



CHATHAM & CLARENDON GRAMMAR SCHOOL

Report

School SEN & D Information. September 2024

Since 2015 the Government guidance concerning Special Educational Needs & Disability (SEN & D) has changed quite dramatically with a greater emphasis on parental and student involvement in setting targets, outcomes and the ways in which schools are advised or directed to achieve this. The designation of SEN & D has changed, particularly affecting a student's inclusion in the two remaining categories of school support which are an Education & Health Care Plan (EHCP) or SEN Support. An EHCP replaces the Statement of Special Educational Needs and the new single level SEN support is defined as:

..... intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.

www.kelsi.org.uk KCC education website

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 and elsewhere in this section there are booklets summarising key elements of the Code of Practice for both parents and young people.

Overview

At Chatham & Clarendon Grammar school we aim to support all categories of SEN & D. We follow the advice of the Mainstream Core Standards https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf to ensure that curriculum is accessible and adapted for students with SEND. We also incorporate the advice provided as a result of internal and external assessments and the techniques and strategies reported in Education Healthcare Plans.

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 Autism.
- 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 Department at CCGS operates throughout the Key Stages and across all sites and is currently managed by Mrs Sarah Fowles. Her contact details are: Tel 01843 591075. Email: sfowles@ccgrammarschool.co.uk She has completed the NASENCo accreditation and is also a qualified assessor for exam access arrangements (Certificate of Competence in Educational Testing (CCET)).

The department has an office and student support rooms at both the Chatham and Clarendon sites and currently have a support team numbering 8 in total. This includes staff designated to working 1:1 with a student. The SENCO operates across all Key Stages and school sites. Additional provisions include student counselling and external agency support such as Porchlight, Emotional Wellbeing Practitioners and academic mentors 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 Chatham & Clarendon Grammar School we continue to 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 student, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. 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 student may not be making progress.

Subsequently, we will then seek to put in place appropriate interventions. All interventions will be 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 Adolescent Mental Health Service).

The SENCO will attend update training on a regular basis. This includes the KCC Countywide SENCO Forum.

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

What are your arrangements for identifying students with SEN and assessing their needs?

General provision

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

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

Every student 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.

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. As of 2024 we will liaise with the English department to identify those students who may have additional learning needs. In addition, we monitor the progress of all students 3 times a year to review their academic progress. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up. Initially these are delivered as part of Quality First Teaching (QFT) and at department level through clubs, lunchtime/ afterschool support or 1:1 session. These are delivered at the discretion of the departments involved.

Many students join us with a SEN & D need already identified. These students' 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 school Teacher Monitor List. This means they are easily identified and monitored. Basic needs and strategies to support will be added to 'Quick note' on sims. This will enable staff to have a quick overview to enable reasonable adjustments as part of QFT without the need for a full profile in the first instance.

Regular and rigorous tracking and continuous reflection on everyday practice, and the progress of students in their care enable teachers to identify students who are not making the expected progress. Despite high quality teaching, some students may continue to make inadequate progress in relation to their starting point, and in these situations the school will be using the following model to ensure that any special Educational Needs are identified quickly.

1. Classroom teacher, Head of House, Support staff identify an issue. At a class and department level the issue will be discussed, and class level interventions included as part of Quality First Teaching.
2. Issues persist - log a SEN referral - using a SEN referral form (currently updating). Request may also be made at Head of House meetings direct to SENCO.
3. SEN department observation. Identify need, and strategies to support. With parental permission- add to Teacher monitor register with information added to quick note. Teaching staff to be informed. Consideration can be given to a profile of need.
4. If there is an improvement with these strategies, no further support is needed. Consultation with parent and student as to whether they remain on Teacher Monitor Register. If no improvement, screen using appropriate assessment tool.
5. Need for SEN intervention identified at targeted level. See provision Map. Consider the possibility of advising parents to refer to GP/SPA if appropriate. Depending on intervention, student may be placed on SEN Support (K code).
6. If no improvement/progress student to be placed on SEN Support (K Code). Meet to agree a personalised plan. Assess, plan, do, review cycle starts.

7. If no improvement or additional advice is needed, refer to outside agencies such as LIFT, STLS, EWP team, SPA, Speech and Language, Early Help. Continue APDR cycle.
8. If no improvement, consider EHCP or High Needs Funding.

This is a general overview. CCGS acknowledges that there are times when a student needs to access specialised support urgently and will adapt the model as needed.

