



SIMON LANGTON
Grammar School for Boys

Special Educational Needs and Disability Policy

Document Owner	M. Tithecott Assistant Head Teacher Mental Health and Wellbeing S. Harvey SENCO
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Details for the SENCO:

The SENCO for Simon Langton Grammar School for Boys is Samantha Harvey, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

E-mail: sharvey@thelangton.kent.sch.uk

The Assistant Head Teacher (Mental Health and Wellbeing) at Simon Langton Grammar School for Boys is Mr M. Tithecott, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

E-mail: mtithecott@thelangton.kent.sch.uk

SEN and Disability Policy

This policy is written in line with the requirements of: -

- Children and Families Act, 2014
- SEN Code of Practice, 2015
- SI 2014 1530: Special Educational Needs and Disability Regulations, 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act, 2010
- 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 policy should be read in conjunction with the following school policies, which can be accessed through the school Website: Child Protection Policy, Equal Opportunities Policy, Health and Safety Policy, Race Equality Policy, Safeguarding Policy, Behaviour Policy, Complaints Policy and School Equality Statement.

This policy was developed in collaboration with members of the senior leadership team, parents/carers of children with Special Educational Needs (SEN), representatives from the governing body 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, 2015, p. 4*).

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is...‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many

realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (*SEN Code of Practice, 2015, p. 5*).

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

At Simon Langton Grammar School for Boys we can make provision for every kind of frequently occurring special educational need with and without an Education, Health and Care Plan, for instance:

Dyslexia	Autism
Dyspraxia (DCD)	Learning Difficulties
ADD/ADHD	SEMH Difficulties
Speech and Language needs	VI/ HI

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage those with special educational needs. The school is consulted and asked to give opinions as to how we might include those students with significant SEN.

2) Identification and assessment of students with SEN

At Simon Langton Grammar School for Boys we monitor the progress of all students formally through a report three times a year to review their academic progress. We also use a range of assessments with all the students at various points: Cognitive Ability Tests (CATS), Literacy Screen (Reading, Spelling and Vocabulary Standardised Testing), Subject Specific Assessments, GCSE & A Level Assessments.

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. Examples of extra support are outlined on the Faculty Provision Map (Accurate from October 2020):

Faculty of Support inc. ASC resourced Provision - Overview Provision Map	
Access to low stimulus environment (Base/M3/6 th Form)	Wiggle cushion or other OT recommended resource
Safe haven / Sanctuary (Base/M3/6 th Form)	Writing slope or other OT recommended resource
Organisational support	Writing frames/Word Banks/Sentence Starters
Emotional support- wellbeing team	Reader
Designated work space	Scribe
Computer / Laptop / I pad	Prompter
Physical strategy 'stress toy' etc	Touch typing training
Access to advocates / key worker	Spelling Club/Library Lesson intervention
Individualised time table	Individualised literacy intervention (1:1)
Exit strategy	Literacy intervention (Small group)
Additional exam access arrangements	Maths Intervention
Regular/Daily liaison with parents	Social Group
Speech and Language Therapy (SLT)	Academic Mentoring (Through Faculty Support Mentors)
A designated Faculty/M3/Sixth Form Base locker	Reduced Curriculum/Dropped Option Study
Small group sessions with English/Literacy specialist	Academic Mentoring (Through Sixth Form Mentors)
Counselling	Homework support (After school)
Coaching sessions	6 th Form Study skills group
Careers guidance	Social communication group- 'Year 7 lunch club'
Visual timetable	Mediation between student/teacher
Assistive technology e.g. VI/HI	Support during trips
In class support/LSA	Access to supervised small lunch room
Differentiated PE / Games lessons	Use of small PE/Games changing area
Mentoring Support	Revision and Exam Technique sessions
Use of 6 th Form Study Room/Office during study slots	Home-School Contact Book

Some students may continue to make inadequate progress, despite high-quality teaching targeting their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

At Simon Langton Grammar School for Boys we are experienced in using a number of assessment tools, in addition to National Curriculum and Subject Specific Assessments, including:

CAT: Cognitive Abilities Tests. They are designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

WRAT: The Wide Range Achievement Test 4 includes four sub-tests: Word Reading measures letter and word decoding through identification and word recognition, Sentence Comprehension measures ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified closed technique, Spelling measures ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words whilst Math's Computation measures ability to perform basic mathematical computations through counting, identifying numbers, solving simple oral problems and calculating written math's problems.

CTOPP2: Comprehensive Test of Phonological Processing is designed to assess phonological awareness, phonological memory and rapid naming.

We have access to external advisors who are able to use their own assessment material to give a greater insight in to needs and difficulties. The school employs a Specialist Dyslexia Teacher and an Exam Access Arrangement Assessor to conduct diagnostic screens and assessments for specific learning difficulties, work with individual students and their parents and advising teachers on appropriate provision.

GORT4: Gray Oral Reading Test provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties. The test consists of a 'Fluency Score' that is derived by combining the reader's performance in 'Rate' (time in seconds taken to read each passage) and 'Accuracy' (number of deviations from print made in each passage). In addition the number of correct responses made to the comprehension questions provides examiners with an 'Oral Reading Comprehension Score'.

