



# SEND Procedures and Information Report

*Amended: June 2024*

*Next Review date: July 2025*

## 1. SEND procedures in context

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

- Schools Admissions Code, DfE (2012).
- Equality Act 2010: advice for schools DfE (2013).
- Schools SEND Information Report Regulations (2014).
- The Children and Families Act (2014), Part 3, CYP in England with SEND or Disabilities.
- SEND Code of Practice 0 – 25 (January 2015).
- Joint Council for Qualifications – Adjustments for candidates with disabilities and learning difficulties (2020-21).

These procedures are available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance. They identify current practice and establish an agreed framework within which further developments may be planned. The school responds to the educational needs of every individual student throughout her/his time at the school. Special Educational Needs (SEND) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and physical or sensory needs and medical, health or emotional problems. Each student is regularly reviewed by SENCO and DHT Pastoral to assess impact of their educational need and interventions needed in the classroom. The SENCO works closely with the pastoral team. Students are supported by their Head of Year and by non-teaching KS3 and 4 Pastoral Support Managers. This enables us to offer support before, during and after school, working with students, parents and /carers to ensure pastoral and SEND needs are met.

## 2. Meet the Team

The name of our SENCO is Mr A. Scott, assisted by Mrs C. Ling (SEND Support)

The member of the Local Governing Body with responsibility for SEND is Emeke Madueke.

Andrew Ost	DHT: Wellbeing, Designated Safeguarding and Mental Health Lead
Liz Burrows	Head of Year 7 and Pastoral Lead
Lewis Jennings	Head of Year 7 – Pastoral and Academic Provision
Kayleigh Reeder	Head of Year 8 – Pastoral and Academic Provision
Alice Pledger	Head of Year 9 – Pastoral and Academic Provision
Rebecca Bates	Head of Year 10 – Pastoral and Academic Provision
Jamie Dance	Head of Year 11 – Pastoral and Academic Provision
Hannah Ware	Sixth Form Lead - Pastoral and Academic Provision
Aimee Warburton	Sixth Form Lead - Pastoral and Academic Provision
Andy Scott	SENCO
Cheryl Ling	SEND Assistant
Lauren Campbell	KS3 Pastoral Support Manager
Debbie Hemington	KS4 Pastoral Support Manager
Mary-Anne Brown	Student Support Manager
Rebecca Wiltshire-Hale	Wellbeing Lead

Staff are well trained and kept up to date on the range of Medical and Educational Needs within the school and are equipped to deliver their own subject specific strategies relating to those needs. All staff have attended high level safeguarding training under the DHT who is the trained DSL in the school.

### **3. The aims of SEND provision are:**

1. to provide all students, of whatever ability, with access to the whole curriculum, thus supporting the philosophy of inclusion
2. to support all students with identified special educational needs and to enable them to meet their full potential with reasonable adjustments, so that no student is put at a disadvantage
3. to promote within the staff a corporate sense of responsibility for the special educational needs of all students.

### **4. Key Objectives**

1. to identify and distinguish between the various forms of SEND experienced by our students.
2. to provide detailed information for all staff on each student's individual needs.
3. to be the reference point for subjects to develop their own subject specific strategies.
4. to keep parents informed of the needs and provision for their children.
5. to keep students informed of provision put in place for them.
6. to use external agencies effectively.

### **5. The Role of the SENCO**

The SENCO works in collaboration and is line managed by the Deputy Headteacher and the Local Governing Body to determine the strategic development of the SEN policy. Other responsibilities include:

- Overseeing the operation of the SEND policy.
- Informing parents of the fact that SEND provision has been made for their child.
- Coordinating the provision for students with SEND.
- Liaising and giving advice to fellow teachers.
- Overseeing records of students with SEND.
- Liaising with parents of students with SEND.
- Liaising with external agencies, LA support services.
- Organising the Screening and further appropriate testing for access arrangements for GCSE, GCE and other external exams.

### **6. The Role of the Local Governing Body**

The LGB has an important responsibility in regard to students with SEND. These include:

- Ensuring that the provision for SEND students is made and this is of a high standard.
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with an Education Health Care Plan (EHCP).
- Ensuring that SEND students are fully involved in school activities.

- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND students.
- Being fully involved in developing and subsequently reviewing the SEND policy.

## **7. The Role of the Subject Teacher**

The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND students.
- Collaborating with the SENCO to decide what action is required to assist the SEND student to progress.
- Working with the SENCO to collect all available information on the SEND student.
- Working with SEND students on a daily basis.
- Developing constructive relationships with parents.

## **8: SEND INFORMATION**

### **8.1: Identification, Assessment and Provision.**

There are four Broad Areas of Need (SEND Code of Practice, 2014) for which the school is responsible for planning provision:

- Communication & Interaction.
- Cognition & Learning.
- Social, Emotional & Mental Health Difficulties.
- Sensory and / or physical needs.

The purpose of the identification of a SEND is to establish what action the school needs to take to best support an individual student. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs of the student.

The school is clear that only those students who require additional specialist provision will be referred to as having SEND status. Other issues which may impact on progress and attainment but are not SEND include:

- Disability (the “reasonable adjustment“ is a duty in the Code of practice for schools provided under current Disability Equality legislation – do not constitute SEND).
- Attendance and Punctuality.
- Health, welfare and wellbeing.
- English Additional Language.
- Being in receipt of Pupil Premium Grant or 16-19 Bursary.
- Being a Child in Care.
- Being a child of Serviceman/woman.

The admission arrangements for children with special educational needs who do not have an Education Health Care Plan (EHCP), differ from the arrangements for other children. The Year 7 Admissions Team visits and/or contacts local feeder schools for information gathering on children with special educational needs who will be joining Year 7. Additionally, meetings may be arranged with students, their Carers and the Primary SENCO at the feeder school or at Fort Pitt, if appropriate. The Year 7 Admissions Team attends Annual Reviews for all Year 6 pupils with an EHCP who have named Fort Pitt Grammar as their chosen school.

Students who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the curriculum and equal entitlement to all aspects of the school. Teaching staff receive regular updates and CPD about SEND and outside agencies are invited in to see specific teachers to provide specialist advice as required.

Assessment is seen as the process by which students with SEND can be identified; whether or not a student is making progress is seen as a crucial factor in considering the need for SEND provision.

Early identification of students with SEND is considered a priority. Staff are encouraged to raise concerns with the SENCO, specifically in relation to student progress. Evidence is obtained by:

- Teacher observation/assessment.
- Reference to performance in assessments judged against level descriptions.
- Standardised screening /assessment tools e.g.: Key Stage 2 test results.
- Curriculum and pastoral information from the primary school.
- Identify/focus on the student's skills and note areas that require early support.
- Discussion with students and/ or parents in planning/agreeing their targets in a joint learning approach for home and school.

#### Procedure for identification of those with SEND

If there are any queries or concerns whether a student has SEND needs, staff will complete a SEN referral form which is submitted to the SENCO and Pastoral team. This referral is then investigated, discussions held with all stakeholders and appropriate evidence collected. A final decision to place a student on the SEN register will be made with the appropriate support/ interventions put in place.

- If parents/ guardians have any queries or concerns that their child/ren may have a SEND need, **they must contact the SENCO and Pastoral team prior to initiating** a referral as soon as possible in order that the correct investigations and support can be put in place. Procedures for assessing needs regularly change at a local authority level.
- Referrals for assessment and diagnosis to outside agencies should be initiated by single point access through GP services.
- Referrals made to outside agencies for SEN investigation re SEND needs without contacting the **SENCO and Pastoral team** beforehand, may impact the process and

limit or create an incorrect diagnosis or support pathway. This may impact provision available for the student.

