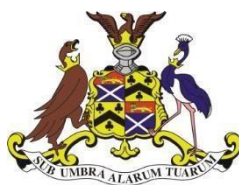


Date written: August 2023
Date of next review: August 2024



Sir Joseph Williamson's Mathematical School

SEN Procedure September 2023-24

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
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor 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.

SECTION 1

The SJWMS SEN Department:

The School has 3 designated Special Educational Needs Co-ordinators (SENCO).

The role of the SENCO is to develop resources and strategies to support students and staff. He/she will be able to communicate to the Headteacher relevant and current information on any pupil with special educational needs. The SENCO and the Deputy SENCO have completed their statutory training. The SEND line manager is also going to be completing the statutory training. Both the SENCOs will ensure staff training needs are met. They will communicate to LSAs strategies they need to employ to ensure pupils' needs are met. The SENCO is supported by a nominated Governor.

Ms A Gibson - AHT responsible for Inclusion & Wellbeing, National Award for SEN achieved 2023

Mr C Alderman – SENCO, National Award for SEN achieved 2022

Mr L Bindon - Deputy SENCO, undertaking National Award for SEN

Mrs Sue Hyder – Learning Support Assistant

TRLP14 Special Educational Needs
Statement

Mrs Rita Nankervis – Learning Support Assistant
Mrs Val Lewis – Learning Support Assistant
Mrs Heidi Kingham – Learning Support Assistant
Mrs Claire Carberry – Learning Support Assistant

SJWMS & SEN:

- The School aims to give every student the opportunity to develop his/her potential to the full. It recognises too 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 & all staff believe that every teacher is a teacher of every child or young person, including those with SEN
- The Local Authority has designated the School as capable of accommodating students with physical impairments.

SECTION 2:

SJWMS Aim:

- The school is committed to raising the aspirations of and expectations for all pupils with SEN. The school reviews the progress of all its pupils on a termly basis 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 are concerned that a pupil's progress could be improved by adding more intervention then we will review all possible options available to us. Our focus is achieving the best possible outcomes for all pupils.

SJWMS Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils
5. To continue in our commitment to the promotion of positive mental health and wellbeing (through awareness weeks, tutorials, lessons and assemblies etc) and to continue to provide varied and valuable support whilst working with students, staff and parents where necessary

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 Difficulties
- 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; 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 which include not just the special educational needs of the pupil.

The school is clear that only those pupils who require additional specialist provision 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
- Being a child of Serviceman/woman
- Young carers

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 & 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, 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 adopts a Quality First Teaching (QFT) approach for all its students. QFT is the baseline expectation of any lesson - planning and adapting what we do to meet the needs of all. Teachers are responsible and accountable for the progress and development of the pupils in their

class, including where pupils access support from LSAs. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.

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 once a term 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. Work scrutinies are regularly carried out as part of the Appraisal process, at SLT meetings and Governors' meetings.

The school is committed to making certain all teachers are including all pupils in all lessons & differentiating where appropriate and necessary. CPD training around adaptive teaching for SEN will run in the academic year and SEN training has been offered to all staff & departments on an annual basis, supported by SLT and delivered by a local SEN school Outreach Team. All SEN training 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 / Deputy SENCO & SEN Team and the pastoral team. It is important to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Teachers and staff can use the school's Early Identification of Need Form in order to efficiently and accurately record the progress and needs of our youngsters and pass this information onto the SENCO and SEN Team who can ascertain if SEN provision is necessary and appropriate. We also have an email address specifically for exam access arrangement queries and concerns.

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

This process will take place three times a year in terms 2, 4 and 6. (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 & 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 Provision Map for all pupils with SEN status reviewed – what has been tried already & 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 stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form in Provision Maps software.
- Changes are reported on the SEN register & provision maps

Do:

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

Review:

- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all pupils with SEN status are reviewed informally by the SENCO and Deputy SENCO 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 & Deputy Headteacher; all provision for all SEN pupils is logged & costed on the SEN provision map which is updated after each APDR round.

SECTION 5:**Criteria for exiting the SEN register**

- SEN status pupils and pupils with 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. ISRs are attended by:

The Educational Psychologist linked to the school, SENCO, Heads of Year for lower and middle school and pastoral support officers.

