



Thinking Schools Academy Trust
“Transforming Life Chances”
Holcombe Grammar School
SPECIAL EDUCATIONAL
NEEDS POLICY

This policy was adopted on	September 2024
The policy is to be reviewed on	September 2025

SEND POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Safeguarding Policy
- Teachers Standards 2012
- This policy was created by the school's SENCO in liaison with the SLT
- This policy is available to be shared with all staff and parents of pupils with SEND which reflects the SEND Code of Practice 0-25 guidance.
- Accessibility Plan

SECTION 1

The Holcombe SEN Department

The school has a designated Special Educational Needs Co-ordinator (SENCO) and an Assistant SENCO. Working together, and with all other stakeholders, they will develop resources and strategies to support students and staff. They will be able to communicate to the Head Teacher relevant and current information on any pupil with Special Educational Needs (SEN). The SENCO has completed the statutory training (National Award for Special Educational Needs Co-ordination). Working with the Assistant SENCO they will ensure staff training needs are met, communicate strategies to help ensure pupil needs are met and coordinate provision for students with SEN. The SENCO is supported by a nominated Governor.

Mr C. Potter	Assistant Head (Pastoral) Christopher.Potter@holcombegrammar.tsat.uk
Mr D. Hayes	SENCO David.Hayes@holcombegrammar.tsat.uk
Mrs L. Bridges	Assistant SENCO Lorraine.Bridges@holcombegrammar.tsat.uk

SECTION 2

Holcombe & SEN

- The school strives to give every student the opportunity to develop their potential to the full. It recognises that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- The school is committed to ensuring all students receive their full entitlement to a whole school curriculum regardless of their needs or disabilities.
- The school and all staff believe that every teacher is a teacher of every child or young person, including those with SEN.

Holcombe Aim

□The school is committed to raising the aspirations of and expectations for all pupils with SEN. The school reviews the progress of all pupils (at least) 3 times a year and it is our absolute priority to make certain that all pupils are achieving as well as they can at all stages of their schooling. If we believe that a pupil's progress could be improved by further intervention then we will review all possible options available to us. Our focus is achieving the best possible outcomes for all pupils.

Holcombe Objectives

- To identify and provide for all pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs "to enable students with SEN to ensure they can fully engage in the activities of the school alongside pupils who do not have SEN" (SEND Code of Practice, 2014)
- To provide support and advice for all staff, as all staff work with students with special educational needs

SECTION 3

Identifying Special Educational Needs:

There are four Broad Areas of Need (SEND COP 2014) for which the school is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Needs
- Sensory and/or physical needs

The purpose of the identification of a SEN is to establish what action the school needs to take to best support the pupil and what provision can be made to support; it is not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole pupil, not just the special educational needs of the pupil.

The school is clear that only those pupils who require additional specialist provision, significantly above and beyond that accessed by peers of the same age, will be referred to as having SEN status. Other issues which may impact on progress and attainment but are **NOT SEN** include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (or former Looked After Child)
- Being a child of a Services person

Further, a diagnosis in itself does not necessarily mean a student is identified as having SEN. Students identified as having SEN are identified by need, rather than only on diagnosis. **We will consider diagnosis information shared by private agencies but such a diagnosis does not necessarily constitute a child as having SEN.**

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which

the school will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

All teachers are responsible and accountable for the progress and development of **all** of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching (Quality First Teaching, Adaptive Teaching, universal provision), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement through its School Self Review Process. Members of staff are regularly observed and where problems are identified, robust support is immediately put in place; many more informal observations happen throughout the academic year and are logged departmentally. Book looks are regularly carried out as part of the school's Quality Assurance processes, supported by SLT meetings and members of AAB and RGB.

The school is committed to making certain all teachers are including all pupils in lessons and supporting where appropriate and necessary. CPD training in SEN is offered to all staff and departments on an annual basis and is focused around the needs of the pupils in the school setting.

SECTION 4

A Graduated Approach to SEN Support

When the school decides to make special educational provision this decision is made with the consideration of teaching staff, the SENCO/Assistant SENCO and the wider Senior Leadership Team. It is important to consider all of the information gathered from within the school about the pupil's progress, alongside national data, information from external agencies and previous settings and expectations of progress.

The views and opinions of parents and pupils are crucial to decisions made about the SEN support put in place.

The process by which the school will identify and manage pupils with SEN status is outlined below:

- Assess
- Plan
- Do
- Review

The process will take place three times a year. (See Appendix A for a flow diagram which outlines the process).

Assess:

- Information collated from all teaching staff who teach the pupils with SEN status
- Information collated from form tutors and pastoral team responsible for the pupils with SEN status
- Current rate of progress for all subjects acquired
- Information from parents of pupils with SEN status requested
- Information from pupils with SEN status acquired – what is working well/what needs to be done differently
- Current pupil passports /Provision Map for all pupils with SEN status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the pupil to make better progress/achieve their full potential.
- Planning put in place at this will be left in place until the next review
- Planning is formally recorded
- Changes are reported on the SEN register and provision maps

Do:

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates/changes on the SEN register and provision map

Review

- The impact of the APDR process will be formally reviewed at least three times per year but grades for all pupils with SEN status are monitored by the SENCO/Assistant SENCO, HoY and school leaders on a termly basis.

