



Special Educational Needs Policy and Disability Information Report

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| Holder: | Headteacher |
| Committee Responsible: | Teaching and Learning Committee |
| Next Review Date: | May 2020 |

Our Vision and Values - Learning for Life

Vision

Grange Park aspires to be a school where learning needs are identified and met leading to outstanding academic achievement.

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A school where individual needs are identified and met leading to exceptional personal achievements socially and emotionally.

A school where personal aspirations are nurtured leading to the transition to a successful adulthood in the wider community.

Grange Park will achieve these aspirations by:

- Providing an environment which can meet the pupils' autism needs, where they can feel welcome and safe, meeting people who understand, accept and support them.
- Enabling pupils to become confident learners through outstanding teaching that meet the needs of the individual, effective learning interventions and the provision of appropriate technology.
- Enabling pupils to manage their autism, develop coping strategies, develop their social and communication skills and increase their independence.
- Supporting families in helping them meet the needs of the individual.

Values

All staff committed to the concept of unconditional positive regard for all pupils.

All staff recognise that the needs of the pupils are paramount and mould their own practice to accommodate those needs.

All staff strive to achieve the highest levels of professional conduct acting as positive role models in terms of speech, behaviour, appearance and demeanour both in and out of school.

All staff recognise and actively engage in their responsibility to the whole staff team in a positive, collaborative and supportive manner.

All staff recognise the need for flexible and adaptable work practices.

All staff committed to continuous professional development and lifelong learning.

Working with others

Parents

We believe that parents/carers are the experts on their children and that an effective partnership is essential in order to achieve the highest possible success for each pupil. We believe that Grange Park should have fluent lines of communication in order to share its knowledge, skills and understanding with parents/carers.

The Wider Community

We believe that the school has a duty to share best practice and this will be done by:

- Developing partnerships with other schools and colleges
- Developing an effective Outreach and Inreach Service
- Linking with local businesses and workplace settings.

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1. Introduction

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

1.1 This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Act (2014) and associated regulations The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (May 2015)

1.2 Grange Park School identifies pupils as having Special Educational Needs if they meet the definition as set out in the SEN Code of Practice (Section 1.8)

The Code defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.”

1.3 The school provides special educational provision for pupils who require “provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services.”

1.4 The school provides for pupils whose special educational needs broadly fall in the areas of:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, mental and emotional health
- 4. Sensory and/or physical

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2. Guiding principles

At Grange Park School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

We seek to enable all pupils to achieve the best possible educational and other outcomes, and to prepare them effectively for adulthood.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into further education, training, supported living or employment

2.1 Grange Park Special School meets the needs of pupils with Autism Spectrum Conditions (ASC)

2.2 Kent County Council defines ASC as follows:

Autism is “the name given to a set of neurodevelopmental disorders in which the way that a person communicates and interacts with other people is impaired”. Autism is one of the conditions within the autism spectrum, which is also referred to as the **Autism Spectrum Condition (ASC)**. Some professionals prefer to refer to autism using different terminology, including autism spectrum disorder (ASD), classic autism or Kanner autism.

Within the spectrum, **Asperger Syndrome**, which is also referred to as

“high-functioning autism”, describes those individuals with ASC who have an average or above average IQ and relatively good spoken language, although still experiencing difficulties in social communication, social interaction and social imagination. They may also have specific learning difficulties which may include dyslexia, dyspraxia, attention deficit hyperactivity disorder (ADHD) and epilepsy.

3. Objectives of the school’s SEN policy

- To ensure that all pupils will have their needs met
- To ensure that the views of the pupil will be sought and taken into account
- To ensure that parents have a vital role to play in supporting their child’s education
- To ensure that pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- To ensure that the school will manage its resources to ensure all pupils’ needs are met

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- Provision and progress for all pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- The current ~~SEN~~ and Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

3.1 Progress of all pupils will be monitored on a termly basis. Challenging but realistic targets will be set annually taking account of expected rates of progress from individual start points and judged against the KASS algorithm using Pupil Asset. Where a barrier to progress is identified, the school will put appropriate evidence-based interventions in place which will be monitored and reviewed regularly.

4. Roles and responsibilities

The effectiveness and appropriateness of the policy will be regularly monitored by the Deputy Head with responsibility for pupil achievement in conjunction with the Teaching and Learning Committee. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

- 4.1 All members of the school community share a working commitment towards achieving the school's aim and objectives by ensuring that practical provision arrangements for pupils and students are guided by the aim and objectives.
- 4.2 The governing body in co-operation with the Headteacher, determines the general policy and approach to the management, monitoring, evaluation and review of the school's practical provision arrangements.
- 4.3 The Headteacher, with the school's management team, has strategic responsibility for monitoring and evaluating the effectiveness of this policy, ensuring that necessary revisions are undertaken and keeping the governing body appropriately informed. The governing body has responsibility for special educational needs (SEN).

