

Weald of Kent Grammar School

Special Educational Needs and Disability (SEND) Policy

Vision and Values in SEND

At Weald of Kent Grammar School, we believe that every young person deserves access to an ambitious, inclusive and high-quality education, regardless of need or background.

Rooted in our values of curiosity, compassion and courage, our approach to SEND is centred on understanding each learner as an individual and ensuring they are able to participate fully in school life.

Curiosity drives our commitment to understanding how students learn, recognising their strengths, identifying barriers and continually refining our practice to meet their needs. Compassion underpins our relationships, helping us to create a respectful, supportive and inclusive community where every student feels safe, valued and understood. Courage shapes our determination to maintain high expectations for all learners, challenge barriers to inclusion and advocate for the support our students need to succeed.

We recognise that, at any point during their time at school, a student may experience a special educational need or disability. These needs may be academic, physical, social, emotional or mental health related, and may be temporary or long-term.

Our vision is to identify and remove barriers to learning so that all students can achieve their potential, develop independence and confidence, and prepare successfully for adulthood. We believe that high-quality teaching is the foundation of successful inclusion and that support should be responsive, evidence-informed and proportionate to need.

We are committed to working in partnership with students, families, staff and external professionals to secure the best possible outcomes. We recognise that inclusion is everyone's responsibility and that all staff play a vital role in supporting students with SEND. Through high expectations, meaningful collaboration and a strengths-based approach, we aim to ensure that every student feels a genuine sense of belonging and is empowered to flourish.

Aims

The SEND policy sets out our commitment to supporting students with SEND in line with statutory responsibilities. It aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support students with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables students to access all aspects of school life alongside their peers.
- Provide students with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support students with SEND to realise their aspirations and achieve their best.
- Communicate with students with SEND and their parents or carers ensuring co-production and seek student and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for students with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Trustees.

At Weald of Kent Grammar School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high-quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

Legislation and Guidance

This policy is based on the following statutory guidance and legislation:

- [Special Educational needs and Disability \(SEND\) Code of Practice 2015](#), which sets out local authorities' and schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCos) and the special educational needs and disability information report.
- [Children and Families Act 2014 – Part 3](#) which sets out schools' responsibilities for students with SEND. The school recognises its statutory duty under Section 66 of the Children and Families Act 2014 to use its best endeavours to secure the special educational provision called for by a pupil's special educational needs. The school has regard to the principles set out in Section 19 of the Children and Families Act 2014, ensuring that children, young people and their parents are involved in decision-making and supported to achieve the best possible educational and other outcomes.
- [The Special Educational Needs and Disability Regulations 2014](#), which are a set of statutory regulations that detail the requirements for local authorities when assessing the needs of children and young people with SEND and when creating EHCPs.
- [Equality Act 2010](#), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- [School Admission Code 2021](#), which sets out the school's obligation to admit all students whose EHCP names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- [The School Information Regulations](#), which outlines the requirements for schools regarding the information they must publish and make available to parents/carers and the public.
- [The Academy Trust Governance Guide](#) which sets out trustees' responsibilities for students with SEND.

This policy is also based on the local authority guidance:

- [Kent SEND strategy 2025-28](#) which outlines the local authority's vision, opportunities and partnerships to support children and young people with SEND.
- The [Mainstream Core Standards](#), which sets out the provision that should be available for children and young people with SEND.
- Kent County Council's [Local Offer](#), information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- Kent County Council's [Countywide Approach to Inclusive Education](#) (CATIE), which focuses on strategies to support inclusive practices within mainstream education settings as part of KCC's wider SEND strategy.

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in

standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- o **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- o **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- o **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the goal of growing independent young people as they prepare for adulthood. All provision and support at Weald of Kent works towards achieving the Kent Children and Young People Outcomes Framework, ensuring all students can seek employment, live independently, engage with their community and maintain good health.

The SEND policy should be read in conjunction with the [school's policies](#):

- SEND Information Report
- Teaching and Learning Policy
- Positive Behaviour Policy
- Anti Bullying Policy
- Single Equality Policy
- Accessibility Plan
- Attendance Policy
- Examinations Policy
- Careers Policy
- Supporting Students with Medical Needs Policy
- Safeguarding Policy