Where the needs of a pupil are more complex and they require support from an external agency/provider the school will endeavour to obtain this support. The school will involve parents and pupils at all stages of the decision-making process for external agency support. The affordability of this provision is monitored by the

SENCO; all provision for all SEN pupils is logged and costed on the SEN provision map which is updated after each APDR round.

SECTION 5

Criteria for exiting the SEN ('K' support) register

- Appropriate SEN status pupils and pupils with an EHCP are discussed at the In School Review (ISR) three times a year. Parents are informed whether their children will be discussed prior to each meeting and given the opportunity to contribute to the discussions had. ISRs can be attended by the Educational Psychologist linked to the school, SENCO and/or Assistant SENCO , Heads of Year (where appropriate) and relevant pastoral staff.
- APDR meetings are held three times per year where the provision in place for all SEN status pupils and EHCP pupils is assessed.
- If pupils with SEN status no longer require additional specialist support to make the progress that the school expects of them, they may be discussed at the next available ISR to determine whether they can come off the SEN register.
- The school maintains a monitoring register of those students who receive support from the SEN Department but do not have a Special Educational Need.
 - Pupils with an EHCP will remain on the SEN 'K' (support) register for as long as they have their EHCP.
 - The decision to remove a pupil from the SEN 'K' register will be made after consultation with various parties and always with the best interests of the pupil at the centre of these consultations
- If a pupil is removed from the SEN register the provision map will reflect this change to allow the school the ability to accurately cost the amount of money spent on SEN provision within the school setting.

SECTION 6

- Parents can view all available additional support services offered by Medway Council at [Medway Local Offer](#). The Local Offer for other relevant authorities can be accessed through the school website and/or the relevant local authorities own website.

The school will endeavour to support all parents/carers in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.

- Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and pupils with any SEN concerns.
- If SEN pupils require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCO. The school is bound by the rules, regulations and restrictions of the examination board and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements they must speak to the SENCO or Assistant SENCO in the first instance.
- Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are available to all members of staff.
- If a SEN pupil transfers to a new school the SEN team will endeavour to share all appropriate information prior to transition.
- The SEN and Pastoral Team have a very good transition programme in place for the transition to Year 7. This includes meetings with parents and pupils with SEN, primary school, SENCOs and Year 6 teachers and a phased induction if necessary in the Summer Term with additional visits to the school and interaction with the SEN team. The SENCO or Assistant SENCO attends, when invited, Annual Reviews for Year 6 pupils who are due to join the school who have an EHCP. The SENCO/Assistant SENCO will also endeavour to attend primary ISRs in Term 6 when invited.

SECTION 7

Supporting Pupils at school with Medical Conditions

- The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school comply with its duties under the Equality Act 2010. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability.
- Some may also have special educational needs (SEN) and may 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 (2014) is followed.
- Pupils who have complex medical conditions are registered on the school's medical list and covered by the School Medical Policy.

SECTION 8

Monitoring and Evaluation of SEND

The school regularly and carefully monitor and evaluates the quality of provision we offer all pupils.

- The SEN department work hard to establish positive and trusting relationships with parents and pupils. Parents are able to email the SENCO and Assistant SENCO at any time at send@holcombegrammar.org.uk
- The SEN Governor looks to meet with the SENCO officially 3 times a year but informal contact is maintained throughout the course of the academic year.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 9

Training and Resources

- SEN is funded through Medway Council and all mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This funding is determined by a local funding formula, discussed with the local school's forum, which is also applied to local academies.
- The school has an amount identified within its overall budget called the notional SEN budget. This is not a ring-fenced amount and the school endeavours to provide high quality appropriate support for SEN pupils from the wider budget where appropriate and necessary.
- Pupils with an EHCP can have additional top-up funding provided to help meet their needs if Medway Council deem it appropriate. This is typically allocated where the needs of an individual pupil exceeds the nationally prescribed threshold (approximately £6,000).
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils the SENCO coordinates training for inclusion and differentiation for SEN at least once a year; all staff are invited to attend this training and all departments are required to be represented.
- When specific training is needed to support the needs of an individual pupil training is delivered to all members of staff who are involved with the pupil on a regular basis.
- Where possible the school involves the support of external providers to support training needs. This includes delivery by an Educational Psychologist.
- Training is given on the first day of the autumn term to update staff on all SEN issues.
- The school is part of the Secondary School SENCO network in the local area.

SECTION 10

Roles and Responsibilities

The role of the SEN Governor is to meet with the SENCO on a regular basis and support of the SENCO with their management of the SEN department. The SEN Governor will challenge the SENCO on statistics and the progress of SEN pupils. A visit will take place and request to see any documentation the SEN Governor would like to see to support information given.

The SENCO is line managed by the relevant member of the school Senior Leadership Team.

SECTION 11

Storing and Managing Information

- The school recognises the importance of appropriately managing and storing documentation associated with SEN.

SECTION 12

Reviewing the Policy

- The new SEN policy will be reviewed on an annual basis given the climate of reform and extent of changes at a national level.

SECTION 13

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to increase over time the accessibility of schools for disabled pupils and to implement their plans.

- The SEN team maintain regular lines of communication with parents and carers of children with Special Educational Needs and disabled pupils in the school setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

This policy should be read in conjunction with the school Accessibility Plan.

SECTION 14

Dealing with Complaints

- If parents and carers have complaints about the SEN provision within the school they can address these directly with the SENCO or Assistant Principal (Pastoral). The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.



APPENDIX 1

PROCESS FOR IDENTIFYING AND SUPPORTING STUDENTS WITH SEN

