



# Special Educational Needs and Disabilities (SEND)

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This policy applies to Chatham Grammar (CG). It refers to students as a generic term to cover all students being educated at Chatham Grammar under the University of Kent Academies Trust.

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### **1. Introduction**

At Chatham Grammar we are committed to ensuring there is equal access to a balanced and appropriate curriculum for students with SEND, within a caring and supportive environment where students are encouraged to reach their full potential. This SEND policy underpins the need for the Academy to remain fully inclusive to all.

We recognise that many students may have SEND at some time during their Academy life. In implementing this policy, we believe students will be appropriately supported to maximise their Academy experience and overcome barriers to learning, with appropriate support and guidance.

This policy complies with the statutory requirement laid out in the Special Educational Needs Disability (SEND) Code of Practice 0 – 25 years (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at the Academy with medical conditions April 2014
- The National Curriculum in England Key Stages 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Academy's SENCO with the SEN governor in liaison with the Senior Leadership Team (SLT)
- This policy is available to be shared with all staff and parents/carers of students with SEND which reflects the SEND Code of Practice 0 – 25 years guidance

At Chatham Grammar we have a designated Special Educational Needs Co-ordinator (SENCo), who is line managed by the Inclusion Vice Principal. The SENCo has completed the statutory training, and their responsibility is to ensure that the needs of students with SEND are met. They will ensure that staff training is completed so that all teachers can ensure they are inclusive of all their learners' needs. Strategies will be provided so that all students can learn and make progress throughout their academic journey.

**Our Chatham Grammar SENCo is –**

Ms Paula Knight – SENCO

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**2. Aims**

- To ensure all students have access to a broad and balanced curriculum
- To ensure that relevant staff are aware of their responsibilities to cater for students of all abilities (as documented in the Code of Practice)
- To enable students with SEND to be given the opportunity to fulfil their potential and enhance their self-esteem through their entitlement to a high-quality education
- To identify and appropriately assess students SEND as early as possible, liaising with necessary external agencies where appropriate
- To raise awareness among our Academy community of the needs of SEND students and for them to be fully accepted as a valued member of our Academy
- To ensure the identification of all students requiring Special Educational Needs (SEND) provision as early as possible during their time at either Academy
- To meet an individual's needs through a wide range of provision opportunities
- To ensure that there is a system of identifying, monitoring, and assessing student progress, which is appropriate to students with SEND, and that all staff are aware of the procedures
- To ensure a high quality of support staff
- To foster positive working relationships between the Academy and Parents/Carers when working collaboratively to meet the needs of their children

**3. Objectives –**

The Academy has a SENCO in post, who is responsible for the following –

- To monitor and assess students on a regular basis and to involve Parents/Carers from the outset
- To work collaboratively with teachers, sharing knowledge and developing materials and resources to support them within a classroom
- To work collaboratively with parents, carers and a range of external agencies where appropriate
- To implement appropriate INSET where necessary to support all staff in providing timely and effective intervention within classroom settings
- To monitor the progress of individual students with SEND
- To collate relevant information on a student and initiate appropriate actions when required
- To involve and inform all staff of SEND procedures in line with the Code of Practice

- To ensure that all students, irrespective of SEND, are fully integrated into wider activities with the Academy, as far as is reasonably practical, whilst ensuring reasonable adjustments are made
- To ensure students with SEND are supported in their transition beyond the Academy and into adulthood

#### 4. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out academies' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and Academy's responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCO) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the Academy's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the Academy's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the Academy's obligation to admit all students whose education, health and care (EHC) plan names the Academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

#### 5. Inclusion and Equal Opportunities

Students with SEND are accepted at Chatham Grammar on equal terms with any other child, if they meet the admissions criteria (see admissions policy), and their needs can be appropriately met. As we are a selective Academy, all students will sit either the 11 plus or an in-year entry test prior to admission being confirmed and irrespective of any SEND.

At Chatham Grammar we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the Academy environment to make sure that students with SEND are included in all aspects of Academy life.

As part of the Academy ethos, our Inclusion team are committed to promoting:

- Equal access to a balanced and appropriate curriculum for students with SEND;
- A caring and supportive environment where all students are encouraged to reach their full potential;
- The value of each individual within the Chatham Grammar community.

## 6. Definition of SEND

Students have special educational needs if they have a difficulty which calls for an educational provision to be made for them which is additional to or otherwise different from that ordinarily provided.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than most children of the same age.
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in academies within the area of the local authority.
- Are of compulsory academy age and fall within the definitions above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **SEND classification for students on the SEND register:**

The Children and Families Bill 2014 has combined the SEND classification of Academy Action and Academy Action Plus categories into a category Academy Support (K) for those who have SEND and who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.

If a student is on the SEND register, then their progress will be tracked by the SEND team at each tracking point. Parents and students will be offered the opportunity to discuss progress. Regular consultations are held with parents both at Parents' Evenings and as needed throughout the academic year to ensure that all parties are involved in the students' education.

**Academy Support (K)**– the student is identified as SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Normally quality first teaching to the whole class is likely to mean that fewer students will require such support.

