



Weald of Kent Grammar School SEND Information Report 2023-2024

1. Who are the best people to talk to about my child's difficulties with learning, special educational needs or disability?

- For general or academic concerns, in the first instance, talk to your child's Form Tutor, subject teacher(s), or Head of Year.
- Each site has a Student Services team of a dedicated SENDCO, School Nurse, Mental Health Support Worker, Learning Mentor and Receptionist. They can be contacted by calling the main school office on 01732 373500 or by email: studentservicessevenoaks@wealdgs.org or studentservicestonbridge@wealdgs.org. We also have a Family Liaison Officer at each site who works alongside the Student Services team.
- It is likely that these staff will have discussed your concerns with the Special Educational Needs Coordinator (SENDCo).
- You may wish to contact the relevant SENDCO; Sophie Waight at Sevenoaks and Nia Williams-Jones at Tonbridge.
- For medical concerns, please contact our School Nurses in Student Services.
- If you continue to have concerns, our Director of Inclusion and Lead SENDCO is Jake Gladman.
- As a last resort, you may wish to raise your concern with the Headteacher by emailing school@wealdgs.org or the or link Trustee by emailing clerk@wealdgs.org

2. What are the kinds of special educational needs for which Weald of Kent Grammar School makes provision?

- At Weald of Kent, we support students who have special educational needs which are based on the Areas of Need set out in the SEN Code of Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical and / or Sensory
- We can make provision for every kind of frequently occurring special educational need including dyslexia, dyspraxia, diabetes, autism, Asperger's syndrome, ADHD and social, emotional or mental health difficulties.
- There are other less common special educational needs, requiring specialist input from our School Nurses, or SEN team. When required, we can access additional training and advice so that these kinds of needs can be met.

3. How does the school identify and assess the needs of students with special educational needs?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

We screen students new to Weald at the start of Year 7 and Year 12 and use this information to identify students who may have additional learning needs or require further support or assessment. Additionally, we use key assessment information, including CATS as a potential indicator of an underlying need.

We monitor the progress of all students through reports three times a year to review academic progress and use in-class assessments, school examinations and public examinations as potential indicators of additional needs.

Class teachers, Heads of Department and Heads of Year will review the progress for all pupils and identify those whose progress:

- 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 the child and their peers;
- Widens the attainment gap;

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

In addition:

- A subject teacher may refer a student to Student Services.
- A parent may have noticed ongoing issues with work at home and may contact the school.
- At transition from a previous school, indicators of SEND or inadequate progress may have been identified in the detailed information that is collected by Weald of Kent.
- The student may ask for help or express her/his concerns.

For these students, and in consultation with parents or carers, we will:

- Use a range assessment tools to determine the cause of the learning difficulty. This might include tests to help identify specific areas of need in learning processes, ability and learning memory. We can make referrals for external specialists and links to outside agencies who are able to assess for Autistic Spectrum Disorders, Mental Health disorders and other specific learning disabilities such as Dyscalculia or Attention Deficit Hyperactivity Disorder;
- Observe the student in class and the school community;
- Collate written feedback from all subject teachers;
- Speak with the student;
- Re-examine previous information from previous schools.

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 or carers, put into a support plan which is reviewed regularly, and refined / revised as necessary.

A student will be identified as having a special educational need if the school is making special educational provision for the student which is additional to and different to what is normally available, for the student to make good progress and the student would not be able to maintain this good progress without it.

When any change is made in the identification of SEND, parents or carers will be notified. For the purposes of monitoring and reviewing, a student who has been on the SEND register, but who no longer requires specific intervention, will be placed on an internal SEND Monitoring level for at least 1 year to enable assessment of the impact of an intervention on continuing progress and achievement. Similarly, a student who has a diagnosed SEND, for example Dyslexia or ASC, but who does not require specific intervention which would place them on the SEND Register, will be reviewed on our SEND Monitoring level throughout their time at Weald.

We ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

4. Our approach to teaching pupils with SEN

Weald of Kent Grammar School is enriched by the diversity of our student body which encompasses a wide range of abilities, experiences, talents and special educational needs and / or disabilities (SEND). We strive to create a learning environment which meets the needs of all students, including those with SEND, focusing on the importance of academic as well as personal success.

All teachers are teachers of SEND. This is reflected in our inclusive approach, where students can achieve to the best of their ability in all lessons, with individual consideration as appropriate. A graduated approach to support begins with high quality teaching in all lessons. We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice; this is known as 'Quality First teaching'. 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:

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 (2014, 6.37)

Some students may require additional support to meet their needs. Interventions will typically be tailored to student(s)' needs and run by:

- Learning Mentors
- Mental Health Support Workers
- In-school Counsellors
- SENDCos

These interventions support students' special educational needs and are separate to Clubs which focus on providing academic support.

Some students benefit from assistive technology and optical aids to help them access lessons. We are able to provide laptops for use in school by students with a recognised need and will support students to trial the use of coloured overlays and coloured paper, where appropriate. We encourage students to develop their independence once a strategy has been established.

5. Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements assessment in-school by a qualified assessor.

As part of our requirement to keep the appropriateness of our learning environment under review, the Trustees and Senior Leadership Team have made the following improvements as part of the school's accessibility planning:

- All new buildings have lifts and wide corridors.
- Accessibility ramps are available to provide access to all buildings.
- The school has toilets with disabled access.
- Personal Evacuation and Emergency Plans (PEEPS) are created for students who need them.
- Lumbar supports available when needed.
- Backed stools and alternative desk arrangements available in science classrooms when needed.
- Ground floor meeting room created for parents/carers of students with SEND and students themselves.
- The timetable is assessed at the beginning of each year to provide ground floor access for those with physical impairments and needs.
- Teaching staff receive regular, planned training on specific types of SEND from the SENDCo and/or external providers.
- Health and Safety training is regular, up to date and acknowledges the needs of all students.
- Early lunch passes are available if needed for those with needs that affect their ability to access the school canteen.
- Student Services department offers alternative working spaces when appropriate for students with special educational needs or disabilities.

6. Additional support and partnerships

Where additional support or expertise is required, we work with the following agencies to provide specialised support and advice for pupils with SEN:

- Kent Specialist Teaching and Learning Service (STLS)
- LIFT (Local Inclusion Forum Team) for access to KCC's specialist teaching and learning service.
- Attendance of Additional Educational Needs update meetings led by Kent County Council.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice.

- Ability to make requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENDCO including NASEN and Optimus Education.
- Close relationship with and training available for key staff from Early Intervention team and Kent Integrated Adolescent Support Services.
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7. Assessing and reviewing students' progress towards outcomes

Every student in the school has their progress published through reports three times a year. In addition to this, students with special educational needs *may* have more frequent assessments of their specific areas of difficulty.

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 SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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 which are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals
- Regular reviews of the impact of interventions
- Considering the views of the student and their parents/carers
- Gathering feedback from teachers and other staff working with the student
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

9. Expertise and training of staff

All of our SENDCOs hold the National SENDCO qualification.

All staff at Weald receive annual training in Child Protection and Safeguarding. Further additional training for SEND provision is planned each year according to need and is delivered by the SENDCOs, Director of Inclusion or external providers throughout the year as appropriate.

10. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?

Parents are invited to discuss the progress of their child(ren) with subject teachers at parents' evenings throughout the year. In addition, we welcome meetings outside of these times upon request.

As part of our standard offer, many students will access some additional teaching or specific support to help them catch up where this is necessary; this is not to imply that the student has a special educational need.