WRIT: Wide Range Intelligence Test consists of an individually administered battery of four subtests of cognitive abilities to assess both verbal and non-verbal abilities by means of Verbal and Visual Scales. Verbal items are all oral with no reading or writing involved. Verbal IQ measures the functioning of the left hemisphere of the brain which is the hemisphere usually responsible for speech and language whilst the Performance IQ measures the functioning of the right hemisphere which is usually responsible for practical, creative, artistic and visual thinking skills.

TOWRE2: Test of Word Reading Efficiency 2, assesses efficiency of sight word recognition and phonemic decoding with a measure of fluency and accuracy of print-based word-reading skills.

DASH: The *Detailed Assessment of Speed of Handwriting* is ideal for providing evidence to identify children with handwriting difficulties and provides relevant information for planning intervention. The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.

Beery VMI: Beery-Buktenica Developmental Test of Visual-Motor Integration helps assess the extent to which individuals can integrate their visual and motor abilities.

TOMAL-2: The TOMAL-2 involves a series of tasks that evaluate general and specific memory functions; features composite memory scores for Verbal Memory, Nonverbal Memory, and a Composite Memory Index; has supplementary composite scores that include a Verbal Delayed Recall Index, Learning Index, Attention and Concentration Index, Sequential Memory Index, Free Recall Index, and an Associate Recall Index; includes highly interpretable and relevant scores, scaled to a familiar metric.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a support plan and reviewed regularly and, if necessary, refined and revised. At this point we will have identified that the student has an additional educational need because the school is making additional educational provision for the student. The learning needs and educational approaches will be shared with all teachers and support staff who work with the student.

If the student is unable to make good progress using this additional and different resource we will identify the student as having special educational needs, as we will need to offer what is above and beyond to the normal curriculum. When any change in identification of SEN is changed parents will be notified.

The school is the site of a County Funded ASC Resourced Provision for students with an Education Health and Care Plan (EHCP) of ASC. This allows the school to access specialist expertise on site when necessary.

Additional advice can be sought from:

- A referral to CAMHS at George Turle House to access Child Mental Health Service
- A referral to the specialist teaching service (STS) or Educational Psychology Service
- Accessing support through a KCC led LIFT meeting
- Accessing the Dyslexia Specialist linked to the school for a screening or assessment
- Contacting charitable organisations within Kent including DEKS - Dyslexia East Kent Support and KAT-Kent Autistic Trust.

3) Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans.

a) How the school evaluates the effectiveness of its provision for such students

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 as students who are:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between rate of progress
- Widening the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. Steering group made up of KCC, Governors, Parent voice from all KS, & staff. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

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

Every student in the school has their progress tracked formally three times per year through a learning report. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Simon Langton Grammar School for Boys are WRAT, CTOPP2, GORT4, WRIT, TOWRE2 , DASH , Beery VMI , TOMAL-2. Using these it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted. Qualitative measures of progress are also used by the department.

c) The school's approach to teaching students with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice* (2015, 6.37).

At Simon Langton Grammar School for Boys the quality of teaching is judged to be outstanding (Ofsted, November 2013).

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

[http://www.kelsi.org.uk/student_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 including one to one tutoring, mentoring, small group teaching, use of ICT software learning packages, subject specific support sessions, GCSE grade booster tutoring. These are delivered throughout the year.

d) How the school adapts the curriculum and learning environment for students with special educational needs

At Simon Langton Grammar School for Boys we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors constantly consider the accessibility of the school. Due to the age of a number of the buildings within the school we are exempt from the DDA in relation to accessibility (with a designated Grammar school in the locality able to cater for those with

physical needs). All new builds are designed in accordance with all health and safety and accessibility laws.

In 2016 a range of adaptations and a Care Suite were built on site to accommodate a student with physical needs in to the Sixth Form. Although this means a number of classrooms and social spaces within the school are now accessible for a wheelchair user, the site is not fully accessible with a number of older builds on site without the required adaptations. Students with physical needs that require an adapted learning environment would be considered for Sixth Form Entry, case by case, depending on their subject choices.

e) Additional support for learning that is available to students with special educational needs

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

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

All clubs, trips and activities offered to students at Simon Langton Grammar School for Boys are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Reasonable adjustment and best endeavours will always be made to fully include all students.

g) Support that is available for improving the emotional and social development of students with special educational needs

At Simon Langton Grammar School for Boys 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 instance PSHE, Assemblies, Tutor Time 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 school counsellor
- Mentor time with member of senior leadership team

- Mentor time with a form tutor or Head of Year (HOY)
- Mentor time with a member of the Faculty of Support and Guidance
- Mentoring time with a Wellbeing Lead within the school
- External referral to Child and Adolescent Mental Health Services (CAMHS)
- Safe Haven/Sanctuary space for unstructured times
- Card Strategies
- Social and Communication Skill Building Lunch Clubs
- Contact with parents
- Access to LIFT

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

All teachers and teaching assistants have had the following awareness training within the last five years:

- | | |
|-------------------------|---|
| -ASC Awareness Training | - Best ways to support students with autism |
| ASC PE training | in the classroom |
| -Understanding AEN/SEN | -Coaching Training |

Over the next 12 months all LSAs will complete ASC SPELL and mental health first aid training.