- APDR meetings are held in Terms 2, 3 & 4 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 will be discussed at the next available ISR to determine whether they can come off the SEN register.
- Pupils with EHCP will remain on the SEN register for as long as they have their EHCP.
- The decision to remove a pupil from the SEN register will be a joint one with the School, Educational Psychologist and parents and pupils concerned.
- 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:

Supporting Pupils and Families

- Parents can view all available additional support services offered by Medway Council on their web page from the Medway Council LEA Local Offer (https://www.medway.gov.uk/info/200307/local_offer)
- Parents can view the school's SEN Information Report at: <https://sjwms.org.uk/special-educational-needs-and-disabilities/>
- The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.
- The school is a selective grammar school; admission arrangements can be found on the school web page (<https://sjwms.org.uk/admissions/>)
- Parents of pupils with a SEN concern can come to the SEN support surgery that will be held once a term.
- 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 and restrictions of the examinations board & 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 in the first instance.
- Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff
- If a SEN pupil transfers to a new school the SEN team will contact the new school or education provider to share all appropriate information prior to transition

- The SEN and Pastoral Team have a very good transition phase 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 attends Annual Reviews for Year 6 pupils who are due to join the school who have an EHCP. The SENCO will also attend primary school 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 will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an 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 with HI and VI needs will be reviewed by the local outreach service that comes in and reviews their support and offers the school guidance.
- Pupils who have complex medical conditions are registered on the school's medical list & covered by the School Medical Policy (SMP) <https://sjwms.org.uk/absence-andmedical-care/>

SECTION 8:

Monitoring and Evaluation of SEND

- The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils.
- This is achieved through sampling of parents, pupils and staff views through the Kirkland Rowell survey the school arranges every 3 years. The school also requests parent feedback after every parents' evening & hosts a parent surgery once a month where parents can come and speak to a member of the SEN department or SLT about matters they are concerned with. Pupils from all year groups are actively involved in the school self-review process once a year & form tutors have 1:1 meetings with SEN pupils 3 times a year. The SEN department works hard to establish positive and trusting relationships with the SEN parents and pupils. Parents are able to email the SENCO, Deputy SENCO and Learning Support Assistants at any time, and contact them by phone during the hours of the school day.
- The SEN Governor meets 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 The 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 but 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 ECHP can have additional top-up funding provided to help meet their needs if The Medway Council deem it appropriate. This is typically allocated where the needs of an individual pupil exceeds the nationally prescribed threshold (approximately £6,000)
- The SEN training needs of all staff are arranged through the SENCO and the AHT responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils the SENCO and Deputy SENCO run training for inclusion & differentiation for SEN once a year; all staff are invited to attend this training and all departments are required to be represented.
- All staff also have access to individual training throughout the school year through webinars they can access due to memberships with The National College and National Online Safety organisation.
- 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
- All new members of teaching staff & trainee teachers meet with the SENCO as part of their induction; this is to allow the SENCO opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils
- The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENCO is part of a Secondary School SENCO network within 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 the SENCO with their management of the SEN department. The SEN Governor is able to challenge the SENCO on statistics and the progress of SEN pupils and request to see any documentation the SEN Governor would like to see to support information given.
- The Learning Support Assistants are line managed by the SENCO (Mrs A Parker).
- The Deputy Headteacher (Mr C Morris) is the Designated Safeguarding Lead and an Assistant Headteacher (Mrs A Gibson) is the Deputy Designated Safeguarding Lead.
- The SENCO (Mrs A Parker) is responsible for CLA.
- The SENCO (Mrs A Parker) is responsible for managing the school's responsibility for meeting the needs of pupils.

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 LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- The Local Authority has designated the school as capable of accommodating students with physical impairments.
- A copy of the School Accessibility Plan can be found through the following link:
<https://drive.google.com/file/d/1jRk0xiOqbgj24VyCqChyRDQWpS3Hi86u/view>
- All classrooms and specialist teaching areas are accessible to all pupils.

- Disabled Toilet provision throughout the school is adequate.
- A physiotherapy room is available for use by physically disabled pupils and other disabled pupils as appropriate.
- Safe routes via ramps exist on the site.
- Safe storage facilities for wheelchairs and specialist equipment are available.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented for all disabled pupils
- All disabled pupils are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.
- Disabled pupils are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum.
- The school takes advice from and has a positive working relationship with the Physical Advisory Teacher for The Medway Council & Children's Therapy Team. Where improvements can be made to aid the physical navigation around the site of the school for disabled pupils the school will endeavour to meet this recommendation.
- The SEN team have very positive relationships with the parents and carers of the disabled pupils in the school setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

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 Deputy Headteacher. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.
- Complaints can also be raised at the Parent Surgery which is held once a month.
- The school procedure for dealing with complaints can be found at:
<https://sjwms.org.uk/contact/>

SECTION 15:

Bullying

- The link to the School Anti-Bullying Policy can be found here
<https://drive.google.com/file/d/1XFosVJvCHnztWQUM-YHFkIkJkWAEEr4q/view>
- The school has a zero tolerance approach towards bullying and when we are made aware of it pupils are dealt with robustly and swiftly.