Definitions

SEND	A student has special educational needs and disability (SEND) if they have a learning difficulty or disability which calls for a special educational provision to be made for them. They have a learning difficulty or disability if they have: • A significantly greater difficulty in learning than the majority of 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.
Disability	'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day

	activities.’ This definition provides a 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’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)
Special Educational Provision	Educational or training provision, which is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
SEND Register	A student is placed on the SEND register if they require special educational provision due to learning difficulties or disabilities. The SENDCo will regularly review the SEND register as part of the Graduated Approach. When a student shows significant progress and a noticeable response to the support, they may be removed from the SEND register. A diagnosis does not necessarily mean that a student will be placed on the SEND register as SEN Support, if the universal and targeted provision the student is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Inclusion and Equal Opportunity

At Weald of Kent Grammar School, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities. We are committed to:

- Ensuring access to a broad, balanced, and challenging curriculum
- Removing barriers to participation in every aspect of school life
- Promoting belonging for all students
- Celebrating neurodiversity and individual strengths
- Prioritising emotional safety and respectful relationships

The school endeavours to review high quality inclusive opportunities as part of the graduated approach, to monitor, review and improve provision, to make sure that students with SEND are included in all aspects of school life.

Teaching Principles and SEND

All teachers are teachers of SEND. High-quality, inclusive classroom teaching is the foundation of our approach. We use **adaptive teaching** to ensure students with a range of needs can access and succeed in the curriculum.

This includes:

- Adjusting input, materials, grouping and support
- Building in scaffolding without limiting challenge
- Using clear explanations, modelling and visual supports
- Reducing cognitive load and providing opportunities for retrieval
- Creating routines and environments that enable independence and reduce anxiety

Our approach to teaching students with SEND is shaped by five core principles:

a. Understanding of Content and Context

Teachers ensure content is made accessible through strategic adaptation. We build from students' prior knowledge, use concrete examples, and help students connect learning across subjects and contexts.

b. Creating Conditions for Scholarship

Every student has the right to be challenged. Through consistency, high expectations and supportive relationships, we foster a culture of academic courage and scholarly thinking, regardless of need.

c. Explicit Instruction

We teach new content through clear explanations, step-by-step modelling, guided practice and feedback. Students benefit from repeated exposure, structured talk, and direct vocabulary instruction.

d. Thinking Hard

We design opportunities for all learners to engage in deep thinking. Through tasks that encourage reasoning, metacognition and elaboration, students with SEND are supported to develop resilience and independence.

e. Responsive Teaching

Assessment is ongoing and informs timely intervention. Teachers use questioning, observation and feedforward points to identify misconceptions and adjust teaching accordingly. Support plans and strategies are adapted as students' needs evolve.

Roles and Responsibilities – in conjunction with the SEN Information Reports

The school will ensure that students and parents/carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible.

1. SENDCo

Each site has a designated SENDCO. SENDCOs appointed since September 2024 are required to complete the mandatory NPQ for SENDCOs within three years of appointment in accordance with the SEND Regulations.

- At Tonbridge, our Lead SENDCo is Matthew Simmons
- At Sevenoaks, our SENDCo is Nia Smith

The SENDCo has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of the SEND Policy.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- With the Senior Assistant Headteacher and Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all students with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support students with SEND ensuring high-quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high-quality inclusive provision in the classroom and throughout the school day.
- With the Senior Assistant Headteacher, Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- With the Senior Assistant Headteacher and Headteacher, monitor and identify specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND.
- Liaise with schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services.
- Ensure the school keeps up-to-date and accurate records of all students with SEND.
- Ensure any student who has a part-time timetable is agreed with parent/carers, is registered on the KELS website and a clear re-integration strategy is planned in conjunction with the parent/carer and student.
- Hold status to have capacity and authority to make change.
- Ensure genuine co-production and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- To keep up to date with key national and local SEND development.
- Attend key meetings organised by the local authority such as The Countywide SENDCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding students with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents and carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENDCos in their Community of Schools.

2. Headteacher

The headteacher will:

- Work closely with the Senior Assistant Headteacher, SENDCo and SEND Trustee to determine the strategic development of the SEND policy and provision within the school.
- Work with the Senior Assistant Headteacher, SENDCo and SEND link trustee to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEND practice.
- Ensure the SENDCo has sufficient time and resources to effectively carry out their role.
- Work closely with the SENDCo to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEND provision.
- Have overall responsibility for, and awareness of, the provision for students with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students or SEND provision for groups of students.

3. SEND Trustee

The SEND link trustee is Ben Katz.

Our Trustees board have a legal responsibility to students with SEND as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEND Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustee board following monitoring visits.
- Work with the headteacher, Senior Assistant Headteacher and SENDCo to determine the strategic development of the SEND policy, SEND Information Report and provision in the school.

