

# The Thomas Aveling School

An Academy for Success



## SEND Policy and Information Report

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## 1. Aims

At The Thomas Aveling School, we value all students equally.

- All students are part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- We recognise that SEND support is a whole staff responsibility with 'quality first teaching' that considers the individual needs of students when planning our curriculum. Departments have Departmental Provision Maps that outline inclusive teaching strategies used in their specific subject area.
- We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are assessed, planned for and reviewed so that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted.
- We include parents/carers in the identification, assessment and response to their children's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We involve the student and the importance of taking their views into account and include the student in decision-making about their special educational provision.
- We are committed to effective collaboration between all agencies working with a student and adopt a multi-disciplinary approach to meeting a student's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the student.

## 2. Legislation and guidance

This policy and information report 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 schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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.

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.

## 4. Roles and responsibilities

### 4.1 The SEND Team

The Co-ordinator for Special Educational Needs (SENCO) is Raffaella Rosina, working under the leadership of the Assistant Head Teacher for Welfare and Inclusion, Rebekah Chew; the Deputy Head Teacher, Lee Preston; the Head Teacher, Paul Jackson; and the Governing Body. Raffaella Rosina also has responsibility for Access Arrangements and Testing in addition to students with English as an Additional Language. Supporting the Department are Mandy Harris, Assistant SENCO; Samantha Richardson, SEND Administration; and a team of Teaching Assistants. The SEND team is located in a dedicated building housing the Hearing Impairment Unit as well as the SEND office, known as the HI/SEN unit.

The SENCO will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;

- Provide professional guidance to colleagues through the Student Information Sheet (SIS) and work with staff, students, their parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support and liaising closely with Subject Leaders, the House Teams and the Children's Team;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Line manage Kirsty Martin, Lead Teacher of the Deaf, who manages the Hearing Impairment Unit and the specialist teaching assistants for students with hearing impairment;
- Manage the SEND team of Teaching Assistants;
- Be the point of contact for external agencies, especially the local authority and its support services for students with SEND;
- Liaise with potential next providers of education to ensure pupils with SEND and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

#### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND.

#### **4.4 Class Teachers and Subject Leaders**

Each class teacher and subject leader is responsible for:

- The progress and development of every pupil in their class and subject;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review pupils' progress and development and decide on any changes to provision;
- Updating and using their Departmental Provision Map to ensure the needs of all students are met as best as possible in the classroom;
- Ensuring they follow this SEND policy.

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

#### **5.2 Identifying pupils with SEN and assessing their needs**

Each subject department assesses Year 7 students in Term 1 with a baseline assessment to measure the students' progress in Year 7 and 8. Class teachers will then make regular termly assessments of 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. **See also Appendix A.**

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Please note that section 6.21 of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (January 2015) states:

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.*

### **5.3 Consulting and involving pupils and parents**

The school recognises that parents/carers know their children best and have a great deal to contribute. We have an 'open door' policy encouraging parents to approach the school whenever they have a concern. Every pupil with SEND has a Student Information Sheets (SiS) which outlines the needs of the student, their targets and the guidance for all staff to meet their needs inside and outside the classroom. The SiS is discussed and amended with parents, carers and students whenever we have new significant information about the student, at parents' evenings and other meetings that arise at need. Parents or carers of children with a ECHP are invited to attend and contribute to the Annual Review.

When we investigate if a student has SEN, we will have an early discussion with the pupil and their parents to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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.

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

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher and subject leader will work with the SENCO when necessary to carry out a clear analysis of the pupil's needs and progress. This will draw on:

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

The student's progress will be reviewed regularly through the school progress report system; at parents' evenings; at departmental meetings; at line manager meetings; and any other necessary meeting required according to the needs of the student.

All teachers and support staff who work with the pupil 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 pupil's progress and we will update the student's SIS as specified above.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

The SENCO team will liaise with SENCOs from local feeder schools prior to admission. Information obtained will be used to make guided choices regarding grouping. Special needs levels from Year 6 will remain in place during Year 7 until reviewed in the light of assessment and performance. A personalised transition plan will be discussed with the primary school SENCO, the student and the parent as appropriate.