Designated Staff within the Faculty have had the following awareness training within the last five years:

ASD & ADHD

- Autism Awareness, Web Autism, Diploma in Autism
- The Cygnet Course (for Parents of newly diagnosed ASC children)
- ADHD Awareness & Understanding (The Contented Child)
- Autism and Girls (The Contented Child)
- Introduction to SPD & ODD (The Contented Child)
- Fathers Autism Class (Dad's only class for fathers of ASC children) The Contented Child

- post graduate certificate in Autism studies

Dyslexia

- Certificate in Dyslexia; Literacy, Support and Intervention Level 5
- Accessibility of learning

S&L

- SLCN Training, audit tool, online sessions
- Selective Mutism Awareness

SEMH

- Childhood Studies SEND specialism BA hons
- Counselling and mentoring training
- Practitioner of Therapeutic Play Skills, PTUK
- Trainee Play Therapist, PTUK
- Post Graduate Diploma in Play therapy, PTUK.
- Post Graduate Certificate in Therapeutic Play skills, PTUK.
- Certificate in Integrative Sandplay Studies, AIST.

- MH awareness
- Other**
- Prevent Training
 - Metacognition
 - Safeguarding training
 - Epilepsy awareness
 - Allergy awareness
 - PGdip in Social Work
 - MSc in Applied Behaviour Analysis
 - Exam Access Arrangements course
 - Invigilator training

Where a training need is identified beyond this we will find a provider who is able to deliver it.

Training providers we can approach are:

- Specialist Teaching Service (STS) including the Hearing Impairment (HI) and Visual Impairment (VI) Team
- St Nicholas' Special School
- Educational Psychology Service
- Speech and Language Therapy Service
- Dyslexia and Dyspraxia Assessors (when not available in-house)
- Autism Educational Trust

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

5) Information about how equipment and facilities to support children and young people with special educational needs will be secured

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

6) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students with SEN at Simon Langton Grammar School for Boys are invited to discuss the progress of their children (in addition to the coaching meeting) on three occasions a year (with two structured conversations and an EHCP review meeting or SEN support meeting within the Faculty). In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a statement of SEN / 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.

7) The arrangements for consulting young people with special educational needs about, and involving them in, their education

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

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

The normal arrangements for the treatment of complaints at Simon Langton Grammar School for Boys are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Form Tutor, Subject Teacher, SENCO, and Head of Year or Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN 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.

9) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary

organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The governing body are invited to the SRP steering meeting and can engage with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, and other teams within KCC as needed for designated students

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

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

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

Website: <https://www.iask.org.uk/><http://www.kent.gov.uk/kpps>

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

At Simon Langton Grammar School for Boys 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. Simon Langton Grammar School recognises the importance of early identification, assessment and intervention in successfully meeting the needs of students with SEN.

Identification prior to transfer from Primary

- Close liaison with feeder schools ensures early identification of students with SEN prior to transfer. Head of Year 7 contact feeder Primary schools in the summer term for the sharing of transfer information and attend meetings at feeder primary schools to gather such information.
- The SENCo (or appropriate member of the Faculty of Support Team) attends any transition meetings and also the final Annual Review meeting for a young person within a primary school if requested.
- Consultation takes place with external agencies to ensure appropriate provision is made.
- A series of 'Welcome Visits' are established for those young people with a known SEN including those young people joining the ASD Resourced Provision. During these days the

young people have an opportunity to visit the school and to become more familiar with the school environment including break time and lunch time. These days are run during term 5/6 in addition to the whole school Year 6 day.

- Additional arrangements are sometimes made to meet with parents and students prior to transfer. The SENCo (or appropriate member of the Faculty of Support Team) aims to meet with these parents in the summer term to establish what may be necessary for transition. These meetings ensure appropriate information is shared to ensure an accurate pen portrait can be distributed to teaching staff prior to the student's arrival in September.
- The SENCo (or appropriate member of the Faculty of Support Team) is available during Year 6 and Year 7 induction where opportunity is given for consultation with parents.

Identification post-transfer

- It is recognised that any student admitted to Simon Langton Grammar School for Boys may have unidentified SEN.
- All students are screened in literacy skills (spelling and reading) within the appropriate department on entry. Results are considered along with information obtained from Cognitive Ability Testing. These results are used to prioritise students for intervention.
- New concerns about individual students may be raised at any time during the academic year following the school's procedure for assessment and monitoring of SEN. Referrals can be made from teaching staff, parents or students directly. These are followed by data gathering including a feedback questionnaire from the student, prior to a formal meeting to discuss concerns.

Moving On

We also contribute information to a students' onward destination by providing information to the next setting. This can be through 'Moving on Plans' written in collaboration with KCC LDA Advisors for Post 16 Studies, EHC reviews and direct transition meetings/visits.

12) Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.