4. Subject Teachers and Form Teachers

Every teacher is responsible for:

- Delivering a broad and balanced curriculum, embedding high-quality inclusive teaching strategies and resources that are adapted or individual students to meet needs through a graduated approach.
- The progress and development of every student in their class
- Instilling high aspirations for every student
- Working closely with SENDCo, learning mentors or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Following the SEND Policy and SEND Information Report

5. Parents or Carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents or carers of students on the SEND register are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEND provision.

They will be:

- Invited to termly meetings, i.e. three times a year, to review the provision that is in place for their child
- Be involved in decisions regarding their child's provision and status on the SEND register.

- Asked to provide information about the impact of SEND support outside school and any changes in their child's needs
- Given the opportunity to share their concerns and discuss their child's aspirations.
- Given regular updates and reports on their child's progress

6. The Student

Seeking the voice of the student is an important aspect of ensuring the SEND provision is highly effective for every student with SEND.

Students are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach. For students with an EHCP, they will be invited to the statutory Annual Review.

The voice of the student can be sought at any time throughout the school year. Students can express their views through student questionnaires, [Appendix 1A](#) (EHCP) discussions with key members of staff i.e. SENDCo, Head of Year, Mental Health Support Worker, Family Liaison Manager and Learning Mentors.

SEND Information Report

The SEND Policy works in conjunction with our SEND Information Report, available on our website, [Policies - Weald of Kent Grammar School](#), which sets out how this policy is implemented in the school.

The SEND Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

Admissions and Accessibility

Weald of Kent is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. The Admissions Policy is published on the school website and can be referred to in conjunction with this Policy.

Our school approach to SEND provision

Identifying students with SEND and assessing their needs

Staff are aware of the importance of early identification of SEND and of the shared responsibilities of providing high-quality, inclusive classroom teaching as the foundation of our approach. We use adaptive teaching to ensure students with a range of needs can access and succeed in the curriculum.

The school will assess student's skills and level of attainment each academic year which will build on previous settings and Key Stages. We screen students new to Weald at the start of Year 7 and Year 12 and gather information from previous settings, where appropriate. A Cognitive Abilities Test (CAT4) is carried out on all Year 7 students in the Autumn Term, to assess main types of reasoning abilities and help to identify underlying need.

Teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly behind 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 also include progress and development in areas other than academic attainment such as social, emotional, and physical. If a student is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an EHCP

Then the school will work in a multi-agency way to make sure the relevant information is gathered to support the student's transition.

When a teacher identifies gaps in learning or differences in progress or attainment, they will target the student's area of weakness with high-quality, adaptive teaching. If progress does not improve, the teacher will raise the issue with the relevant SENDCo to discuss whether this lack of progress may be due to a special educational need. In this instance, the SENDCo will, in consultation with the students' parents/carers, discuss further support.

When deciding whether [special educational provision](#) is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and wishes of the student and their parents/carers and information from external professionals. The school uses this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

It is important to note as stated in the SEND Code of Practice (DfE/DoH, 2015 6.23) that limited progress, and lower attainment does not automatically mean a student would be recorded as having SEND.

Students with SEND may have more frequent assessments. The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the student to make better progress. These will be shared with parents and carers, written into SEND provision plans or Year Group Overviews, which are regularly reviewed, refined, and revised. At this point the SENDCO will have identified that the student has an additional need because the school is making provision for the student which is additional and different to what is normally available. Teachers will be informed throughout the process, and training will be delivered to ensure the provision is of a high quality.

In line with this SEND Code of Practice (DfE/DoH 2015) students at Weald of Kent identified as having an additional need are identified as either [School Monitoring \('O'\)](#), having [SEN with Support \('K'\)](#), or having a SEND with an [Educational Health and Care Plan \('E'\)](#). If the student is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the students having SEND. If the student can make good progress without the additional or different resources, they will not be identified as having SEND. When any change of identification of SEND is amended, parents and carers will be notified.

The school will ensure that all teachers and support staff who work with a student with SEND or have an additional need are made fully aware of the provision that each individual student requires through Year Group Overviews, Student Passports, Individual Student SEND files and Arbor.

The school recognises that children and young people with SEND can be more vulnerable to abuse, neglect and exploitation and will work in accordance with Keeping Children Safe in Education and the school's safeguarding procedures.

The kinds of special educational need for which provision is made

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of Need	
Communication and Interaction (C&I)	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum or present with social communication differences often have needs that fall in this category.
Cognition and Learning (C&L)	Students with learning difficulties may learn at a different pace to their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or Physical (S&P)	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

At Weald of Kent Grammar School, provision is made to support students with additional needs irrespective of whether a student has an EHCP, in conjunction with [The Mainstream Core Standards](#), [The Continuum of Need and Provision](#) and the Graduated Approach.