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5. Admission arrangements

- 5.1 Admission arrangements are controlled and managed by the West Kent Area Education Office in conjunction with the school. The current vacancy situation within the school is a key consideration in determining any pupil or student admission, as is Schedule 27 of the Education Act 1996.
- 5.2 Pupils and students can be admitted from ages 11 to 19 provided they have an Education Health and Care Plan (EHCP) specifying Autism Spectrum Condition which is related to the provision designation of the school.
- 5.3 Pupils for whom Grange Park is the nearest **appropriate** provision
- 5.4 Journey times will comply with the County Transport Policy.

6. Specialisms & Special Facilities

- 6.1 Grange Park School is a specialist provision for pupils with Autism Spectrum Condition (ASC) The school was designed and built to be an autism friendly environment.
- 6.2 The school has a range of specialist teaching rooms, these include:
- An Art Room
 - A Design Technology room
 - A Science Laboratory
 - A Food Technology room
 - An ICT suite
 - A music room
- 6.3 The curriculum is also enhanced through:
- The work of the Speech and Language Therapist
 - The work of the Occupational Therapists
 - The library
 - The sensory room
 - The hall with stage for performing arts
 - The gym
 - Forest School
- 6.3.1 Learning outside the classroom is enhanced through:
- The use of Wrotham School for integration
 - The establishment of partnerships including Mid-Kent College Gillingham, Mid-Kent College Maidstone and Hadlow College as well as vocational provision at Rowhill School, and White Rocks Farm.
 - The use of local leisure facilities
 - Visits to the local community
 - A number of mini buses to facilitate offsite visits to enrich learning
 - A range of work experience opportunities and placements.

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6.5 Grange Park complies with the requirements of the Special Educational Needs Disability Discrimination Act and Equality Duty Legislation.

7. Allocation of resources

7.1 Core funding for the school is provided by the Local Authority (LA) according to needs based funding rates as agreed by the LA School's Funding Forum.

7.2 Additional funding is allocated to the school through:

- Pupil Premium for pupils entitled to free school meals (FSM)
- Pupil Premium for pupils from families where at least one parent is a serving member of the Armed Forces
- Pupil Premium, as agreed with the Virtual school for Children in Care
- Year 7 Catch up Funding

The school can also submit specific project bids to a variety of other funding sources.

7.3 The annual budget structure determines the financial allocation which is agreed by the Premises Committee and approved by the Governing Body. Allocation relates mainly to the following resource areas:

- Staffing structure;
- Additional pupil and student support;
- Training and professional development;
- Assessment, planning and review;
- Curriculum and teaching methods;
- Specialist equipment and facilities;
- Buildings and maintenance;
- School Improvement Planning priorities.

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8. SEN: needs identification and review

- 8.1 All pupils and students on Grange Park's roll have an Education Health Care Plan (EHCP) derived from a multi-agency assessment (Statutory Assessment Process) which outlines their needs, identifies general objectives and the range of provision suitable to meet those objectives.

The following people have a specific right to request that a local authority conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- a. The child's parent (or an advocate on their behalf).
- b. The young person over the age of 16 (or an advocate on their behalf).
- c. A person acting on behalf of a school or post-16 institution (this should be with the knowledge and agreement of the parent or young person where possible).

Details of the process and timeframe are documented within the Code of Practice (section 7) ([https://www.gov.uk/.../SEND Code of Practice May 2015](https://www.gov.uk/.../SEND_Code_of_Practice_May_2015).)

In addition, anyone can bring a child or young person who has (or may have) SEN to the attention of the local authority. This could include, for example foster carers, health and social care professionals, Early Years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Again, this should be done with the knowledge and agreement of parents or the young person where possible.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

8.2 Education Health and Care Plan (EHCP)

Once a pupil has an EHC Plan naming Grange Park School, the Headteacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. Further information on EHC Plans is available through the Local Authority's Local Offer detailed on the KCC website.

- 8.4 Ongoing information about pupil and student progress and emerging needs is gathered, organised and analysed.

9. Curriculum arrangements

- 9.1 At Grange Park School we follow the new National Curriculum statement on Inclusion. Teachers have high expectations for every pupil. The curriculum is adapted and differentiated to meet the needs of all pupils. The learning environment is similarly

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adapted to meet the needs of individual pupils, and where appropriate pupils are provided with access to ancillary aids and assistive technology.

- 9.2 Teachers use appropriate assessment to set targets which are challenging but realistic. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

10 Preparing for adulthood (transition)

- 10.1 At Grange Park School we help our pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in participating in society, further education, independent living, supported living and/or employment. This could include, for example:
- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
 - Ensuring that career advice and information provides high aspirations and a wide range of options; and
 - Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- 10.2 We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about accreditation and Study Programmes and the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

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11. Evaluating success

11.1 Under the Special Educational Needs (Information) Regulations (September 2014), the governing body is required to evaluate how well it is delivering the school's local offer that has been agreed with the LA. The school, will as part of its Local Offer:

- Assess and review pupils' progress towards outcomes, and work in partnership with parents and young people as part of this assessment and review.
- Support pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes will reflect their ambitions, which will include in participating in society as fully as possible, further education, independent living, supported living and/or employment,
- Make adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Secure expertise among teachers or other professionals to support all pupils within the school regardless of the level of their SEN.
- Assess and evaluate the effectiveness of the provision for all pupils and overcome barriers to learning and progress.
- Enable all pupils to have access to facilities and enrichment activities.
- Support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of pupils and take measures to prevent bullying
- Support pupils who are looked after by the local authority through working closely with all agencies involved with the pupils to ensure positive outcomes.