For students with an SEN & D need already identified, we follow the advice of the Mainstream Core Standards to ensure that the curriculum is accessible for or adapted for students with Special Educational Needs. We incorporate the advice provided as a result of internal and external assessments and the techniques and strategies reported in Educational Health Care Plans. If progress is not made, we may suggest more detailed assessment or screening is required to understand what different approaches are required to enable the student to make better progress. These will be shared and discussed with parents.

The SEN department is experienced in using a few tools to identify specific learning difficulties or barriers to learning. These assessments are undertaken in consultation with parents to gain a deeper understanding of the barriers to learning and understanding the targeted differentiation required within the classroom. These will be used to help identify any additional support and intervention that would reduce this barrier: DASH Handwriting, GL Lucid Exact, GL Dyslexia Portfolio, Thrive, Boxall Profile, Sensory checklists. A full list can be accessed on the whole school provision map - available through the AEN department.

What are the arrangements for consulting parents of students 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:

- Parents receive an update of progress at least three times a year.
- Parents and students are involved with the creation of profiles to support Quality First Teaching.
- Students with EHCPs have the opportunity to complete section A annually as do their parents. This gives the opportunity to convey their attitudes to the school, their learning and the progress being made.
- Meetings to agree transition arrangements and support. The SENCO meets with SENCO's from feeder primary schools during the Summer Term. Bespoke transition plans are put in place where necessary and with the input of the SEN Inclusion advisors and TISS.
- 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) if adequate progress is not being made 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.
- The SENCO aims to be available at all parent evenings to meet with parents of SEND students but also to discuss concerns with parents of students who may be encountering difficulties.

What are the arrangements for consulting students with Special Educational Needs and involving them in their education?

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:

- SEN & D pupil representation on the School Council
- Age appropriate conversations about targets and progress
- Creation of profiles if needed.
- Working with outside professionals
- Encouragement to participate in statutory meetings or annual reviews
- Senior Tutor, HOH/SENCO, open door policy for pupils

What are the arrangements for assessing and reviewing students' progress towards SEN & D outcomes? How are the outcomes evaluated?

As part of the current review this area is being explored.

Currently, we endeavour to meet with students and parents up to three times a year to review SEN & D Support. Some of these meetings may be at parent evenings or through telephone consultations. The review will consider progress towards achieving the outcomes initially agreed and may draw upon information drawn from teachers, pastoral teams and attendance.

For students with an EHCP, 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. Any proposed changes will be sent as a request through the annual review. Progress is monitored throughout the year and reported to Governors through the Headteachers report.

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 requiring ongoing support. If the student is able to maintain good progress without the additional and different resources, he or she will be removed from the SEN & D register. When any change in identification of SEN & D is changed parents will be notified and, where necessary, a meeting and collaborative home/school action plan will be agreed.

What arrangements are made for supporting students moving between key stages and preparing for adulthood?

Key stage 2 to Key stage 3

During the transition phase from primary to secondary school, the SENCO will liaise with SENCOs from feeder primary schools to discuss all students identified with Special Educational Needs. The SENCO also studies students' SEN files and we call upon parents to come forward to talk to the SENCO at Induction Evening; this may lead to further contact and arrangement of further transition activities to prepare the student for school life. In addition, the SENCO works with the SEN Inclusion advisor and TISS to identify and support student in year 6 who may need significantly more support in making the transition to secondary school. Any information gained through close analysis of files or meetings with parents is collated and passed on to all teaching/support staff via Quality First Teaching information on Quick notes in the first instance and/or the AEN register to promote a smooth transition into their secondary education. We have a PowerPoint available on the website showing key information about the SEN department. In addition to the transition day provided for all students, some of those students who are identified with a special educational need may be invited for an additional transition meeting where they will see the school in action. Alternatively, they can access the school after hours to build familiarity. On the first day, all students complete a treasure hunt to familiarise themselves with the building and practice purchasing items from the canteen at breaktime. Once settled, parents are invited to attend to complete Quality First Teaching Profiles for their children if it is felt further help is needed for them to settle. This will usually be completed in the first term.

Key Stage 3 to Key Stage 4

The school supports all students through the Options process in year 9, to ensure students are on an appropriate pathway in Key Stage 4 to achieve their full potential. The school SLT will have a 1:1 meeting with all students to review choices against subject teacher recommendations. EHCP students and those with SEN have additional support, as required, in discussing the KS4 curriculum and subjects. The Annual Review form for those with an EHCP will include information on preparation for adulthood which will inform future support.