We will ensure our 'best endeavours' to meet the needs of students with an EHCP with the above special educational need(s). Decisions on the admissions of students with an EHCP are made by the Local Authority.

The school recognises the relationship between SEND and mental health and has regard to the DfE guidance on Mental Health and Behaviour in Schools. The school recognises that attendance difficulties may be a manifestation of unmet need and will consider SEND as part of any attendance support planning. Where attendance is affected by SEND, including Emotionally Based School Avoidance (EBSA), the school will work collaboratively with pupils, families and external agencies to identify and remove barriers to attendance.

The school follows JCQ recommendations for Access Arrangements and this is outlined in our Access Arrangements policy.

Consulting and involving Students and Parents/Carers

The school recognises students and parents/carers as experts in their own experience. Co-production is central to our SEND practice, and the school will consult with the student and parent or carers when discussing special educational provision.

We will have early discussions when identifying whether there is an additional need, when reviewing the resource and when there has been a change of identification of SEND.

These conversations will make sure that:

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

Notes of discussions will be added to the student's electronic file and shared with parents/carers. We will formally notify parents/carers when it is decided that a student will receive SEND support or when there is a change of identified SEND.

Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

For students identified as having SEND, the level of additional need for students will be identified using the following codes:

Code	Indicative needs
School Monitoring ('O')	The School Monitoring ('O') category is an internal school monitoring category and is not a statutory SEND status. Students in this category are not recorded as receiving SEN Support in the school census. These students will have needs, whether diagnosed or not, which are being met by the school through high-quality, adaptive teaching. A student may be moved to SEN Support ('K') if little or no progress is being made. The code 'O' is for internal monitoring purposes only.
SEN Support ('K')	Special Educational Needs (SEN) support on the SEND register is support that is additional to, or different from, the support generally made for other students of the same age in school. It is provided to students who are identified as having a learning difficulty or disability that requires extra or different support to that normally provided as part of the school's usual curriculum offer. A student on SEN support will have a personalised plan in place. A student on SEN support will not have an education, health and care plan (EHCP). The official census returns will indicate students receiving support for SEND using a local authority agreed scale of 'K'.
EHCP ('E')	A local authority may issue an EHC plan for a student who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the student's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs. Annual Reviews will be completed in accordance with statutory timescales and review paperwork submitted to the Local Authority within required deadlines. The provision for these students will be funded from the school's notional SEND budget, and potentially from the local authority (Communities of Schools).

	The official census returns will indicate students receiving support for SEND using a local authority agreed scale of 'E'.
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The school will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach of assess, plan, do, review.

1. Assess

With the support of staff who know the student well i.e. Form Teacher, subject teacher(s), Head of Year, Head of Department, Learning Mentors, Mental Health Support Worker and Family Liaison Manager, the SENDCo will 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, attainment and behaviour
- Other assessments, where relevant
- The student's development in comparison to their peers and national data

The views of the student and their parent/carer will be considered. The school may also seek advice from the local authority Professional Resource Group (PRG).

2. Plan

In consultation with the student, parents/carers and members of staff, a decision will be made regarding adjustments, interventions and support to put in place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our SEND management information systems and will be made accessible to staff via Shared Point and Arbor. Any changes to provision will be communicated in a timely manner through the school's SEND protocols and processes as set out in the SEND Information Report.

Parents/carers and students will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's subject teacher(s) retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the subject teacher, they still retain responsibility for the student. They will work closely with any learning mentors or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the student's particular strengths and difficulties, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the student has made towards their outcomes
- The views of the student and parent/carer
- The views of staff who work with the student

The SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with staff, student and parents/carers.

Monitoring and evaluation arrangements

The school's SEND provision and policy is regularly evaluated through:

- Student progress data
- Student and parent/carer feedback
- Quality assurance of teaching and support
- Regular reviews of plans and interventions
- Analysis of participation and inclusion data

The SEND Policy will be reviewed annually or as required if new legislation, requirements or changes in procedure occur during the year. It will be approved by the full Trustee board.

Complaints about SEND Provision

Complaints about SEND provision at Weald of Kent Grammar School should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

Parents and carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. 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

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the board of trustees and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

A copy of the school's Complaints Policy can be found on the school website.

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.

Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the four areas of need describe different types of needs a student with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area

- **Outcome** – target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support students with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

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