

<i>Policy adopted by Governors</i>	<i>June 1997</i>
<i>Policy reviewed annually by Governors Learning & Development Team (Website)</i>	<i>June 2022</i>
<i>Policy to be reviewed</i>	<i>June 2023</i>

BOWER GROVE SCHOOL
SEN & DISABILITY POLICY/SEN INFORMATION REPORT

SECTION A - SCHOOL ARRANGEMENTS

This policy document is a statement of the aims, principles and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Bower Grove School. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

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

Children and Families Act 2014

SEN Code of Practice 2015

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 Dec 2014

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

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

This policy should be read in conjunction with the following school policies:

Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

Definition of SEN

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015 p 16)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015 p 16)

The kinds of special educational need for which provision is made at this school

Bower Grove School is a designated school for pupils with Social Emotional and Mental Health needs (SEMH) and learning difficulties, and associated conditions such as Autistic Spectrum Conditions (ASC) and Attention Deficit Hyperactivity Disorder (ADHD). The school's aim is to:

- a) Provide all pupils with access to a broad, balanced, relevant and differentiated curriculum, which meets the needs of the individual pupil incorporating the National Curriculum including EYES and appropriate externally accredited courses.
- b) Pupils achieve their maximum potential ensuring wherever possible that they have equality with mainstream peers.
- c) Ensure all pupils are treated equally and have access to opportunities according to their ability, regardless of age sex, colour, creed or disability.
- d) Provide, wherever possible, a multi-agency approach to assessment and target setting alongside pupils and parents.
- e) Maintain the Child's Education Health and Care Plan (EHCP) through Annual Statutory Reviews, Transitional Planning meetings, Provision Planning and Careers Action Planning with a range of post 16 providers.
- f) Offer pupils a comprehensive Personal, Social and Education programme, which culminates in the Leavers programme with curriculum activities in the local community. Independence and mobility training are key components of the schools PSHE & Citizenship programme.

Roles and Responsibilities

All members of the school community work towards the schools aims by sharing a commitment to inclusion and a partnership approach to provision. The governing body, in partnership with the Headteacher and Senior Leadership Team, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.

The Headteacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the Leadership Team the Headteacher will be responsible for monitoring and evaluating the success of the policy and ensuring that necessary revisions are undertaken.

Parent Consultation

All parents of pupils at Bower Grove are invited three times a year to formally discuss the provision Bower Grove makes for their children. One of these occasions is when parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be presented in accessible formats for parents. There is also a curriculum report which shares academic achievement and progress with parents which is sent home in the summer term. In addition, the school is happy to arrange meetings outside of these times.

As part of our normal teaching arrangements, all pupils will access some additional teaching for appropriate intervention if the progress monitoring indicates that this is necessary, all such provision will be recorded, tracked and evaluated.

The Governors are responsible for reviewing the SEN policy.

Admission Arrangements for Pupils

Admissions to the school are the responsibility of the Local Authority (LA). All admissions are planned in conjunction with the Headteacher. The LA refer appropriate pupils who have an Education Health and Care Plan (EHCP) according to the school's admission **criteria** (see Admissions Policy). Children can be admitted within their correct age group at agreed times during the year, provided the year group has not reached its capacity, that the school is not beyond its Service Level Agreement with the LA and that the pupils' needs would not compromise the effective education of the other pupils in the group.

Specialisms and Special Facilities

Therapeutic provision has grown within the school and a number of professionals' work alongside the staff in school, some of whom are funded by the Health Authority. Pupils may be referred to a School Counsellor, Drama Therapy, Sensory Co-ordinator, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Psychotherapies, Complimentary Therapist as well as accessing the nurturing and pastoral support from the Pupil Mentors. The school also has an Impact Pathway for both Primary and Secondary. This is a pathway for pupils whose learning focuses on communication, cognition, technology, physical & personal, social, emotional and well being skills. The school also has an Enrichment provision for pupils in Key Stage 3 and 4 who may need access to an alternative curriculum.

SECTION B - IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

The school budget is allocated by the Governors' Finance and Resources Team in conjunction with the Headteacher. The school staff is complemented by other agencies which include a Paediatrician, Child and Adolescent Mental Health Service, Community Nursing Services, Social Services, Education Welfare Officer, support from STLS (Specialist Teaching and Learning Service), Local Colleges and the Police Community Support Officer. The whole school is funded by Kent LA according to an agreed Service Level Agreement.