Students with medical needs can be referred to Rivermead Hospital School for an agreed period on the 6x6 Programme.

We will share information with the school, college, or other setting the pupil is moving to. Exchanges of information regularly takes place between the school and the local Colleges of Further Education, identifying the support that pupils with SEND will require upon transition to KS5.

#### **5.6 Our approach to teaching pupils with SEN**

Every teacher and subject leader is responsible and accountable for the progress and development of all the pupils in their class and subject.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and appropriate strategies by area of need are outlined in the Departmental Provision Maps.

For students with SEND who are not making adequate progress in the classroom despite quality first teaching, differentiation and adaptation of the teaching according to needs, we will also provide the following interventions:

- In Key Stage 3, students with delayed literacy skills will work in small groups for intensive Language and Literacy support to replace Modern Foreign Languages.
- Targeted students receive handwriting, reading and phonics interventions.
- Dyscalculia screening and additional support is available in Maths.
- The Horizon programme, a one day a week termly social skills intervention, is offered to some KS3 SEND students as appropriate
- Targeted students receive additional support in strategies to manage dyslexia.
- Students with a ECHP, or identified special needs, will receive in-class support from a teaching assistant as directed by their plan and as appropriate.
- Students with an identified special need may receive some in-class support from a teaching assistant as appropriate.
- Some students with special educational need benefit from small groups in English Science and Mathematics throughout KS3 and 4 according to ability.
- An accredited alternative curriculum is offered to targeted Year 9 students, including some SEND students.
- During internal examinations held annually in KS3, children with special educational needs may be withdrawn to receive a high level of support for reading question papers/recording their answers as appropriate.
- Students with EAL, including those with special educational needs, will receive either in-class support or individual support, as appropriate, from a teaching assistant.
- 1:1 mentoring takes place for some SEND students as appropriate.
- 1:1 tutoring for specific subjects with selected 6<sup>th</sup> formers, support staff or teachers for some SEND students who are also PP students as appropriate.

### **5.7 Adaptations to the curriculum and learning environment in the classroom**

Each subject department has developed a Departmental Provision Map which outlines the strategies, the differentiation and adaptation to teaching and learning used by the teachers in the classrooms for that particular subject.

An example of strategies and adaptations used to ensure all pupils' needs are met are:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson;
- Adapting our resources and staffing for a particular class, student or group of students;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.



## 5.8 Additional support for learning

At The Thomas Aveling School we have a team of mainstream teaching assistants who are trained to deliver interventions such as handwriting, phonics, 1:1 Maths/English/Science, homework support, reading practice, typing speed, social skills, emotional coaching and bereavement.

In addition:

- Students with SEND with emotional difficulties may work for varying lengths of time with a member of staff when not coping or in need of 1:1 support in the HI/SEN unit;
- 1:1 and small group SEND interventions, for phonics for example, takes place in the HI/SEN unit;
- A full-time qualified first-aider is available, situated in a suite of rooms which include disabled toilet facilities in the Student Services area;
- All ground floor areas are accessible for students who cannot access stairs;
- Laptops are provided to students with special learning disabilities, including dyspraxia, and for students with temporary disabilities as appropriate;
- Students with temporary disabilities can access a quiet area of the HI/SEN unit where to work as appropriate;
- Any student can attend staffed break and lunch clubs that offer semi-structured activities and in some cases personalised break and lunch support;
- Any student can attend the Homework Club which is run daily after school.