Assemblies, RSE lessons, conversations with tutors and subject teachers and Options Information Evening all form part of the guidance and support for students. The school is also starting to work with the Project for Supporting Employment and this will be applied to students who may benefit.

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. See Exam policy for further information.

Key Stage 4 to Key Stage 5

Students with an EHCP and those on SEN & D Support will have additional support in making choices about their destinations for Post-16 study. Annual reviews for EHCPs will be held in Term 1 or 2 of Year 11, and those on SEN & D support will also be given an opportunity to discuss potential provision in a review meeting in Term 2 of Year 11. The school contacts the future destinations of all Year 11 students with EHCP - Education Health Care Plans. Transition programmes are implemented where appropriate and students are supported throughout the process: from UCAS application, preparing students for interviews and ensuring that students' future colleges/sixth forms have information regarding the required support for each individual. The school aims to make contact with previous institutions for external admissions for all Year 11 students with EHCPs joining us for Year 12. The EHCP will be used to inform current support and once students are on roll, will be contacted by the SENCO in advance of the starting date. Transition programmes are implemented where appropriate and students are supported throughout, and their progress monitored to ensure all needs are met.

Students on SEN & D support and with identified high level of need will have access to additional support through the Careers manager, Enterprise Business and Student support as well as Supported Employment Project if appropriate.

In the case of ETSY students, we will work with the original school in order to transfer the exam arrangements and support information.

What are the approaches to teaching students with SEN & D? In terms of the lessons at school, what adaptations are made to the curriculum and the learning environment for pupils with SEN & D?

At CCGS we believe that: High quality teaching, differentiated for individual pupils, is the first step in responding to students who have or may have SEN & D. 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 pupils, and their knowledge of the SEN & D most frequently encountered. SEN Code of Practice (2014, 6.37) We believe that our students will learn the most by being in our classrooms and being challenged by skillful subject specialists. Our approach to accommodating special educational needs is to help remove the barriers that may be stopping them accessing these lessons or the curriculum within them.

We utilise the Learning Ethos which we believe to be best practice for all learners including those with SEN & D: We aim to embed perseverance, autonomy and mastery within lesson planning, sequencing, lesson delivery, retrieval, and consolidation of knowledge. We seek to build good character and resilience, both academic and personal.

All staff have access to all of the SEN & D information in our Additional Educational Needs (AEN) Register and this is held within a folder that contains a raft of information on specific conditions and resources for accommodating those needs to develop appropriate in class support in the first instance. This is found on the staff information drive and is continuously updated. Students who are identified as SEN & D or SEN & D Support also have at the minimum a Quick note linked to their files on the SEN register. If further information is deemed necessary, a pupil profile will be created and added to the sims record. This provides detailed support of the student's needs, a picture of their opinions of their specific area of need and suggested strategies from the Learning Support Department to use within the classroom. Some students listed as Teacher Monitor on the AEN register also have a Quick note however these students' needs are met by adaptation to the classroom environment or teaching, and they do not require any additional support beyond these adjustments. At CCGS we adapt the curriculum and the learning environment for students with special educational needs as required. We also incorporate the advice provided because of assessments, both internal and external, and the strategies described in Education, Health, and Care Plans.

Adaption to curriculum and learning environment include:

- Use of scaffolding embedded into teaching styles to ensure all students are able to access the curriculum
- Use of differentiated teaching where appropriate: longer processing times, providing more notes, peer groupings/pairings, audio and visual aids etc.
- Using recommended aids such as laptops, coloured overlays (see our Coloured Paper Policy), visual timetables, task management boards etc.
- Visual impairment support such as laptop use, enlarged font size
- Hearing impairment support such as laptop use and use of Assistive Listening Devices as directed by the Specialist Teaching and Learning Service.

In exceptional circumstances, students may be disapplied for subjects. This is on an individual basis and with consideration from stakeholders such as SLT, parents, specialised/external agencies.

What additional support is available for students with SEN & D and for improving the emotional and social development of students?

As part of the SEN review, provisions are currently being considered and updated as appropriate. Possible gaps in provision are also being considered and as such not all fully in place. However, the range of provisions can be seen in appendices 1 as part of the draft whole school provision map.