Identification, Assessment and Provision

Pupils' needs are initially identified through an Education Health and Care Plan and reviewed through the Annual Review Process. Outcomes identified through these processes are delivered and monitored through the school Provision Mapping process and address specific needs requiring additional resources. A wide range of assessments are used throughout the school to specifically identify and track pupils' progress, to highlight their strengths and difficulties and to identify strategies for managing or addressing these needs, to celebrate achievement and to provide reliable and credible information.

Assessment is essential to staff in evaluating the learning process and informing future planning. The main areas of assessment within the school are:

Academic Achievement: The school uses Pupil Asset, common to most special schools in Kent, for assessment and reporting to parents. This is further supported by diagnostic testing and the recording of differentiated programmes.

Personal and Social skills: These include behaviour, independence and life skills training, health education, mobility training including journey training, community service and work experience. Assessments for these areas are related to carefully graded programmes such as Boxall Profile and Sleuth monitoring.

Key skills: Including communication and information handling skills, planning and organisational skills, are tracked through subject assessments.

All methods of assessments are carefully chosen to enable pupils to demonstrate their skills and to ensure validity for the intended purpose.

Assessment methods are covered in detail in the Assessment Policy but include the following: -

- Boxall Profile
- Assessment relative to the class or year group of the pupil
- Assessment relative to established criteria e.g. Early Years Foundation Stage, National Curriculum/Pupil Asset
- Assessment relative to the pupil's previous performance
- Progress tracking

Providing Curriculum Access and Inclusion

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Bower Grove regularly and carefully reviews the quality of teaching for all

pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

Our curriculum is differentiated to meet the needs of pupils with a range of learning difficulties, whilst fulfilling the requirements of the National Curriculum. The three main principles of the National Curriculum Inclusion Statement are adopted:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment.

Bower Grove aims to fully develop the academic ability of each pupil through the delivery of a relevant curriculum, which sets realistic and challenging targets.

The curriculum including EYFS are delivered largely by subject specialists within Key Stages 3 and 4 and by class teachers supported by subject specialists within Key Stages 1 and 2. All staff are experienced in working with pupils with Special Educational Needs and relevant professional development is regularly undertaken to develop greater expertise in meeting the changing needs of the pupils admitted to the school.

When the content of the Curriculum is being planned attention is paid to ensure that: -

- The pupil is at the centre of the learning
- Activities are matched to pupil age and ability
- Pupils are clear about what they are doing and why
- Activities are varied and taken at an appropriate pace
- Pupils have the opportunity to work in a variety of groupings, according to the nature of the task
- Activities are planned to include a range of skills
- Assessment is manageable, regular, ongoing and is used to inform future planning
- Progression is the key element of planning
- Regular evaluation of activities and pupil progress is part of the curriculum monitoring process
- Multi-agency assessments and advice inform individual learning programmes

Pupils are able to experience a wide range of learning styles which are designed to enable them to access the curriculum at a suitable level. These opportunities include the acquisition of skills and knowledge from didactic teaching approaches, directed group work, working in friendship groups, access to a wide variety of resources, flexible experiential learning, regular and meaningful feedback, individual learning programmes, encouragement of independent learning and the opportunity to celebrate and share success.

Inclusive opportunities are available to pupils and parents and where appropriate inclusion programmes are devised to facilitate reintegration to mainstream settings or inclusion into more specialist settings. Inclusion planning is a focus for discussion at Education Health and Care Plan Review Meetings.

Enrichment

The school offers a variety of Enrichment Activities to all pupils which include trips out of school, outdoor activities, in school lunchtime clubs and after school clubs.

Evaluating Success

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by Subject Leaders and the Leadership Team
- Analysis of pupil tracking data and test results
- Governor visits
- School self-evaluation, using a variety of approaches
- Parental and pupil feedback
- The School Development Plan
- External monitoring via Local Authority School Improvement Partner and Ofsted inspection process, Examination Boards
- Entry and Exit data
- Provision Maps
- Individual Provision Plans that form part of a pupil's EHCP

Complaints

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should follow the school's Complaints Procedure. A copy of the Complaints Procedure can be obtained from the school office or accessed via the school's website at www.bower-grove.kent.sch.uk

SECTION C - PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

Staff undertake a wide range of specialist training and the school is committed to the continuing professional development of all staff. Relevant training opportunities are regularly provided and all staff are able to identify developmental needs through appraisal system.