If, following this intervention, improvements in progress are not seen and it is recognised that a student requires provision which is additional to and different from what can be expected from quality first teaching and universal level provision, the student will be placed on the SEN register and receive specialist input, either directly or indirectly. We will contact parents to discuss the use of internal or external assessments that will help us to understand and address these needs more accurately. These conversations will make sure that:

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

If your child has an identified special educational need, you will be invited to discuss current progress, support strategies being used and expected outcomes with the SENDCO. Parents of students with an Education, Health and Care Plan will be invited, along with other professionals, to contribute to and attend an annual review.

Lastly, students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them.

11. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

All of our extra-curricular clubs, activities and school visits are available to all our students. No student is ever excluded from taking part in these activities because of their SEN or disability.

Where necessary, the school will use the resources available to it to provide support to enable the safe participation of the student in the activity.

12. Support for social, emotional and mental health

At Weald of Kent, 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 and indirectly with each conversation adults have with students throughout the day. We have a zero-tolerance approach to bullying.

We provide support for pupils to improve their emotional and social development in the following ways according to need:

- Timetabled, school-wide lessons in Personal, Social and Health Education (PSHE) for all students.
- A carefully planned curriculum that includes opportunities to promote spiritual, moral, social and cultural development.
- Enhanced transition procedures for SEND and/or vulnerable students – primary school visits from Student Services team and additional visits prior to September start.
- Time out cards.

- Quiet working spaces for individual students in the library and Learning Support.
- Peer mentor support.
- Social communication groups
- Small group or one-to-one support from designated members of staff
- Qualified counsellor support.
- Group and individual support led by Mental Health Support Workers or Art Therapists
- Supported referrals to outside agencies.

13. Supporting students moving between phases and preparing for adulthood

At Weald of Kent, we work closely with the educational settings used by students before they transfer to us in order to seek the information required to make the transfer as seamless as possible.

Transition arrangements:

- Specialist team visit primary 'feeder' schools in the summer terms prior to a September admission.
- SENDCOs or other Student Services staff contribute to Team Around the Family meetings and Annual Reviews of Education and Healthcare Plan as soon as a place is confirmed.
- Our Director of Inclusion and SENDCOs respond to requests from the Local Authority for responses on suitability on school places for those with an Education and Healthcare plan.
- Forms based on county approved transitions procedures are used to collect and collate information.
- SEND information for Year 12 students, including access arrangements is collated on application and then again at enrolment at the end of August.
- Enhanced induction procedures including extra visits are arranged for those with relevant SEND.
- Induction day for all students in early July. Specialised support is agreed and arranged between the primary and Weald SENDCOs
- Access to resources and training is in place in advance of the arrival of SEND students - accessibility and suitability of staff expertise are considered.
- Form tutors and teaching staff receive CPD from SENDCOs and/or external providers. This may include information on a particular SEND or individual students, as necessary.
- Staggered start of term to include induction day for Years 7 and 12 before the whole student body returns.

We also contribute information to a student's onward destination by providing information to the next setting. School files, Child Protection Information, Access Arrangements procedures and all mandatory information is sent on through the correct channels and on request to a student's next place of learning.

14. The local authority local offer

The local authority's Local Offer, detailing the SEND provision available in Kent is published [here](#).

15. Contact details of support services for parents of pupils with SEND

Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice and support for families of children and young people (0-25 years) with special educational needs or disabilities. They can be contacted on:

HELPLINE: 03000 41 3000 (Mon-Fri 9:00-17:00)

E-mail: iask@kent.gov.uk

Website: <https://www.iask.org.uk/>

A guide to Special Educational Needs for Parents and Carers (DfE, Aug 2014) can be found [here](#).

16. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Weald of Kent are used for complaints about provision made for Special Educational Needs and Disabilities.

We encourage parents/carers to discuss their concerns with their child's SENDCO, Head of Year and the Senior Leadership Group including the Director of Inclusion and Headteacher in the first instance as per the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the trustees.

18. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions
- Safeguarding
- Self-Harm
- Special Educational Needs and / or Disabilities (SEND)
- Admissions
- Complaints