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 a strong pastoral team to support all students including those with SEN & D. Heads of House, Senior Tutors and Mentors are all available to support and provide a listening ear. They and the SEN department work closely together to ensure the needs of all students, including those with SEN & D are met.

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 program, 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.

The school has an NHS Emotional Wellbeing Team working in school once a week to support the emotional needs of identified students. Practitioners from the STS team attend Year 7 meet the tutor evening to talk through parental concerns and there are workshops available to parents at parent evening. In addition, the school provides in-house and external training across all key stages regarding managing anxiety and exam stress, and these can be found in the school calendar.

Year 9 students are offered the opportunity to mentor incoming year 7 students. Some sixth form students will also provide mentoring to key identified students if appropriate.

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 those required by students who do not need this support. These will be accessed on a need's basis.

CCGS has a zero-tolerance approach to bullying. Please see our Anti-Bullying Policy and Behaviour Policy within the policy documents on the school website.

What expertise and training do staff have to support students with SEN & D in school?

Teachers and support staff engage in regular professional development, to refresh and/or develop the skills required to the specific needs of all students, targeting specific learning difficulties and implementing strategies and techniques that benefit all students. During the last year, teaching staff have engaged in specific training around a range of scaffolding methods to aid progress and retrieval as part of the learning ethos journey within the school. Having completed an audit of our high incidence SEN & D, future work will take place around ASC, Dyslexia and mental health first aid. Whole school staff have completed training from the Autism Education Trust (Sept 2023). The school will also start on the Thrive approach with staff training in November.

Our SENCO has completed the National Award for Special Educational Needs as well as has accreditation from the British Psychological Society to assess and report for Examination Access Arrangements (CEET).

One of the learning mentors has completed the Thanet Inclusion Support Service Wellbeing Champion.

We have 2 assistants who are qualified Autism Champions.

We have a fully qualified Thrive practitioner.

We have learning mentors designated to the English and Maths departments as needed.

The learning mentors and SENCO regularly attend courses to continue their professional development. SENCO attends County Wide SENCO forum to be fully updated on changes to SEND at KCC and beyond.

SENCO attends LIFT to benefit from the input of knowledge of the SENCOs of Thanet

We utilise the Zones of Regulation in our approach to all students requiring our support for SEMH and this underpins our ethos when dealing with emotional literacy in particular.

All learning mentors have had access to basic training in the Zones of Regulation.

How is specialist expertise secured if it is required?

Where a training need or a need for specialist advice is identified, we will find a provider who is able to deliver it. The training providers we can approach are Specialist Teaching and Learning Service (STLS), NHS Speech and language therapists, and we can seek advice from Thanet Inclusion and Support Service. The SENCO attends a local SENCO forum to receive up to date information and training in several relevant areas.

How will equipment and facilities to support my child with SEN & D be secured if it is needed?

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.

How are students with SEN & D enabled to engage in activities in line with students in the school who do not have SEN & D?

At CCGS we work hard to ensure that no student 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 students 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. SEN & D students 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 students 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.

How does the school involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting students' special educational needs and supporting their families?

The local authority and any involved parties are invited to all Annual Reviews of EHCPs. The school will make referrals through SPA as needed. Similarly, the school will make referrals for Early Help. CCGS also work alongside external sector bodies supporting students by allowing them space in school to work, authorising absence for students to attend appointments or sessions.

Which support services can I contact to help my child with SEN & D?

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

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>

Who can I contact within the school if young people or parent/s have concerns?

Your child will have a Form Tutor and Head of House or Senior Tutor who should be contacted in the first instance.

You can contact the SENCO, Mrs Sarah Fowles on 01843 591075 or at sfowles@ccgrammarschool.co.uk

Where can I find details about the local offer?

(The Local Offer is a central directory for all information and services available to children with special educational needs within the county.)

The Kent Local Offer can be found here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

What arrangements are in place for handling complaints from parents of children with SEN & D about the provision made at school?

The normal arrangements for the treatment of complaints across the school are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the child's form tutor, pastoral Head of House/Head of Year, SENCO, Senior Leadership Team, Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing body.

As a school, we work hard to be in effective communication with students 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 SENCO has been unable to reassure them that needs are being met effectively, then the school's Complaint Policy – which is available on the website – sets out clearly what the steps are to draw these concerns to the school's attention.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Contact details of SENCO:

Email: SENCo@ccgrammarschool.co.uk

Telephone number: 01843 591075