Links with other Agencies, Organisations and Support Services

The school has arrangements for securing access to external support services for pupils with special educational needs. See Allocation of Resources on page 4.

How the Governing Body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service
- Occupational Therapy Services

Partnership with Parents

The school is committed to the principle and practice of parents as partners and seeks to develop open and confident working relationships with them.

The involvement of parents within the life of the school is fundamental in developing each child's potential to the full. Parents are seen in partnership and welcomed in school throughout their child's education. Such an "open door policy" enables us to work together on issues as they arise throughout the school year. Parents are encouraged to attend any appointments that are made for them, for example with the School Doctor, the Educational Psychologist or any of the other agencies involved with their child. The school values the opportunity to be involved in Multi Agency Planning and actively support parents with these links.

Parents are expected and encouraged to attend an annual review (EHCP review) meeting in which a detailed report of the pupil's progress is discussed. At this meeting the child's needs are discussed and pupils' and parents' aspirations are shared and teachers agree upon targets for the coming year. For pupils in Year 9 a Transitional Planning Meeting takes place, which is an opportunity to review progress and agree future action, to plan for career provision and if necessary modify the EHCP. In Year 11 a multi-agency review is convened which sets out the action plan for transition into 16 – 19 provisions.

The school contacts parents either by telephone, email or letter if there are issues or concerns. Parents are encouraged to similarly contact school. Parents are welcome to visit the school and to meet staff subject to prior arrangement to discuss areas of concern, monitor the progress of their child, to support staff with a better understanding of their child's needs or to assist with developing behaviour management programmes for both home and school. Home/school liaison books are used where relevant throughout the school but predominantly in Key Stage 1 and 2.

Parents' evenings are arranged three times a year.

A half-termly Newsletter keeps parents informed of school activities and events as well as including pupil accounts of daily life at Bower Grove.

The Parent Support Group meets on a regular basis and provides opportunities for parents to meet socially as well as providing a forum for formal speakers. This group has established an information resource bank for all parents to access and this is readily available on the school website.

The Parents Friends and Teachers Association is an active group who regularly support the school with social and fundraising events throughout the year. They also take an active interest in the wider aspects of the school, circulating relevant information to parents, attending conferences and responding to local and national surveys.

The Voice of the Child

At Bower Grove we encourage pupils to participate in their learning and, where appropriate to become involved in making decisions. Pupils will be given the opportunity to make choices and to understand that their view is valued. PSHE programmes help pupils to learn to express their views and opinions with confidence and conviction. Pupils are encouraged to attend EHCP Reviews and they are given the opportunity to complete a 'Pupil Views Form' prior to the meeting. A School Council meets regularly with elected representatives; the Council raises issues about the school with the Leadership Team and the Governors. A Pupil Survey is undertaken annually.

Links with other Schools and Colleges and transfer arrangements

Bower Grove is part of a cooperative trust called Kent Special Educational Needs Trust (KSENT). This is a network of primary, secondary and special schools in Kent. The school is part of a Local Inclusion Forum Team (LIFT) providing outreach to mainstream schools in the Maidstone area. Specialist schools also provide additional support to Bower Grove.

The school is involved in staffing and running a primary (Autistic Spectrum Condition) ASC Satellite at a local mainstream primary school for pupils with Autism.

The school has links with Mid Kent College of Further Education, which offers courses to KS4 pupils to assist with the transition process at post 16. Other specialist providers are accessed at 16+. The review of the Transition Plan ensures that the transition from school to post 16 provision is effective and successful. Where recommendations from an EHCP review suggest a transfer between phases, the school ensures that the new statutory arrangements requiring the EHCP to be amended by February of the year of transfer are undertaken.

Bower Grove is a flexible and creative school, which endeavours to work proactively with pupils, parents and local schools to address the increasingly complex SEN that pupils present.

The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or a child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices

and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Bower Grove we work closely where possible with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible: a significant number of our pupils may have been out of regular education for some time.

We also contribute information to a pupils' onward destination by providing information to the next setting: such as FE College, specialist sixth form, Goldwyn, Satellite or other provider.

KCC Local Offer

The Local Authority's Local Offer is published on the Kent County Council website at www.kent.gov.uk and search for 'Local Offer'. Parents without internet access should make an appointment with the SENCO for support to gain the information they require. Further information about the Local Offer can be found on the school's website: www.bower-grove.kent.sch.uk via the 'Admission' pages.