

Chatham & Clarendon Grammar School

Special Educational Needs & Disability Information Report Reviewed September 2022



All legislation covering this can be found in the "Special educational needs and disability code of practice: 0-25 years" (2015) and on the KCC (Kelsi) website www.kelsi.org.uk and elsewhere in the SEN section there are booklets summarising key elements of the Code of Practice for both parents and young people.

At Chatham & Clarendon Grammar School (CCGS) we aim to support all categories of SEN & D and we have a proven track record of SEN & D students achieving as much or more progress than other students in the school.

The department offers expertise in supporting students diagnosed within the four categories of SEN & D as defined in the Code of Practice (2015), namely:

- Communication & Interaction – this includes speech, language and communication needs (SLCN) and Autistic Spectrum Condition (ASC) including Asperger Syndrome
- Cognition & Learning including Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties (SEMH) – this can range from withdrawal and isolation to challenging or disruptive behaviour, anxiety and depression and other mental health issues and disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Sensory & Physical needs – vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) and physical disability (PI).

The SEN & D Department at CCGS operates throughout the Key Stages and across all sites and is currently managed by **Mrs Sarah Fowles**, who is also a Geography teacher. She has completed the NASENCo accreditation and is also a qualified assessor for exam access arrangements Certificate of Competence in Educational Testing (CCET). We have an office and student support rooms at both the Chatham and Clarendon sites and currently have a support team of two full-time Learning Mentors, two part-time Teaching Assistants on the Chatham House site and three full-time Learning Mentors on the Clarendon House site. In addition, the school has a SENDCo Assistant and a full-time member of staff working 1:1 with a student. Student counselling and external agency support such as Porchlight, Emotional Wellbeing Practitioners and counsellors can be accessed via the pastoral team including the Senior Tutors and Heads of House. Sixth form students are able to access support through both offices as well as through the Sixth Form Team.

At CCGS we believe that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the pupil, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.

We will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a pupil may not be making progress. We will then seek to put in place appropriate interventions. All interventions are monitored and evaluated for the effectiveness of their impact, using the 'Assess, Plan, Do, Review' model.

We liaise, pre-transition, with feeder primary schools, parents/carers, other professional agencies and services to provide as full a 'picture' of students' needs as possible which then dictates our in-school support and relevant information is provided to teaching staff. We access the Local Inclusion Forum Team (LIFT) for support, advice and guidance and through them the Specialist Teaching & Learning Service (STLS) where needed. We may also make referrals to: The Speech and Language Service and CYPMHS (Children and Young People's Mental Health Service)

The SENDCo will attend update training on a regular basis.

Our team provides support as needed both in class and out of class and support and also support a growing number of students with a diagnosis of Autism Spectrum Condition in the school. We also support students with SpLD/dyslexia, ADHD, SEMH needs, Hearing Difficulties and other learning difficulties.

Students' needs are assessed for Examination Access Arrangements in year 10 or earlier and applications made to the JCQ (Joint Council for Qualifications) for examination arrangements and appropriate support provided in examinations in collaboration with the school's examinations officer. This includes assistive technology where this is a suitable provision. In the case of ETSY students, we will work with the original school in order to transfer the exam arrangements and support information.

General provision

Members of staff understand that they are all teachers of pupils with special educational needs and may need to differentiate work accordingly.

All pupils have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.

Every pupil at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

The arrangements for consulting parents of pupils with Special Educational Needs

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support. The SENDCo meets with SENDCos from feeder primary schools during the Summer Term. Bespoke transition plans are put in place where necessary
- Meetings to discuss progress with the Year Team and/or other appropriate member of staff following the publication of the Academic Overview (3 times per year) or following a parent request
- Statutory meetings and reviews. The school records the outcomes of these meetings so that everyone is clear about what has been said and agreed
- Through parent surveys

Arrangements for consulting pupils with Special Educational Needs

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. CCGS is committed to hearing their voice when considering how their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- SEND pupil representation on the School Council
- Age appropriate conversations about targets and progress
- Working with outside professionals
- Participation in statutory meetings or annual reviews
- Senior Tutor, HOH/SENDCo, open door policy for pupils

Arrangements relating to the treatment of complaints from parents to pupils with Special Educational Needs

As a school, we work hard to be in effective communication with pupils and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available by request – sets out clearly what the steps are to draw these concerns to the school's attention.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Evaluation and Effectiveness of Interventions

Pupil progress is tracked following every Academic Overview. Here at CCGS School we follow the 'Assess, Plan, Do, Review' model and ensure that parents and pupils are involved at each step. This often takes the form of a personalised plan.

If a pupil has an Education Health Care Plan reviews will take place following interventions and will also be formally reviewed annually.

Supporting pupils moving between phases of education and in preparation for adulthood

All pupils attend a 'Transition Day'. Learning Mentors, Teaching Assistants and teaching staff are made aware of pupils with SEND so that they can be supported.

In Year 9, pupils start to receive careers advice from our designated Connexions advisor. The SENDCo communicates with the advisor to highlight the needs of SEND pupils. Feedback from future meetings inform future support strategies.

How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND

At CCGS we work hard to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or open request.

All pupils are encouraged to attend a range of after school subject- based clubs as well as Homework Club most of which are led by subject teachers.

SEND pupils are encouraged to attend school trips. Parents are consulted where there may be mobility or medical issues to ensure that all needs are met.

The design of the school building is not fully inclusive for all staff and pupils if they are physically disabled or have profound visual or hearing impairment. In such cases the school will work alongside Occupational Health to secure best endeavours. The school has recently completed an Access Able Survey with KCC.

Support for improving emotional and social development

The pastoral House Team at CCGS monitors and support the emotional and social development of pupils in their care as well as their educational achievement.

If bullying is reported the House Team will meet with all pupils concerned and liaise with their parents to resolve the issue. For other emotional and social development difficulties the following interventions may be put in place:

- Referral to our Senior Tutor
- Referral to our Attendance Officer
- Referral to CYPMHS or the Emotional Wellbeing Team
- Referral to the Educational Psychologist

Our support staff have completed regular in-service training and all teaching staff complete inset training, as appropriate, and identified on the school calendar. CPD is also offered on an individual basis and approved by a member of SLT. The school has recently embarked on the process of becoming a Nurture Partner and aim to complete the accreditation within two years.

Our Special Educational Needs & Disability Coordinator is Mrs Sarah Fowles who can be contacted at sfowles@ccgrammarschool.co.uk or on 01843 591075.

For impartial external support services and help for parents and children with SEND:

- For wellbeing and mental health support information please click [here](#).
- [SEND Local Offer](#) - Every **local** authority must publish a **Local Offer**. The **SEND Local Offer** tells you what support is available for children and young people with special educational needs (SEN) and/or disabilities, and their families. It should include information about education, health and care provision.
The Kent local offer can be found on this link: www.kent.gov.uk/education-and-children/special-educational-needs
- [IASK](#) – **Information Advice Support Kent** give free impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people up to the age of 25, parents and carers.

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

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Website: www.iask.org.uk