highlighted within this profile.*

*The Pupil Profile and any Individual Education Plan will be reviewed twice a year using progress reports from your child's teachers.*

### **Who will support your child in school?**

*All teaching staff within the school will receive a copy of your child's profile and an individual education plan. This will outline strategies that teachers may use within their lessons to support and enable your child to access all areas of the curriculum. Extra sessions within a specific subject may, in some circumstances, also be arranged. Peer support using 6th form mentors may be used to support students in KS3 and 4. Sessions run by the SEND Manager are also in place in non lesson time to support your child. If there is a safety issue a member of the SEND team may be available in lessons to support your child on a 1:1 basis.*

### **Who else might be involved in supporting your child?**

*Currently all the specialist support agencies mentioned above are referred to and consulted with by staff at the school to ensure your child receives the correct support regarding their SEN.*

**What support will be there for your child's emotional and social well-being?**

*Form tutors, Heads of year and the SEND team, are trained with basic counselling skills, to ensure your child's emotional and social wellbeing is supported. Referrals, with parental consent, can be made to the school nurse or CAMHS at any time. The school manage and administer medicines in accordance with the school's First Aid and medicines policy, which can be found on the school website. A high proportion of staff members are First Aid trained.*

**How will your child be involved in the process and be able to contribute their views?**

*If a SEN has been identified your child will be involved in the Pupil Profile and Individual Education Plan (IEP) process, their views will be recorded and taken into consideration regarding any support that may be put in place.*

**How will the curriculum be matched to your child's needs?**

*As well as routine strategies that contribute to high quality teaching (e.g. the use of ICT, seating plans and grouping differentiation), the school offers intervention programmes, support plans and a mentoring program. With supporting evidence the curriculum offer can also be adjusted to meet your child's need.*

**What opportunities will there be for you to discuss your child's attainment and achievement? How will you know how well your child is progressing?**

*After the initial IEP meeting regular review meetings (how regular depends on your child's specific need) will be arranged to discuss your child's progress. Your child's subject teachers will be consulted regarding your child's attainment and achievement.*

**How will your child be included in activities outside the classroom including school trips?**

*If your child has an EHCP (formally a statement of need) a member of the SEND team will be available for any school trips or activities outside the classroom. For any school trips a risk assessment will be completed by the school addressing any safety issues that may arise during the trip.*

**How accessible is the school environment? How accessible is the curriculum?**

*The school has 2 lifts in the building that make areas of the school accessible. Where access is not possible room changes may be made. Laptops are available to enable students to access to the curriculum. There is a hoist fitted in one disabled toilet.*

**How will the school prepare and support your child to join the school?**

*A transition meeting will be arranged to organise any pre-visits or suitable strategies to familiarise your child with the school before they are due to join. If your child requires specific medical care the school will liaise with a member of the medical team to ensure the appropriate care is in place.*

**How will the school prepare and support your child to transfer to a new setting/school/college?**

*Transitional meetings with your child's new setting will be arranged to ensure the correct support is in place. Reviews with you and your child take place in years 9, 11 and 13, and include transitional planning to support your child in the next key stage.*

**How can you be involved in supporting your child?**

*At the review meetings your views will be listened to regarding your child's support and strategies that you can use to help your child at home with their education will be suggested.*