We also work with external agencies to provide support for pupils with SEND. Regular liaison and support is received from:

- Educational Psychology Service
- Social Services, CAST and CAMHS
- Marlborough Outreach Service
- Bradfields Outreach Service
- Local feeder schools
- LA SEN Officers
- Occupational Therapy
- Speech & Language Therapy
- Advisory Teacher for Visual Impairment
- Advisory Teacher for Hearing Impairment
- School Counselling Service- CHATS
- Play Therapy
- MIND
- METRO

Alternative Curriculum / Work related learning opportunities:

- In Year 9 students can opt for COPE (Certificate of Personal Effectiveness) as one of their GCSE options where they can develop personal, emotional and social skills as well as adult life skills linked to the work environment;
- In Year 10/11 pupils can access a part-time extended work placement.

## **5.9 Expertise and training of staff**

Training opportunities are available for the SENCO Team to fulfil their role including full SENCO accreditation from the University of Canterbury Christchurch.

Raffaella Rosina, the SENCO, holds the National Award of SEN Co-ordination (University of Canterbury) and the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

The school is committed to providing and facilitating attendance at in-service training in the area of SEND including: Art Therapy, Working with Hearing Impaired students, Working with Visually Impaired students, ODD, all aspects of Access Arrangements, supporting students with Attachment Disorder, ADHD and ASD.

Performance Management reviews allows the identification of the training needs of individual staff.

The SENCO Team regularly publishes relevant information relating to specific children's special educational needs, and delivers CPD to staff including: supporting Dyslexic traits, supporting ASD students, working with ODD and ADHD students and working with Support Staff.

## **5.10 Securing equipment and resources**

Medway, our Local Educational Authority, is responsible for making effective arrangements for SEND by ensuring that the needs of children and young people with SEND are identified and assessed quickly, and matched by appropriate provision by allocating additional finances as a 'top-up' to the allocated SEND school's budget.

## **5.11 Evaluating the effectiveness of SEN provision**

At the Thomas Aveling School we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals at each grade progress report together with the teachers and subject leaders;
- Regularly reviewing the impact of interventions on progress with parents and students at parents' evenings and in meetings as per need;
- Using pupil questionnaires and surveys;
- Monitoring by the SENCO;
- Holding annual reviews for pupils with EHC plans.

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At the Thomas Aveling School, all students are full members of the community and provision is inclusive. All students have access to the environment, resources, staff and activities with reasonable adjustments made and reviewed.

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work although some students are taught in smaller, set classes with targeted additional support.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. All pupils are encouraged to go on day trips and residential trips. Appropriate risk assessments and provision are made according to needs.

All pupils are encouraged to take part in sports day, school plays, special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

At the Thomas Aveling School we have a zero tolerance approach to bullying.

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

- In Year 7, vulnerable students are specifically placed in the most appropriate tutor group, some with additional support for more dedicated nurture to start the school day as emotionally settled as possible;
- All pupils are encouraged to be part of the school council and house activities and events;
- Pupils with SEND with social communication difficulties are also encouraged to be part of clubs like the Lego Club or the Girls' Group to promote teamwork/building friendships and are offered a place in the Horizon Programme;
- Pupils with SEND who are particularly vulnerable are invited to attend the Break and Lunch Club which is supervised by two teaching assistants and is located in the kitchen area in the SEN/HI unit;
- 1:1 bereavement and emotional coaching by a trained member of staff;
- Emotional support and mentoring is offered on 1:1 or small group interventions by our teaching assistants or other trained members of staff.
- Personalised emotional support or intervention on 1:1 or small groups provided by the Metro and Mind Charities.

## 5.14 Complaints about SEN provision

Any concerns or complaints about SEND provision should be initially addressed to the SENCO Team who will respond by discussing the situation, involving subject teachers, other professionals and House teams as appropriate and ensuring SEN team support meetings take place and follow up actions are monitored and reviewed. If this does not resolve the situation, then the complaint should pass to the first level of the general complaints procedure – See the school Complaint Policy, published in the school website.

## 5.15 Medway Local Offer

The Medway Local Offer is published on <https://www.medwaylocaloffer.com>.