- The school is mindful of the fact that vulnerable pupils such as those with SEN could be more susceptible to bullying; the use of the Learning Support room as a “safe place” to be at any time of the school day means all pupils, especially those with SEN, have an adult they can speak to about any bullying concerns. Concerns can be shared with the LSAs directly and acted upon immediately.
- The Learning Support Room is intended to allow pupils with SEN to socialise in a quieter, supervised environment which they are more comfortable in. Pupils who use the Learning Support Room are encouraged to be part of a team; pupils with a range of needs interact with one another on a very regular basis and social skills are encouraged through the use of games and discussion. The older pupils are encouraged to informally mentor the younger pupils.
- The pastoral team are additionally available throughout the course of the day to deal with any bullying issues
- The school runs an Anti-Bullying week during the academic year and this is organised with the help of the school council made up of representatives from each year group.
- The School’s Anti-Bullying approach is echoed through Life Skills lessons, tutorials, assemblies and work-shops.

SECTION 16:

Appendices

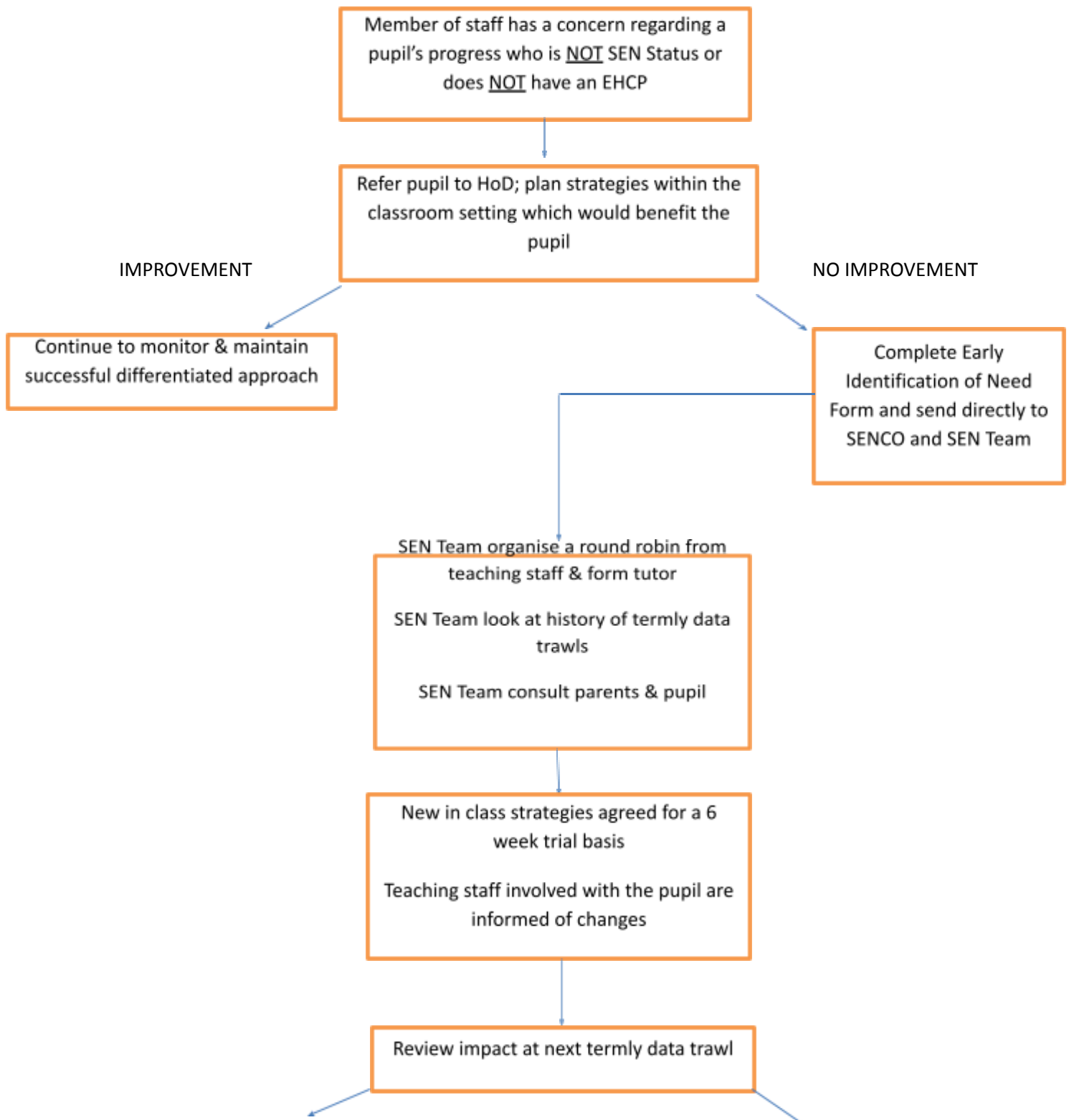
Appendix A - APDR flow diagram

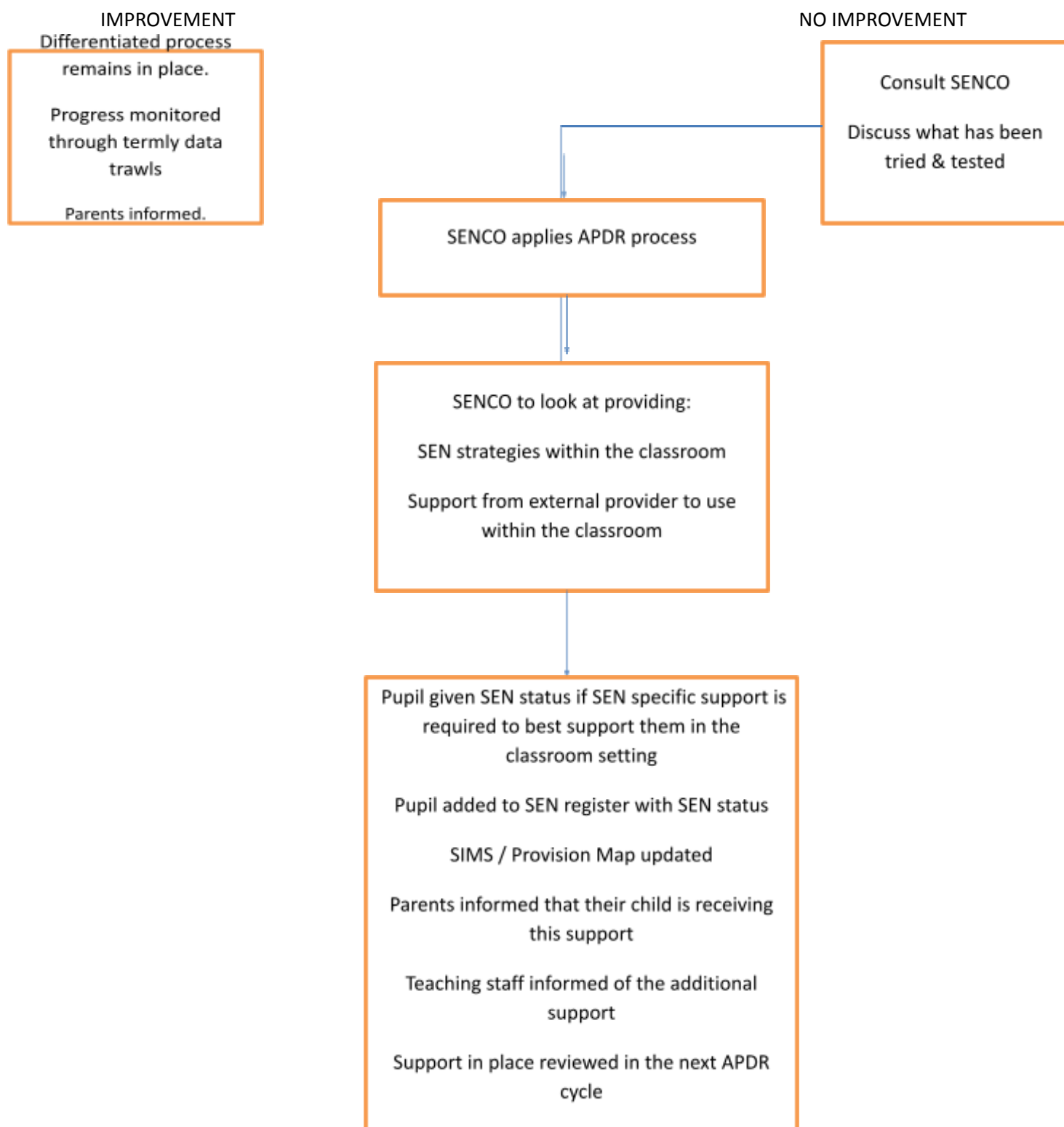
Appendix B - The Use of Word Processors in Exams