- The school can only provide evidence based on observed behaviours as to how a student presents in school and are unable to complete information for a referral without this. We understand and appreciate that the evidence/ observations as to how the student presents in school may differ from those behaviours presented outside of school.
- Referrals for assessment and diagnosis of learning and processing disorders e.g. ASC and ADHD, to outside agencies should be initiated by single point access through GP services. The school does not have direct access to single point access.
- Where a student has been assessed to not meet criteria for diagnosis by outside agencies, the school may not support re-assessment/ re-referrals for two years unless there are significant evidence of a change in student needs and/or the student is being severely disadvantaged to their peers.
- Where a parent/ guardian seeks to attain a private diagnosis for a SEND need, they must contact the SENCO and Pastoral team before initiating.
- In order, for private diagnosis to be used as supporting evidence for examination access arrangements as per JCQ guidelines, **the school must have an existing relationship** with the professionals and be involved in the process in order to ensure that the assessor holds correct and valid qualifications to assess.

#### Procedure for classroom adjustments relating to examination access arrangements of those with SEND

Where a student with SEND requires examination access arrangements e.g. extra time, use of laptop, coloured paper, noise cancelling devices (ear defenders/ loops) **a full diagnosis/ medical evidence must be collected from a specialist consultant who has an existing working relationship with the school** in relation to any condition, as per JCQ criteria. All decision relating to these will be discussed with all parties prior to implementation. Currently, Fort Pitt are unable to offer small room provision for examinations/ assessments.

- These access arrangements must be the student's usual way of working over a period of at least two years, be supported by teacher evidence of need and supporting evidence that without, the student would be disadvantaged to their peers.
- Information must be regularly updated and submitted to the school for JCQ for approval, with the school holding valid documents/certification of the assessors registered qualifications on file.
- Where required, students may need to complete an examination access arrangements assessment to support their application to JCQ by a registered JCQ external assessor who will review all evidence during the examination period. Where a student fails to meet updated JCQ evidence requirements, even with a prior diagnosis, examination access may be denied.
- External candidates who enter Post 16 provision from other secondary providers must disclose upon enrolment to the school and SENCO, their previous provision/ need. Students will need to be re-assessed for all examination access arrangements after enrolment. The previous school will be contacted for prior SEND and JCQ

evidence which will then be reviewed. We will then organise any updated examination access assessments which will need to be completed. External students will be ineligible for examination access arrangements until this has been completed and appropriate evidence collected to meet JCQ criteria.

## 8.2: Monitoring Student Progress

In circumstances where teachers decide that a student's learning is unsatisfactory, the pastoral team including the SENCO are the first to be consulted. The SENCO and subject teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the course of action is to provide support through *SEND Provision*.

The process by which the school will identify and manage students with SEND status is outlined below:

- **Assess**
- **Plan**
- **Do**
- **Review**

The principles of **Assess, Plan, Do and Review** have been identified within the new Code of Practice and will continue to be essential components in how Fort Pitt Grammar School identifies how students with SEND are responding to the interventions, support and strategies used to assist them in school. Whether or not "adequate progress" has been made is the crucial factor in determining need to provide additional support through SEND Support.

Regular one to one discussions re progress, wellbeing and support for quality first teaching occur throughout the year with students. "Adequate progress" is defined as that which:

- Narrows the attainment gap between the student and her peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Where concerns remain, despite sustained intervention, the School will raise the student at the "In School Review" and in exceptional circumstances consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents of any changes to the SEND stage at which their child has been identified. Parents will be invited to discuss the issues with the SENCO if they wish.

### **8.3: Criteria for exiting the SEND register**

- If students with SEND status no longer require additional support to make the progress that the school expects of them, they will be reviewed to determine whether they can be removed from the SEND register.
- The decision to remove a student from the SEND register will be a joint one with the School and parents and students concerned. It may be necessary to discuss some students with the School Educational Psychologist before taking a student from the register.

### **8.4: Record Keeping**

The school will record the steps taken to meet a student's individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEND student's profile may include:

- Information from the primary school.
- Information from parents.
- School information on progress and behaviour.
- The individual's own perceptions of difficulties
- Information from health/social services/other agencies, e.g.: CAMHS
- A Learning & Teaching Profile/ provision map to show what interventions are in place

All confidential information regarding SEND will be kept in locked filing cabinets.

### **8.5: Statutory Assessment Request**

The school will support a request for a statutory assessment to the LA when the student remains a significant cause for concern. Requests for statutory assessments may be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to *SEND Support*
- Records and outcomes of regular In School Reviews (At least 2 ISRs)
- Information on the student's health and relevant medical history
- N.C. or assessment levels
- Literacy/numeracy attainment
- The views of both parents and the student
- Other relevant assessments from specialists e.g. support teachers/educational psychologists
- Social services/educational welfare service reports
- Any other involvement by professionals



If a parent or outside agency professional is investigating the possibility of applying for a statutory assessment or EHCP, we must request that they contact the pastoral and SENCO prior to initiating the referral to ensure that all stakeholders are abiding by the SEN Code of Practice.

An Education Health and Care Plan (EHCP) will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required to that which the school is able to offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/student discussion
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified.

#### **8.6: Annual Review of EHCPs**

The school will review each EHCP annually and the SENCO will invite:

- The student's parent/carer
- The student
- A representative of the LA
- Any other person the LA considers appropriate (Specialist Providers)
- Any other person the Headteacher/SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets outlined in their EHCP or during the last review.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the EHCP is to be maintained

Reviews during Years 9 & 11 will be significant in preparing for the student's transition to options, post-16 academic/vocational routes, employment, further education, work-based training, higher education and adult life. The review in year 9 and/or 11 will draw up/review the Transition Plan and involve the Medway Youth Trust Services.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The

school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

### **8.7: In School Reviews (ISR)**

The In School Review is held termly and is organised by the SENCO. An agenda will be issued, setting out the main purposes of meeting. The ISR will normally be attended by the L.A. Educational Psychologist, and a member of the pastoral team. Discussions will focus on students on the SEND register about whom there is an on-going concern. The SENCO, in liaison with pastoral team will collect evidence of the difficulties and concerns appropriate to each student. The ISR provides an opportunity for discussing students who are causing concerns and for identifying and providing strategies to meet their needs. It is also the forum at which students, who may require statutory assessment, should be discussed before referral to the LA.

### **8.8 External agencies**

We work with supporting agencies and regular contact is made with the Educational Psychology Service, Health Services, Social Services, NELFT, RRR, Medway SEN team, SENDIAS, Autism professionals, School Counsellor and mental health.

### **8.8: Complaints**

If parents and carers have concerns about the SEND provision within the school they can address these directly to the SENCO or the Headteacher. The school is committed to resolving complaints and grievances (in line with the School Complaints Policy) and resolution is sought at all times.

## **Appendix A**

### **Facilities for children with special education needs (including facilities which increase or assist access by children who are disabled).**

Students with SEND are regarded as full members of the community and provision is inclusive. They have full access to the environment, resources, staff and activities. Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work.

All extra-curricular activities are fully inclusive

- A qualified first-aider is available throughout the building
- Ground floor disabled toilet facilities
- All ground floor areas are accessible for students who cannot access stairs in the main school building
- Lap-tops are provided to some students with special learning disabilities, including dyspraxia, and for students with temporary disabilities as appropriate
- Students with temporary disabilities can access the library academic support
- Any student can attend staffed lunch clubs and after school clubs that offer semi-structured activities

## **Appendix B: Covid19 related SEND impact and interventions**

- All students with an EHCP are offered a place in school to work during lockdown and have therefore the ability to discuss work with their HoY who is also in school.
- All students with high level SEND are contacted weekly by SENCO for wellbeing and general academic support. Feedback of these meetings are circulated to all stakeholders.
- SEND team works closely with pastoral and wellbeing team to monitor and review students' wellbeing and their engagement in academic work during the time in lockdown.
- Enhanced support is always offered and amendments to LTPs are communicated to all of those involved.