The website brings together all of the information on services that support children and young people with SEND in Medway. It is a one-stop shop for everything parents/carers need to know and every service that can be accessed in the local area, including:

- Health, such as doctors, nurses and therapists
- Medway's Education Services - support for children with special educational needs and disabilities (SEND)
- Medway's Social Care and support and
- Education - such as nurseries, pre-schools, primary schools, secondary schools, special schools plus local colleges and a variety of support services

It covers all of the support groups in the voluntary sector, as well as leisure activities and short breaks. It also includes information for young adults up to the age of 25 years.

## 6. Monitoring arrangements

This policy and information report will be reviewed by Raffaella Rosina, the SENCo, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan;
- Assessment, reporting and recording;
- Numeracy and Literacy;
- Discipline and Behaviour;
- Equality;
- Health and Safety;
- Home school agreement and school rules;
- Supporting pupils with medical needs;
- Hearing Impairment and Audiology policies;
- Whole school policy for Safeguarding.

All the above policies are published in The Thomas Aveling School website or are available on request from the school office.

## **APPENDIX A**

### Identification of children with special educational needs

#### **Prior to Year 7**

- The SENCO/House Teams visit the local feeder schools for information gathering on children with special educational needs who will be joining Year 7.
- The SENCO Team attends Annual Reviews for all Year 6 pupils with a ECHP who have named The Thomas Aveling School as their chosen school.

#### **KS3/4/5**

- We follow the graduated approach and the four-part cycle of **assess, plan, do, review** to monitor the SEND Register.
- Teaching staff, parents or carers identify students who are not making progress despite inclusive teaching strategies as identified on the Department Provision Maps.

### Assessment of children with special educational needs

- All students are tested on entry, and then three times a year, to determine their reading skills using the 'Star Reading' Test during KS3 and then annually if required.
- Students with identified special needs undertake a range of nationally recognised tests to determine whether they will be eligible to receive Access Arrangements (support/additional time) in GCSE / A 'Level examinations, usually in Term 6 of Year 9, or by recommendation from staff, carers / parents or the student themselves. A discreet Access Arrangements policy is also available.
- Regular visits are made by the visiting teachers from the Medway Physical and Sensory Service for pupils with visual/hearing impairments.
- Following discussion at an In-School Review, the Educational Psychologist may individually test and support any student causing concern.



Using the 'three-wave' model

The 'three-wave' model of intervention help identify the level of support a pupil is receiving and the reasons for this support.

Support			SEND support			
Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3	EHC plans
Quality-first teaching for all pupils.	Quality-first teaching plus time-limited interventions for some pupils who need help to accelerate their progress.	Individualised support for a pupil's long-term needs - for instance, a pupil with English as an additional language who needs keywords to support his/her progress or a student with Access Arrangement but no SEN.	Quality-first teaching for all pupils.	Quality-first teaching plus time-limited interventions for some pupils who need help to accelerate their progress.	Individualised support for a pupil's long-term needs – for instance, a pupil with autism spectrum disorder who needs extra processing time and instructions/learning to be broken down in clear steps	Highly personalised support for students with very complex needs.

A student may be making poor progress because of a reason unrelated to SEN, such as:

- A gap in learning
- A learning delay with a positive trajectory
- Low attainment

These pupils do not have SEN and are therefore identified as receiving support under the left-hand side of the table above. Learning gaps can be addressed by classroom-based interventions available to all pupils or departmental interventions to boost progress in literacy or numeracy.

Pupils who are making poor progress because of an identified SEN are receiving support under the right-hand side of the table, and should be on the school's SEN register. This is also the case for pupils who have statements or education, health and care (EHC) plans.

## The SEND Register

Students who are identified as having SEN, in that they have a learning difficulty which is a significant barrier to learning, hinders their progress, and is not being addressed through quality first teaching, are placed on the school's SEN Register.

**Places on the SEND register are not fixed and permanent.** Where a student is making good progress in line with their peers then their place on the register will be reviewed and where necessary removed from the register after consultation with the SEN Team, subject teachers, the students, their parents and any relevant key members of staff.

Students who have an additional need which is not currently a barrier to learning will be placed under Monitoring.