Appendix C - QFT Flow Chart

Appendix D - Early Identification of Need Form

APPENDIX A





APPENDIX B :

SJWMS – Exam Access Arrangements

The use of a Word Processor in Exams

The implementation of Exam Access Arrangements within the school setting is the responsibility of the SENCO. The school and SENCO are duty bound to follow the advice and direction given to them by JCQ.

Arrangements for the use of a word processor in an examination setting must reflect the candidate's normal way of working within the school. This excludes the normal use of a computer/word processor in Computing/computer based lessons and also excludes the use of Chromebooks in classroom based lessons at the invitation of the teacher.

Students who do not usually use a word processor in lessons for the agreed completion of tests and assessments will not be permitted to use a word processor in their final examinations.

Candidates who might benefit from the use of a word processor may include students with:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting to the extent where a member of staff is unable to read a student's response on a regular basis

(This list is not exhaustive & subject to change)

All arrangements regarding Exam Access Arrangements need to be made with the SENCO. Parents must consult with the SENCO in advance of any Exam Access Arrangements being sought for their child.

Appendix C - Cycle of Processes when Identifying Early Needs and SEND

Class Based Support

Quality First Teaching and Standard Expectation of good Classroom Practice

Assess, Plan, Do:

- Class teacher identifies gaps/areas of weakness.
- Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions.
- Class teacher ensures adapted classroom practice and use of resources (see 'Expected good class practice to support pupils with...' pages)
- Time limited, targeted class based interventions are provided

focussing on key areas of concern, then evaluated.

Review:

If targets achieved and progress made:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

SEN Support with External Agency Input

Quality First Teaching and Standard Expectation of good Classroom Practice and SEN support

Assess, Plan, Do:

- Consultation with teachers/pupil/parents/carers as to why external advice is needed.
- Refer to Early Intervention Team or other advisory specialist.
- Complete SEN Support Plan, including targets from professionals' reports, with short term targets and details of additional provision, shared with parents/carers and pupils.
- Implementation of Support Plan monitored by class teacher/Form Tutor with support from SENCO.
- Continue to monitor progress of child/young person termly via external agency meetings.
- Support Plan reviewed with pupil and parent/carers within a term.

Review:

Class Based Support with SENCO Advice

Quality First Teaching and Standard Expectation of good Classroom Practice

Assess, Plan, Do:

- Teacher to complete 'Early Identification of Need' form and send to SENCO
- SENCO to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform differentiated planning, teaching and practice.
- SENCO to reply and advise.
- Further class action and advice to be implemented and reviewed.

Review:

If targets achieved and progress made:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Despite adjustments to QFT and or interventions, there is limited or

A pupil has SEND where their learning difficulty or disability calls for provision different from, or additional to, normal classroom practice available to pupils of the same age.

SEN Support

Quality First Teaching and Standard Expectation of good Classroom Practice and SEN Support

Assess, Plan, Do:

- SEN Support Plan to be completed.
- Consultation with pupil/parents/carers. Parents/carers notified formally that child/young person is on SEND register.
- Assessment and areas of need identified.
- Targets and additional interventions planned.
- Implement support.
- Review impact and evaluate.
- Consultation with pupil/parents/carers.

Review:

If targets achieved a progress made:

Appendix D - Early Identification of Need - Teacher Sheet

Pupil Details		Subject Data	
Name:		Current WAG	Target Grade
Form:			
Class:			
Subject:			
What area of need are you most concerned about?			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
What are your MAIN concerns? (Include information from round robin).		What are the parent and pupil's MAIN concerns?	
What advice has been given to parents and pupil so far?			
What has been tried so far, and when?			
Adapted classroom practice and use of resources		Interventions	
Impact of this		Impact of this	

Teacher:

Date:

