

Meopham School
SEN School Offer: September 2018

This information is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 5 – 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

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

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

Behaviour, Equalities, Safeguarding, Homework, Complaints, Ill health or Accidents while a child is at school or in the Care of School Staff, Educational Visits.

This information was developed with regard to the SEN Code of Practice 2014 and will be reviewed annually.

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,p4)*

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)*

1. THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL

At Meopham School, we can make provision for every kind of frequently occurring special educational need without an Educational, Health and Care Plan (EHCP), for instance:

- Specific Learning Difficulties: Dyslexia, Dyspraxia and Dyscalculia
- Speech, Language and communication needs.
- Autism Spectrum Disorder: Autism, High functioning Autism, Asperger’s Syndrome
- Learning difficulties
- Social, emotional and mental health difficulties
- Downs Syndrome

There are other kinds of special education needs which do not occur frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of students with an EHCP with the following kinds of special educational need:

- Autism Spectrum Disorder (Autism and Asperger’s Syndrome)
- Speech Language and Communication Difficulties
- Specific Learning Difficulties (Dyslexia, Dyspraxia and Dyscalculia)
- Moderate learning difficulties
- ADHD, VI and HI
- Social, Emotional and Mental Health Difficulties

Decisions on the admission of pupils with an EHCP are made by the Local Authority.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Meopham School has a Specialist Resources Provision for students with Autism Spectrum Disorder. All students within the provision have an EHCP. Students are admitted to the Nick Hornby Centre by the Local Authority, not via admission to Meopham School. Further information about the Nick Hornby Centre can be found on the Meopham School website.

2. INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN

At Meopham School, we review the academic progress of all pupils throughout the school year. We use a range of assessments with all pupils at various points. On entry, the following assessments are used:

- Cognitive Ability Tests (CATs) in Year 7
- Baseline English Reading Tests
- Throughout Key Stage 3, reading ages are also tested three times a year using the Hodder Reading Scheme
- Subject specific assessments at fixed points during the academic year

Where progress is insufficient or is not being made, even if a special educational need has not been identified, extra support may be provided. Examples of extra support include:

- Lexia club
- Homework support
- Social times support in our SEN provision during break and lunch times
- Extra reading interventions during advisory
- Handwriting intervention
- Lego Therapy
- After-school intervention for pupils in all Key Stages

Where progress is not sufficient, even if the special educational need has not been identified, we put in place extra support to support the student to catch up. Examples of extra support are:

- In class, small group work delivered by teachers, or teaching assistants
- Small group work delivered outside of the classroom
- Support to help students manage difficult emotions as this can sometimes hinder the progress a child can make.

Despite high-quality teaching, some pupils may continue to make inadequate progress, therefore we offer a range of assessment tools to try to determine the cause of the difficulty.

This could be in the form of:

- Structured lesson observations – observation of a student
- Detailed Assessment of Handwriting Speed (DASH) – The Detailed Assessment of Speed of Handwriting is ideal for providing for Access Arrangements for General Qualifications. It can also play a role in identifying children with handwriting difficulties and provides relevant information for intervention.
- Welscher Individual Achievement Test
- Cognitive Ability Tests (CATs) – this assess student's verbal and non-verbal skills and helps us assess how we can best support the student and their need.
- British Picture Vocabulary Scale (BPVS) – this identifies any delay in a child's vocabulary development
- LUCID Rapid – a computer based assessment that provides three tests that are cognitive indicators of dyslexia. It also provides a comprehensive range of literacy and cognitive skills assessment that aid in identification of student strengths and weaknesses in terms of language access.

We also have access to external advisors who are able to further support the assessment process. The purpose of the additional testing is to help us understand what additional resources and approaches are required to enable to help the pupil make better progress. We will ensure all

teachers and support staff who work with the pupils are fully aware of the support provided and the teaching approaches to be used within the classroom.

Sometimes we need to seek more specialist support and guidance. This support can be accessed via the Local Inclusion Forum Team Meeting (LIFT).

At LIFT, we have the opportunity to discuss children's needs in more detail with colleagues from other schools, an Educational Psychologist and representatives from district based specialist outreach providers, including specialist teachers. The aim of the discussion is to find solutions to problems, drawing on the knowledge, experience and expertise of everyone in the group so that schools can make better provision from within their existing resources.

There are four main outcomes from a LIFT discussion:

- Advice, support and ideas from the discussion at the meeting to take back and try
- Access to training programmes or the opportunity for bespoke training
- Support from another school
- Specialist Intervention from a specialist teacher, special school outreach teacher, Educational Psychologist

There are two further possible outcomes:

- A recommendation that the school should consider completing an application for Early Help and Preventative Service
- A recommendation that the school consider seeking advice from appropriate health professionals

The purpose of this more detailed assessment, support and guidance 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 because the school is making special educational provision for the student which is additional and different to what is normally available. Please note that it is not always necessary for a case to be taken to a LIFT meeting for a student to be identified as having an SEN.

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 a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

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.

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) Evaluating Effectiveness of Provision

For pupils with an EHCP, there will be two in-year reviews of the outcome detailed in the plan along with a full Annual Review for the provision of the child. There is also a schedule of observations for the teaching assistants which are carried out by the Operational SENCO.

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.

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 rate of progress
- Widens the attainment gap.

3b) Assessing and reviewing the progress of pupils

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have additional assessments such as reading age, spelling test etc. The assessments we use are listed in Section 2. If these assessments highlight any inadequate progress, then a SEN Support Programme will be devised by the Operational SENCO along with the parent and pupil. This will be reviewed termly – if these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c) Teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The quality of teacher is reviewed regularly and this includes the teachers' understanding of strategies to identify, teach and support our vulnerable pupils with or without SEN *SEN Code of Practice (2014, 6.37)*.