11.2 The effectiveness of the school's SEN policy and Provision is enabled and evaluated through:

- Monitoring of teaching and learning by the Leadership Group as set out in the school's Teaching & Learning Policy.
- Monitoring of curriculum organisation and delivery by subject co-ordinators as set out in the school's Curriculum Policy.
- Regular monitoring carried out by the Governing Body as set out in the school's Teaching & Learning Policy.
- Analysis of feedback from LA School Improvement Partner visits.
- Regular assessment and analysis of pupil progress data as set out in the Pupil Progress Meeting schedule and detailed in the school's Assessment, Recording & Reporting Policy.
- Analysis of any available pupil/student attainment data.
- Analysis against LA, national and other available comparative data.
- Achievement in relation to School Plan targets and Curriculum Area Action Plan targets.
- Achievement in relation to statutory targets set by the school's Governing Body.
- Implementation of the school's Appraisal and Continuing Professional Development policies.

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12. Arrangements for Professional Development for all staff, including learning support assistants.

12.1 The professional development of all staff involved in meeting the needs of all pupils at Grange Park School is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by a range of external specialists. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses offered by external providers, accredited and non-accredited.

13. External support

13.1 The main source of outside agency support is from the LA or commissioned professionals which can include:

- The Educational Psychology service
- Social services
- Traveller education services
- Attendance and Behaviour Services
- Health Professionals
- Dental Screening
- Child & Adolescent Mental Health provision
- Paediatric Consultant/other medical provision

Informed parental permission is required before such consultations can take place

13.2 The school has an allocated Special Educational Needs Officer, based at West Kent Area Office who is the point of Local Authority contact for the school and parents/carers in relation to provision issues. The school office can provide the name of the current Officer linked to Grange Park School.

14. Links with other schools/colleges & the wider community

14.1 Grange Park School has established partnerships with three colleges: Mid-Kent College Gillingham, Mid-Kent College Maidstone and Hadlow College. Students have a 5 day provision based at these colleges. The school also has vocational provision at Rowhill School, White Rocks Farm and Pepenbury.

14.2 Grange Park is a member of Ksent, a cooperative trust

14.3 Grange Park is a member of the Collaborative Learning Alliance of Special Schools (CLASS)

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- 14.4 Grange Park has an integration link with Wrotham School to enable a 2 way process for pupils to access learning.
- 14.5 Grange Park School values its place within the local community. Pupils throughout the school access community facilities including local parks, leisure centres and shops. As the pupils progress through the school the links with the community strengthen to enable the pupils to develop confidence to contribute to and be a part of their local community through enrichment visits, project work, sporting links and work experience.
- 14.6 The school has well developed links with a range of local businesses who support pupils in accessing work experience opportunities

15. Parental/carers links

- 15.1 All parents and carers of pupils at Grange Park School are considered to be our partners. The staff will support parents and carers so that they are empowered to:
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
 - Have knowledge of their pupil's entitlement within the SEND framework
 - Make their views known about how their child is educated
 - Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- 15.2 To make communications effective, staff at Grange Park School will:
- Acknowledge and draw on parental knowledge and expertise in relation to their child
 - Focus on the pupil's strengths as well as areas of additional need
 - Recognise the personal and emotional investment of parents and be aware of their feelings
 - Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
 - Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
 - Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
 - Recognise the need for flexibility in the timing and structure of meetings

16. Pupil/student participation

- 16.1 Grange Park encourages pupils and students to participate, at an appropriate level and in ways that reflect their evolving maturity.
- 16.2 The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.
- 16.3 Pupils will be enabled/encouraged to participate in all decision-making processes in their education.

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- 16.4 Pupils need to be part of the process, to know that they are listened to and that their views are valued.
- 16.5 Some of the ways pupil will be included in decision making process will be through:
- Being involved in target setting and identifying teaching and learning strategies that work for them.
 - Incorporating their views in every aspect of review of their education.
 - Encouraging self-advocacy and independence.
 - Involvement with the Grange Park School Council.

17. Complaints

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

18. Equality and Diversity

Grange Park School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

19. Related documentation

Curriculum Policy
Teaching & Learning Policy
Feedback and Guidance Policy
Equalities Policy
Complaints Policy
Staff Handbook

EQUAL OPPORTUNITIES STATEMENT

Grange Park School is committed to the positive promotion of equal opportunities for all.

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