



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

SEN & Disability Policy/SEN Information Report

Date to be reviewed, May 2025

This policy 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 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:

Behaviour for Learning Policy, Equality and Diversity Policy, Equal opportunities Policy, Safeguarding Policy, Homework Policy, and Complaints Policy.

This policy was developed in consultation with parents across the school 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 them.

A child of compulsory school age or a young person has a learning difficulty if they: Have a **significantly greater difficulty in learning** than the majority of others of the same age; or

Have a **disability** which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, 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 (2014, p5)

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

At Wilmington Grammar School for Boys we can make provision for every kind of frequently occurring special educational need without an EHCP (Education, Health and Care Plan), for instance dyslexia, dyspraxia, speech and language needs, ASC (Autistic Spectrum Condition)

ADHD, learning difficulties and behaviour difficulties. 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.

The school also currently meets the needs of pupils with an EHCP with the following kinds of special educational need: SEMH (social, emotional and mental health), speech, language or communication need and ASC (autistic spectrum condition) Decisions on the admission of pupils with an EHCP are made by the Local Authority and the school.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Wilmington Grammar School for Boys we monitor the progress of all pupils at least 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Cognitive Ability Tests reading age, writing and spelling.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: departmental intervention, bavioural support, revision support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Wilmington Grammar School for Boys we can arrange for the following assessment tools: dyslexia screening, hand writing speed tests, Irlen screening. We also have access to external advisors who can use a number of other assessment procedures, such as the Specialist Teaching Service, via the Local Inclusion Forum Team.

The purpose of this more detailed assessment is to understand what additional intervention or reasonable adjustments are required to enable the pupil to make better progress. These will be shared with parents, and, if appropriate, put into a Learning Plan, which will be reviewed at least twice a year and refined / revised if necessary. At this point the student will be added to the school's Additional Needs Register (ANR) and coded as either K or M depending on the intervention they receive, and their progress monitored. Students coded as 'K' are those that receive intervention outside of class which goes above and beyond that which their peers receive. A student coded as 'M' is one for whom staff make reasonable adjustments to their usual teaching/interactions to enable the student to access the curriculum or other areas of school life.

If the pupil is able to make good progress using the reasonable adjustments put in place and does not require any intervention above and beyond their peers, we will continue to code them as 'M' on the ANR and monitor them. Once a student finishes an intervention and is competent in school without it, they will be moved from a 'K' code to an 'M' and continue to be monitored.

Through staff training and information sharing, we will ensure that all teachers and support staff who work with pupils on the ANR are aware of the reasonable adjustments to be made and

specific strategies identified to support those pupils. This information will be recorded on the pupil's Learning Plan. Teachers and support staff will also be informed about any pupils that they work with who receives an intervention.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the Learning Plan will be informed by the views of the pupil, 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 (2014, 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

For pupils with an Education, Health and Care Plan there will be three reviews held each year of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body. Parents of pupils without an EHCP will be invited to an optional review of their child's progress twice a year.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly throughout the year. For pupils with special educational needs whose assessments show inadequate progress, their Learning Plan will be reviewed and adjusted appropriately and communicated with parents.

3c the school's approach to teaching pupils with special educational needs

Quality first teaching is the first step in responding to pupils 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 pupils, 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 most frequently encountered SEN Code of Practice (2014.37).

At Wilmington Grammar School for Boys the quality of teaching is judged to be good.

We follow the Mainstream Core Standards developed by Kent County Council as well as the guidance from the SEN Code of Practice to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school can employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. 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 pupils with special educational needs

At Wilmington Grammar School for Boys we follow the advice in 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 provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

3e additional support for learning that is available to pupils 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 pupils requiring SEN support. The amount of support required for each pupil 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 pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3f how the school enables pupils 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 pupils at Wilmington Grammar School for Boys are available to pupils 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 pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Wilmington Grammar School for Boys we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide access to counsellors, mentoring by the Senior Leadership Team, drop-in sessions in the Hub and a Time Out Card.

Pupils 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 pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Wilmington Grammar School for Boys is Mr Stephen Sage. . Stephen has completed his NASEN qualification.

Mr Sage is available on 01322 223090, or via email on mrsage@wgsb.co.uk

5 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: ADHD, ASC, HI, VI. Strategies and teaching approaches for each pupil that requires support for these needs are made available on their Learning Plan.

Where a training need is identified beyond those listed above, we will find a provider who is able to deliver it.

Training providers we can approach are: special schools, Educational Psychologists, Occupational Therapists, Physiotherapists and Dyslexia specialists. 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 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, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at Wilmington Grammar School for Boys are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils 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 pupil 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. Parents will then be kept informed about the outcome of any assessment, and invited to contribute to planning and reviews of any extra provision provided.

In addition to this, parents of pupils 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 pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs they 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.

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

The normal arrangements for the treatment of complaints at Wilmington Grammar School for Boys are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCo or Head of Year to resolve the issue before making any 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 an Education and Health 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.

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 pupils with special educational needs and in supporting the families of such pupils

The Governing Body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Access to the Specialist Teaching and Learning Service

11 The contact details of support services for the parents of pupils 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: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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

At Wilmington Grammar School for Boys we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. All students are visited in their primary settings and their needs discussed with their teachers. The SENCo is available for discussion of any needs prior to admission in year 7 and additional arrangements for induction are available. Parents are able to make an appointment to see the SENCo at any time prior to year 7 entry and the SENCo is available at the Year 6 expectations' evening to discuss any needs.

We also contribute information to a pupils' onward destination by providing information to the next setting. Pupil's needs are described on references requested by Further Education Providers.

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

The local authority's local offer is published on Kelsi.org.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on: 16th May 2024

Next review in: May 2025