



Believe Achieve Succeed

THAMESVIEW SCHOOL

**Thong Lane, Gravesend,
Kent DA12 4LF**

Special Educational Needs and Disabilities Policy

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Section 1: Roles and Responsibilities

The SENCO is Miss Jennifer Griffin (j.griffin@thamesview.kent.sch.uk, ext. 1222)

The SEND Governor is Mr. David Gingell.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with medical conditions April 2014
- Safeguarding Policy
- Teachers' Standards 2012

This is an inclusive school and there are high expectations for the achievement of SEND students. The school has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full national curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The school regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Head Teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the performance management process, that the Head Teacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All governors are informed of the school's provision, including funding, equipment and

staffing.

- Reporting annually to parents on the school's policy through the website.

SEND Governor:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Responsibility for the allocation of funding devolved directly from the Local Authority (LA).
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Giving feedback on SEND to the Governing body.

SENCO:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Deputy Head Teacher for the management of SEND provision and the day- to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and Performance Management.
- Screening and identifying students.
- Coordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Provision Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Learning Support Assistants.
- Being responsible and accountable for the whole-school SEND resources.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Writing the SEND report, which the Head Teacher reports to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of

work.

- Ensuring appropriate teaching resources for students with SEND.

Other Teaching Staff:

- **“All teachers are teachers of special needs”**
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to SENCO.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets
- Assist with drawing up individual plans for students
- Contribute to the review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support SEND students on Educational Visits and all other students where possible.
- Jointly plan with teachers, where appropriate.

Section 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Section 3: AIMS

- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that the provision for students with SEND should match the nature of their needs within allocated budget.
- To record, monitor and note the outcome of the provision provided for students with SEND
- To ensure that SEND students are involved, where practicable, in decisions affecting their SEND provision.
- To consult and work in partnership with parents of students with SEND.
- To consult and involve outside agencies whenever necessary.
- To integrate students with SEND into the life of the school providing additional support as needed to achieve this.

Definition of Special Educational Needs (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.

They have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. SEN Code of Practice (2015, p 15)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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’. Under the SEN Code of Practice (2015, p16): ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development, due to disabilities.

Disabilities can include:

- Multiple and complex health needs or chronic illness
- Sensory impairment such as hearing loss, visual impairment or deaf-blindness
- A significant and long term learning difficulty
- A physical disability
- Autistic spectrum disorder
- A severe communication disorder
- A significant preschool developmental delay

The purpose of identification is to ascertain what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including Autistic Spectrum Disorder (ASD).
- Cognition and learning, including Moderate Learning Difficulties (MLD), Specific Learning Difficulty (SpLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).
- Social, emotional and mental health difficulties, including Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder (ADHD) and Attachment Disorder.
- Sensory and/or physical needs, including Vision impairment, hearing impairment and physical disability.

Section 4: SEND Information Report

The kinds of SEN that are provided for

At Thamesview, we 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 disorder, learning difficulties and behaviour difficulties. Thamesview school regularly trains all staff in supporting students with SEND, especially Learning Support Assistants and Physical Disability Assistants. This ensure all students, including those with less frequently occurring kinds of special educational need, can be fully supported in school and ensure their needs are met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ADHD, ODD (oppositional defiance disorder), ASD, cerebral palsy, visual impairment and cognitive difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with the SENCO.

Identifying pupils with SEN and assessing their needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are **NOT SEN** but may impact on progress and attainment:

- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Section 5: ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEN

Thamesview School is an inclusive environment and as such does not discriminate against students with SEND and has due regard to the SEND Code of Practice. Admission arrangements for students with SEND, (but without an Education, Health and Care Plan), do not differ from those of other students. However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account when consulting with the Local Authority.

Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- The Pupil Premium Grant, where applicable.
- Higher Needs Funding, where applicable.

Section 6: THE GRADUATED RESPONSE TO SEND SUPPORT AT THAMESVIEW SCHOOL

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: *“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.”* 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.

The school regularly and carefully reviews 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 SEND most frequently encountered.

In recording student needs on a central register, the criteria for entering a student will include:

- Previous support such as information from primary school and outside agencies
- Evidence of little progress despite quality first teaching from subject teachers
- Considering individual student progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** – Quality first teaching by all teaching staff.
- **Wave 2** - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Scaled points score of 90 or below in Key Stage 2 SATs
- Teacher's observations
- Primary teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Read, Write Inc to support literacy
 - Smaller group sessions and extraction groups for English and Mathematics
 - Small intervention groups e.g. for spelling, reading comprehension difficulties and social skills
 - Appropriate teaching groups / sets
 - Group support on a regular basis
-
- **Wave 3** - Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of **Assess, Plan, Do, Review** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

The four part cycle:

Assess

The subject teacher working with the SENCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of the student's need such as:

- The subject teacher's assessment and experience of the student
- Information regarding student progress, attainment and behaviour
- The student's development in comparison to peers
- The views and experience of parents
- The student's own views
- Advice from external support services when available

Plan

Targets and objectives will be identified and agreed with the student, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the Young Person's Provision Plan.

Do

Interventions will be implemented by the relevant staff.

Review

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered, measured against desired outcomes and written into the Young Person's Provision Plan to monitor impact. Adjustments may be made following the review.

Progress will be formally reviewed every term.

Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place.

Statutory Assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

Section 7: MANAGING STUDENTS' NEEDS ON SEND REGISTER

Appropriate Local Authority documentation will be initiated for all EHCP students placed on the SEND register.

- The EHCP documentation will determine desired outcomes, summarise SEND, Additional Needs, main areas of strength and main areas of difficulty. It will incorporate recent outside agency advice, suggested teaching strategies, provision map information, reading and spelling data and tracking information. SMART targets will be written into the document and they will link with the desired outcomes. There will be evaluations in order to monitor progress and decide on next steps.
- The SENCO and Assistant SENCO will keep the SEND Register up to date.
- Termly meeting will be held with Heads of Year and Welfare Support Managers to review the SEND register for each year group and make amendments and suggestions as necessary.
- By completing the Local Authority's paperwork for an EHCP review, the school will ensure that the authority has the evidence required to make further recommendations, either financially or through other resources in order to improve outcomes.
- The level of provision will be decided according to the progress a student makes.

The school will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The school will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies.

- Systems for working with outside agencies are in place. Joint working with other professionals may

include advice and support from:

- Specialist support/therapies
- Clinical treatments
- Delivery of medications
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Occupational Therapy
- Physiotherapy
- School health
- Specialist equipment and wheelchairs

Section 8: EXITING THE SEND REGISTER

Students will be added to the register on transition according to the following criteria:

- a) previous school information
- b) advice from appropriate outside agencies and professional
- c) liaison with parents

Students will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required.

Section 9: SUPPORTING STUDENTS AND FAMILIES

The Local Authority is required to publish The Local Offer with details of support available for families.

- Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies
- The school will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with the SENCO to ensure appropriate support is in place.
- There are very close links with partner primary schools.
- The SENCO/Assistant SENCO attends Year 6 review meetings in order to prepare for SEND students entering the school.
- Students are supported during the Options process at the end of Key Stage 3
- There is an effective careers pathways programme and an employed careers advisor who offers valuable Information, Advice and Guidance for post sixteen and adult education. Additional advice is available from the Local Authority for students with additional needs
- The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

Section 10: MONITORING AND EVALUATION OF SEND

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming.
- Arrangements to ensure accessibility and safety for all.
- Inclusion in PE through the provision of a differentiated PE curriculum by funding additional members of staff for students with disabilities.
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
- The use of the form tutor and pastoral system to monitor student well-being.
- Evaluating the management of any safeguarding concerns, where appropriate.
- Regular whole-school SEND reviews.
- Regular meetings (at least twice per year) with the SEND governor and a regular SEND update to the Welfare governor committee.
- Support staff being made aware of the specific requirements of students. PD Teaching Assistants have attended manual handling courses.
- The SENCO ensures that required training is up to date.
- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision plans to measure progress
- Holding annual reviews for pupils with EHC plans.

Section 11: TRAINING AND RESOURCES

The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools:

Element 1: core education, place led funding from the Education Funding Agency for all students attending school

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the school.

- The school will continue to ensure that staff receive training to support the teaching of SEND students.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice.
- The SENCO works closely with the Local Authority and attends meeting and training in order to keep up to date with local and national SEND updates

Section 12: ARRANGEMENTS FOR CONSIDERING SEND RELATED COMPLAINTS

Complaints about SEND provision in our school should be made to the SENCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Section 13: ARRANGEMENTS FOR INCLUSION

The school's policy is to provide all students with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen
- Height adjustable tables (for PD students) and laptops enable students with special requirements to access all aspects of the curriculum.
- Students are actively encouraged to socialise with their peers at break and lunch times.
- Activities are provided for the more vulnerable students, such as those with ASD.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, students with SEND are included fully into the School Curriculum. All students join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any pupil's health or safety.

Section 14: PARTNERSHIPS

In school

- The SENCO liaises closely with the SLT, Director of Learning and Subject Leaders, Heads of Year and welfare Support Managers. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

The local **Information Advice Support Kent (IASK)** (formerly Kent Parent Partnership Service) is based at Oxford Road Maidstone. The contact details are available on request.

Thamesview School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learn spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or email.
- New parents can attend the Open Evening prior to transfer and make arrangements for

additional visits through the SENCO.

Students

Thamesview School acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Thamesview School include (this is not an exhaustive list):

- Specialist Teacher Service
- Educational Psychology Services
- School Health Services
- Physiotherapists
- Hearing Impairment Service
- SMILE centre
- Connexions
- Speech and Language Service
- Occupational Therapy Service
- Youth Support Service
- Social Services
- National Association of Special Educational Needs (NASEN)
- Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues at SEND & SENCO forums
- Ifield School, the local Special School for students with profound and multiple difficulties
- Local Inclusion Forum Team (LIFT) forms a partnership where we work with 4 local primary schools and 1 other local Secondary school
- On the transfer of a student with SEND.
- At locally held SEND conferences.

Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- A minimum of one additional induction day is arranged as required for all students with SEND and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

Section 15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy

SPECIAL EDUCATIONAL NEEDS POLICY

This policy was agreed and adopted at a Governors' Meeting held on _____ (date)

Signed: _____ (Governor)

Signed: _____ (Head Teacher)

The policy will be formally reviewed in 1 year, _____ (date)