At Meopham School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice by Kent County Council to ensure that our teaching conforms to best practice.

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments for example:

- one to one tutoring in specific subject areas
- pre-teaching
- small group teaching
- access to counselling provided by the school counsellors
- group support to develop social communication skills
- Provision of ICT equipment e.g. laptops
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These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d) How the school adapts the curriculum and learning environment for students

Meopham School follows the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice and strategies provided within the EHCPs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning:

- Provision of training to support teachers' use of the Local Authority's Core Standards for Mainstream Learners.
- Provision of training to ensure that all school staff are aware of the Code of Practice (2015) and the implications of this guidance on
 - classroom practice
 - teachers' responsibilities towards the individual students with SEN and or disability and or medical conditions in their classes
 - whole school responsibilities towards students with SEN and or disabilities and or medical conditions.
- The introduction of bespoke training for teaching staff to meet the needs of our students with SEND. i.e. teaching staff receive training to develop their understanding and ability to support effectively the learning of the students with needs as identified by the Code of Practice (2015), disabilities and medical conditions. This training focusing on the students in our school and their individual profile of strengths and difficulties.
- Students with reduced mobility have access to lifts to ensure that all areas of the school are accessible.
- Purchase of laptops and to support students who have difficulty recording their ideas in writing.

3e) Additional Support

As part of our budget we receive 'notional SEN funding' through Higher Needs Funding. This is funding is used to ensure that the quality of teaching remains good or better and that there are sufficient resources for our pupils requiring SEN support. The amount of support required for each pupil varies, and, in some cases, a very high level of resource is required. 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 known as High Needs Funding (HNF).

3f) School Activities

All clubs, trips and activities offered to students at Meopham School are available to students with special educational needs either with or without a statement of special educational needs / 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.

3g) Emotional and Social Development

At Meopham 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, for example during advisory sessions and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following;

- Access to counsellor through the school counselling service
- Mentoring by the student's Form tutor, Learning Leader, House Leader, Pastoral Support Manager or SENCO depending upon the student's needs.
- External referral to CYPMHS (previously known as CAMHS)
- Access to a time-out space for students who have been identified as requiring this provision

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 Strategic SENCO is Mrs Vicky Wrighton, who is a qualified teacher and has been awarded the National Award for SEN Co-ordination (NASENCO) qualification.

Mrs Jenny Browne is the Operational SENCO, and is also a qualified English teacher, and she deals with the day-to-day running of SEN at Meopham School as well as being the Lead ASD teacher for the Nick Hornby Centre.

Mrs Linda Hammond is the Manager of the Nick Horney Centre, our Specialist Resource Provision for pupils with an EHCP for ASD. All admissions to the centre are referred by KCC.

5. INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SEN AND HOW SPECIALIST EXPERTISE WILL BE SECURED.

All teachers and teaching assistants have had or will receive the following awareness training for:

- ADHD,
- ASD
- Hearing impairment
- Social, Emotional and Mental Health difficulties
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Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can access are the Visual and Hearing Impairment Team, the Speech and Language Team, the Educational Psychologist and the Specialist Teaching Service.

The cost of training is covered by the notional SEN funding.

6. INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEN ARE SECURED

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

7. THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of pupils are invited to discuss the progress of their child at parents' evenings and receive progress information in the form of a tracking sheet and/or written report six times per academic year. In addition, there may be meetings which can be arranged outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if their progress is inadequate. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute and attend an annual review plus two in-year reviews.

If following this normal provision improvement 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 SEN ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a pupil has been identified as having special educational needs because special educational provisions is being made for him or her, the pupils 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 their later years.

9. THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF STUDENTS WITH SEN CONCERNING THE PROVISION MADE AT THE SCHOOL

The normal arrangements for the treatment of complaints at Meopham School are used for complaints about provision for special educational needs. We encourage parents to discuss their concerns with the subject teacher, Operational SENCO, Strategic SENCO or the Headteacher 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 services or mediation service can be contacted. 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 other circumstances, usually for children with EHCPs, 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 SEN AND IN SUPPORTING THE FAMILIES OF SUCH STUDENTS

Meopham School has engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level agreement with the Educational Psychology service
- Access to the Trust SENCO forum and the Gravesham SENCO forum
- Access to the Gravesham Visual and Hearing Impairment Team
- Ability to make direct referrals to the Early Help and Preventative Service (EHPS).

11. THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING STUDENTS WITH SEN IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING

At Meopham 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.

Our transition arrangements are as follows:

- All students transferring to Meopham School from Primary School receive a visit to their Primary School from a member of the school's Senior Leadership Team.
- The school's Operational SENCO ensures that information about students' individual learning, social and emotional needs, disabilities and medical conditions is collected in preparation to their admission to the school.
- Students attend a transition week during July so that they experience the secondary school environment, have an opportunity to attend lessons and meet their new teachers. We also offer settling in days for those students who may find the transition difficult and this is arranged through the Operational SENCO and parent.
- Parents and carers are invited, with their children, to attend an admission meeting where there is an opportunity to share any concerns they may have.

We also contribute information to a students' onward destination by providing information to the next setting. When a student is transferring to a new school setting we pass on all records and files held by Meopham School.

When students leave Meopham School to attend college, university, enter employment, apprenticeship or training, we provide the information requested by the institution they are transferring to.

12. INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

The local authority offer can be found on www.kent.gov.uk/education-and-children/special-educational-needs. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

13. THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF STUDENTS WITH SEN, 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
- E-mail: kentparentpartnershipservice@kent.gov.uk <http://www.kent.gov.uk/kpps>

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