If a student is on the SEND register (under K), then their progress will be tracked by the SEND team at each tracking point and in some instances through an Academy Based Plan (SBP) which is reviewed three times per year. SBPs will monitor intervention used for those students who require additional support, assess the impact of intervention and advise the route to be taken moving forward.

**Education Health and Care Plan (EHCP)** – An Education, Health and Care plan (EHC plan) is a legal document which:

- . Identifies a child's special educational **needs**
- . The additional or specialist **provision** (support, therapy etc) required to meet their needs

- The **outcomes** (capabilities, achievements) the provision should help them to achieve
- The placement (the Academy or college they should attend).

At Chatham Grammar, any students with an EHCP are provided with explicit, targeted support and intervention as outlined in their plan. EHCP's are reviewed annually and throughout the review process, opinions are sought from the child and parents/carers to ensure a holistic overview is maintained. A child can have an EHCP in place until the age of 25 years, if remaining in full time education.

### **Broad areas of SEND are:**

The Academy caters for students with the following broad areas of need. If these needs impact severely on the learning of the student or on the learning of others, then the student and parent/carer are signposted towards further resources which they might access to support them.

The Code of Practice describes the four broad categories of need as:

#### **a) Communication and Interaction**

This may include students with speech, language and communication needs or those children with ASD who may have particular difficulties with social interaction.

#### **b) Cognition and Learning**

This may include those students working at a slower pace than their peers, even with appropriate differentiation. This may include those students with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

#### **c) Social/Emotional and Mental Health Difficulties**

Students may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. This may include mental health difficulties, such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms, which are not medically explained. Other students might have disorders such as ADD, ADHD or attachment disorder.

#### **d) Sensory and/or Physical Needs**

Some students have a disability, which prevents or hinders them from making use of the educational facilities provided. This includes those with Visual Impairment (VI), Hearing Impairment (HI) or Multi-Sensory Impairment (MSI).

These four broad areas give an overview of the range of needs the Academy plans for. The purpose of identification is to plan what action the Academy needs to take, not to fit a student into a category. At both academies, the needs of the student are identified considering the needs of the whole child, which includes not just the special educational needs of the student.

The following are not considered SEND but may still impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and Academy provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare

- English speakers of other languages (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of service personnel

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the Academy will be able to recognise and identify clearly as the student is known and the Academy will be able to respond to their needs.

## 7. Roles and responsibilities

The Academy SENCo is responsible for ensuring that teachers are fully aware of the strategies to support students with SEND, either through delivering their own training or sourcing specialist external support as needed.

The SENCo has overall responsibility for SEND students and will work collaboratively with the wider Academy community to ensure individual students' needs are appropriately met. In addition, the Teaching assistants are line managed by the SENCo.

The role of the SEND governor is to meet with the SENCo on a regular basis and to support the SENCo with their management of the SEND department. The SEND governor can challenge the SENCo on statistics and the progress of SEND students and request to see any documentation the SEND governor would like to see to support information given.

## 8. Procedures relating to SEND – a graduated approach

When the Academy decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCo and the Pastoral team. It is important to consider all the information gathered from within the Academy about students' progress, alongside national data and national expectations of progress.

The views and opinions of parents/carers and students are crucial to decisions made about the SEND support put in place. Throughout these assessment points the effectiveness of any provision is assessed looking at both academic and social development with input from SEND, pastoral, parents and students. The Trust also invites any external health or support workers who may be supporting the student to these meetings.

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**

The class or subject teacher will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant. The assessment will be reviewed regularly

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **8.1) Inclusion meeting**

This occurs every week, currently on a Wednesday morning. This is used to discuss the needs of students, which may include their SEND. This meeting will be chaired by the SLT responsible for inclusions (also the Academy SENCO) and will include representatives with knowledge of the curriculum (where appropriate), attendance, pastoral care and SEND.

### **8.2) In Academy Review**

The In Academy Review inclusions meetings will occur termly and will be chaired by the SENCO. Representatives of the Inclusion team will attend, along with representatives of outside agencies working with the Academy, including the Educational Psychologist. Referrals can be made by the Inclusion team or from outside agencies. An agenda will be circulated before the meeting and minutes will be distributed to all relevant bodies following the meeting.

### **8.3) Leadership Teams and SENCO**

Senior leaders are allocated to individual year groups and have the responsibility of knowing the SEND of the students. The SENCO and leadership teams will be jointly responsible for the allocation of in-lesson support.

### **8.4) Role of Staff**

We are all teachers of SEND and our staff deliver quality first teaching to deliver high quality differentiation for those with additional needs.

All teachers have the responsibility of knowing the SEND of the students they teach and will plan to move the learning of all their students forward. Teachers will endeavour to use appropriate teaching techniques to ensure students can access the curriculum. Teachers will provide feedback to the SENCO and parents/carers on the progress being made by their students. Our approach to teaching students with SEND is that of inclusions.

### **8.5) Access to Advice and Guidance**

A copy of the SEND register is available in the staff shared drive. Individual SEND levels can be obtained from the teaching group register on BROMCOM. Further details of the students' SEND can be obtained from the individual Students Page on BROMCOM.

