



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## SEN & D Policy

**Reviewed by Governors: May 2025**

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 0-25 (August 2014)

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: Advice for Schools DfE Feb 2013

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 (2014)

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

Accessibility Plan, Anti-bullying Policy, Attendance Policy, Behaviour Management Policy, Child Protection Policy, Confidentiality Policy, Complaints Policy, Equal Opportunities Policy, Exams Policy, Exclusions Policy, Home School Agreement, Infection Control Policy, and Supporting Students with Medical Conditions and Administering Medication Policy.

This policy was developed with the participation of a Parent Governor, the AEN Governor, parents of both students with special educational needs and those with no special educational need and will be reviewed annually.

Every teacher is a teacher of every child or young person including those with SEN.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

**There are four broad areas of special educational need recognised in the SEN & D Code of Practice 0-25 (2014), namely:**

### **Communication and Interaction**

This area includes students with speech, language and communication difficulties (SLCN) and those with communication, language and social Interaction difficulties (CI) including Autism.

### **Cognition and Learning**

This includes a wide range of learning difficulties including specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and mental health difficulties**

Students may experience a wide range of social and emotional and mental health difficulties including attention deficit disorder (ADD) attention deficit hyperactive disorder (ADHD), obsessive compulsive disorder (OCD), attachment disorder, anxiety and depression.

### **Sensory and/or physical needs (PD)**

These students may require special educational provision because they have a disability which hinders them from making use of the educational facilities available. These may include vision impairment (VI) hearing impairment (HI) or multi-sensory impairment (MSI) and a physical disability (PD).

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

At Chatham & Clarendon Grammar School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, including Dyslexia, Dyspraxia, Speech and Language needs, Autism, learning and behaviour difficulties including ADHD, OCD and for medical/health needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training, support and advice to meet these needs.

The school also currently meets the needs of students with an Education, Health and Care Plan with the following kinds of special educational need: Communication and Interaction Needs, Autism, and Social, Emotional and Mental Health Difficulties. Decisions on the admission of students with an Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 Information about the policy for identification and assessment of students with SEN**

At Chatham & Clarendon Grammar School we plan to identify the needs of students by considering the needs of the whole young person, which will include not just the special educational needs of the young person. We monitor the progress of all students 3 times a year to review their academic progress. Teachers refer directly to the SEN department through internal means if they have concerns about learning difficulties or progress. Initially, support is offered as part of Quality First Teaching and at department level through clubs, lunchtime/after-school support or 1:1 session. These are delivered at the discretion of the departments involved.

Many students join us with a SEN need already identified. These student's needs can be met through Quality First Teaching. To enable teachers to be fully informed of reasonable adjustments and strategies to support, these students will be added to the Quality First Teaching list. This means they are easily identified and monitored.

Some students may continue to make inadequate progress, despite targeted Quality First Teaching.

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 rates of progress
- Widens the attainment gap

For these students, and in consultation with parents, we can use a range of assessment tools to determine the cause of the difficulty. At Chatham & Clarendon Grammar School we are experienced in using the following digital assessment/screening programmes including Lucid EXACT and the NfER Dyslexia Screener. Additional assessments can be applied as appropriate.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the student has a special educational need (SEN Support, K) because the school is making special educational provision for the student which is additional and different to what is normally available. Other issues such as attendance and punctuality, health and welfare and family circumstances may impact on progress and attainment.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having an additional educational/special educational need. If the student is able to maintain good progress without the additional and different resources they will no longer be identified as having special educational needs. We will however continue to closely monitor the progress of students who have additional needs that can be met without additional support.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This information is shared through school systems such as SIMs and Sharepoint.

## **3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including**

### **3a Assessing and reviewing student progress towards outcome**

### 3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

The school will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The subject teacher, head of house or support staff will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- Teacher assessment and experience of the student
- Student previous progress and behaviour
- Individuals progress in comparison to their peers
- The student's own views
- Advice from external agencies if relevant

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Where progress has been made, the SEN support will cease, and the student will be added to the Quality First Teaching register for continued monitoring. Where adequate progress has not been made, the cycle will begin again with reviewed strategies and if appropriate, input from external agencies.

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. Where progress is not adequate, advice may be sought from external agencies or the KCC School SEN Inclusion Advisor. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### 3c the school's approach to teaching students with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students 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 students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Chatham & Clarendon Grammar School the quality of teaching is judged to be good. Teachers are responsible and accountable for the progress and development of students including where students access support from Teaching Assistants and specialist staff.

We follow the Mainstream Core Standards [<http://www.kelsi.org.uk>] advice developed by Kent County Council to ensure that our teaching conforms to best practice of quality first teaching standards. The school regularly and carefully reviews the quality of evidenced based teaching practice. In addition, the whole school staff have received training from The Autism Education Trust (Sept 2023) to further inform understanding of strategies to identify and support pupils with learning differences.

Additional interventions are also provided as part of the whole school provision. Details of these can be found in the school's SEND Information Report. Appendices A

### 3d how the school adapts the curriculum and learning environment for students with special educational needs

At Chatham & Clarendon Grammar School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs.

We make the following adaptations to ensure all students needs are met:

- Differentiating the curriculum to ensure student are able to access it. For example, by grouping, 1:1 work, teaching style, outcomes.
- Adapting resources and where possible, staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts
- Differentiating teaching, for example, giving longer processing times, present key vocabulary, reading instructions aloud, task boards.
- In exceptional circumstances, there may be a reduction in the number of subjects taken.

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.

The school Learning Ethos supports the learning of all students including those with SEN through promoting, resilience, mastery autonomy and perseverance. Additional needs may need Teachers to recognise that some students with additional needs may need extra time and support in working towards these goals.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, improvements have been made to curriculum issues, training of staff and these will continue to be monitored by the governing body.

### 3e additional support for learning that is available to students with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school through High Needs Funding (HNF).

There are also a number of provisions both academic and emotional that are provided for students with SEN. Details can be found in the Whole school provision plan -Appendices 1 in the SEN Information report 2024

### 3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Chatham & Clarendon Grammar School are available to students with special educational needs (with consideration given to risk assessment) either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. For students with a Physical disability, the school will seek advice from the accessibility team at Kent County Council and the Specialist Teaching Service for Physical disability.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using SEN notional funding, or seek it by loan. For highly specialised communication equipment, the school will seek the advice of KCC Communication and Assistive technology Team

### 3g support that is available for improving the emotional and social development of students with special educational needs

At Chatham & Clarendon Grammar School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, PSHE, tutor time, assemblies and indirectly with every conversation adults have with students throughout the day.

The school has strong pastoral teams at each Key Stage to support all students including those with SEN. Heads of House, Senior Tutors and Mentors are all available to support and provide

For some students with the most need for help in this area we also can provide the following: access to counsellor, learning mentor, specialist teacher advice and short term intervention for behaviour support and Communication and Interaction difficulties (via STLS), 1:1 or small group intervention programmes, pastoral support via the Senior Tutor/Head of House, mentor time with member of senior leadership team, external referral to CAMHS, time-out space for student to use when upset or agitated. The school works with CAMHS Emotional Wellbeing Teams.

Students 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 students who do not need this support.

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

The SENCO Mrs. Sarah Fowles who is a qualified teacher and also holds the following qualifications: Postgraduate Certificate in the National award for SEN Coordination (Canterbury Christ Church University) and has accreditation from the British Psychological Society to assess and report for Examination Access Arrangements. The SENCo is not a member of the SLT.

Mrs S Fowles is available on 01843 591074 or by email at: [Senco@ccgrammarschool.co.uk](mailto:Senco@ccgrammarschool.co.uk)

### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.**

All teachers and teaching assistants have on-going training to meet the needs of all students. This is provided in house through twilight and development days. Most recent training by external agencies has been from the Autism Education Trust delivered Sept 2023 to the whole school.

Teaching & Learning Assistants have additionally accessed training from the Specialist Teaching and Learning Service. The school now has a fully qualified Thrive practitioner.

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 the Specialist Teaching & Learning Service for Communication & Interaction and Behaviour support, Educational Psychologist, Speech and Language team, Occupational therapists, physiotherapist and dyslexia specialists (all via LIFT). The cost of training is covered either by the notional SEN funding or the school CPD budget.

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

Where external advisors recommend the use 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.

Students are additionally supported, if appropriate, with examination access arrangements which are based on assessments and reporting by the present SENCo or by external specialist diagnoses and reports.

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

All parents of students at Chatham & Clarendon Grammar School are invited to discuss the progress of their children on one occasion a year at the annual year group parents' meeting, again in terms 5 or 6 for a review of the year and at other times at the request of the school or home and additionally receive a report three times per year. As part of our normal teaching arrangements, all students 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 student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision plan which will be shared with parents if support is put in place.

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 student 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 students 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 student. Information will be made accessible for parents.

## **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **9 The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Chatham & Clarendon Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their form tutor or subject teacher, SENCO, the Senior Tutor, Head of House or Headteacher 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 EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

The governing body have engaged with the following bodies:-

- Free membership of Local Inclusion Forum Team (LIFT) for access to the Specialist Teaching and Learning Service and advice from other professional agencies including educational psychologists.
- Access to local authority's service level agreement with EduKent (Educational Psychology service), The Education People (via Kelsi), Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for students with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO such as the SENCO forum, NASEN.
- Access to the Child and Adolescent Mental Health Service (CAMHS).

**11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000,  
**Office:** 0300 333 6474 and  
**Minicom:** 0300 333 6484

**<http://www.kenttrustweb.org.uk/kpps>**

**Information, Advice and Support Kent (IASK)** provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

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

Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk) Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook



<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

## **The Local Offer**

Local Authorities must publish a Local Offer, setting out in one place information about the information they expect to be available. 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. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.

You can find the SEND Local Offer for Kent County Council (KCC) at:  
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

### **12 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Chatham & Clarendon Grammar School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Where requested, the SENCo will attend the Transition meetings with local feeder primary schools. The Senior Tutor (KS3) and Heads of House visit year 6 students' schools before transfer. The school works closely with the SEN Inclusion Advisor and TISS to identify those with additional needs well in advance of transition so additional provision and support can be put into place, well in advance. Additional transition school visits may also be offered to identified students in the summer term pre-admission.

All year 9 students will have a meeting to discuss option choices. Those with SEN may have further input or meeting alongside parents. We support additional transition activities for identified students when moving from Key Stage 3 to Key Stage 4. These include pre - transition visits for vulnerable students, three days spent at the new site as part of the whole cohort and follow-up support if needed.

All Students have careers meetings and 1:1 meeting with SLT at the end of Year 10 and in February in Year 11. In addition, some students may have additional careers meetings in year 10 and the school is now working with the Supported Employment Project (KCC) to identify and support those who may wish to explore alternative routes. We also contribute information to a students' onward destination/ next setting on request and through communication with further education providers and other bodies.

Students with EHCPs will have transition Annual Reviews in Year 9, Year 10/11 (depending on dates) and year 12. Dates will be confirmed by SEN at KCC.

This policy will be reviewed annually.