### **8.6) Academy Based Plans (SBPs)**

SBPs will be set up and regularly monitored for students on the SEND register. They will contain short-term targets and strategies including any additional provision required. SBPs will be monitored at each tracking point, or when concerns are raised, and will be reviewed at least annually by the SENCO with stakeholders. For EHCP students, reviews will take place three times a year based upon recommendations from their EHCP with all stakeholders unless concerns are raised. SBP's will be used to monitor interventions used for students to assess their impact and to forward plan.

### **8.7) Student Progress Data**

Students' progress will be monitored closely using the regular data tracking points of the Academy and will provide a useful insight into the progress of students on our SEND register and the impact of the support/strategies being employed for these individuals.



## **8.8) Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

## **8.9) Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCo to carry out a clear analysis of the student's needs which will feed into the SBP. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **8.10) Supporting students moving between phases and preparing for adulthood**

We will share information with the Academy, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

## **8.11) Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class. Individual student SEND levels can be obtained from the teaching group register on BROMCOM. Further details of the students' SEND can be obtained from the Individual Students Page on BROMCOM/Academy-based plan.

High quality teaching (QFT) is our first step in responding to students who have SEND. This will be differentiated for individual students.

Examples of the interventions we provide within the Academy include:

- Social skills groups
- Literacy support
- Maths support

- Mindfulness
- Counselling
- Lego therapy
- Mind
- Emotional wellbeing sessions
- Anger Management
- Therapy dog intervention
- Behaviour support
- In class teaching assistant support
- ELSA

### **8.12) Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Transition programme
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper/overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **8.13) Additional support for learning**

We have a small number of teaching assistants who are trained to deliver some of the above-mentioned interventions, as well as provide support in class.

We work with the following agencies to provide support for students with SEND:

- Educational Psychology service
- NELFT (CAMHS)
- Paediatric Service
- Bradfield Outreach Service
- Speech and Language Therapist/service
- Triple R reintegration programme
- Psychotherapist service
- VI/HI service
- Social Care team
- DLA
- MCH - Academy Nurse

### **8.14) Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress against their SBP targets
- Reviewing the impact of interventions termly
- Including student voice
- Monitoring by the SENCo
- Using provision maps to measure progress

- Holding annual reviews for students with EHC plans

### **8.15) Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND**

- All extra-curricular activities and Academy visits are available to all students, including our before- and after-Academy clubs.
- All students are encouraged to go on our residential trip(s) and day trips
- All students are encouraged to take part in sports day/Academy plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEND or disability.

### **8.16) Supporting Students at the Academy with Medical Conditions**

The Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the Academy will comply with its duties under the Equality Act 2010.

- Some students may also have SEN and have a statement or EHCP, which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Students who have complex medical conditions are registered on the Academy medical list.
- All staff are made aware of students with medical conditions. Students who have complex medical conditions are given a Medical Card, which the students can use to highlight their condition to others.

Please visit our website to view more information on what we offer our students to support regarding Access (Information – SEND and Accessibility Plan) and please look at our Admissions policy (About – Admissions policy). The links below outline the steps we have taken to support our students with disabilities, including information on admissions and accessibility.

### **8.17) Support for improving social, emotional and mental development**

We provide support for students to improve their social, emotional and mental development in the following ways:

- Students with SEND are encouraged to be part of the Academy council.
- Students with SEND are also encouraged to be a member of a club to promote teamwork/building friendships etc.
- Students are provided with access to a drop-in counselling service and emotional support.
- Vulnerable Students are provided with safe supervised spaces for unstructured times.
- Emotional support and mentoring are provided.
- Referrals to external services are completed to further support.

## **9. Expertise and training of staff**

Staff receive regular training from the SEND team and, where appropriate, the Academy seeks external guidance in specialist areas such as mental health provision, speech and language and specific areas of need. This additional support is secured through the Vice Principal for Inclusion, the SENCo and the SEND team.

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the SEND of the student, the student has not made expected progress, the Academy or parent/carer considers an application for an EHCP. An assessment is carried out by the Local Authority to consider if it is necessary for special educational provision to be made for the student.

## **10. Accessibility**

- The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all academies and LAs to plan to increase over time the accessibility of academies for disabled students and to implement their plans.
- The Equalities Act 2010 provides further protection from discrimination for students with disabilities.
- Classrooms and specialist teaching areas are accessible to all students. Due to the age of the building, there are a small number of areas inaccessible when requiring the use of a wheelchair. Where access is required for a student to continue to access their learning, bespoke supportive interventions are implemented.
- Accessible toilet provisions are available at an acceptable level at Chatham Grammar.
- Safe routes via stair free access points exist on the site.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students.
- All students with disabilities are fully included in the Academy curriculum including teaching and learning, Academy trips and extra-curricular activities.

## **11. Monitoring and Evaluation Arrangements**

### **11.1) Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the Academy community
- Comments and feedback from students and their parents

### **11.2) Monitoring the policy**

This policy will be reviewed by the Vice Principal for Inclusions and ratified by the Board of Governors every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

## **12. Links with other policies and documents**

This policy links to the following documents:

- SEND information report
- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy