



## 1.02 SEN & Disability Policy/SEN Information Report

### 2023/24

#### **Inclusion statement**

Pupils with SEND are accepted at Cranbrook School on equal terms with any other student, provided that they pass the Kent Test and that their needs can be met.

#### **Aims**

The aims of the school are to:

- Use the mainstream core standards to provide equal access to a balanced and appropriate curriculum for pupils with SEND;
- Provide a caring and supportive environment where all pupils are encouraged to reach their full potential;
- Assist the progress of those pupils with SEND throughout their secondary education and liaise with parents, outside agencies and the Local Authority where necessary;
- Identify at an early stage those pupils with low literacy and numeracy skills, and provide strategies or provision for development;
- Monitor learners of English as an additional language (EAL pupils) in liaison with a named member of staff.

At Cranbrook School we strive to raise the aspirations of, and expectations for, all students with SEND so that they reach their full potential and are fully included in the life of the school community. We operate a 'whole school and holistic' approach to the management and provision of support for special educational needs. The function of the Learning Support Department is to assist and advise faculties in their responsibilities towards SEND and in the teaching of pupils with special educational needs, through a whole school approach because all teachers are teachers of students with SEND.

This policy/information report is written in line with the requirements of:

- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice 2015;
- 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;
- KCC Mainstream Core Standards (Revised January 2021).

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## Definition of SEND or SEN

A child or young person has special educational needs (SEND, also referred to as 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 (2014, p4).*

There are four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

## 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 (2014, p5).*

### 1. What kinds of special educational need do we have at Cranbrook School?

At Cranbrook School we make provision for every kind of frequently occurring special educational need, with or without an Education, Health and Care Plan (EHCP). We support students with a wide range of additional educational needs such as dyslexia, dyspraxia, speech and language needs, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and autistic spectrum condition (ASC). We also support students with other kinds of low incidence special educational needs, such as auditory processing disorder (APD).

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against, or disadvantage, disabled children or those with special educational needs. The admission arrangements for the school are available on the school website. Decisions on the admission of students with an Education, Health and Care Plan are made by the Local Authority.

### 2. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

At Cranbrook School we track and monitor the progress of all students three times a year to review their academic progress. All subject teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from a teaching assistant (TA) or specialist staff. High-quality teaching, differentiated for

individual students, is the first step in responding to students who have or may have SEN. All teaching staff have had training on The Graduated Response – Assess, Plan, Do, review – as laid out in the *SEN Code of Practice (Chapter 6, Section 6.44-6.56)*.

High aspirations for students and high-quality personalised teaching by subject specialists enables the vast majority of students at Cranbrook School to make at least expected progress.

Teaching staff monitor any student who is falling significantly outside of the range of expected academic achievement in line with the predicted performance indicators. Once the student is identified as possibly having SEND, they are monitored closely by subject teachers in order to gauge their level of learning and possible difficulties. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The school follows advice from Kent County Council's Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with SEND. This is often carried out in consultation with the Special Educational Needs Co-ordinator (SENCo), who provides teachers with personalised Pupil Profiles and support strategies for individual students. The Mainstream Core Standards were reviewed in January 2021 and more information can be found by following the links below.

[https://www.kelsi.org.uk/data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)

Version for parents:

[https://www.kelsi.org.uk/data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf)

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of 'weakness'. For these students, and in consultation with parents, the school will seek further support from the Local Inclusion Forum Team (LIFT), Inclusion Support Services Kent (ISSK), Early Help and Preventative Services (EHPS), the Kent Educational Psychology Service (KEPS), the Children & Young People's Mental Health Service (ChYPS) and specific outreach services for advice and an assessment if appropriate.

The purpose of this more detailed assessment is to understand what additional resources and different approaches may be required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan, reviewed regularly and refined/revised if necessary. At this point, a student will be formally identified on the SEN Register because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), the school will continue to identify the student as having a special educational need. If the student is able to maintain good progress without additional and different resources, he or she will not be identified as having special educational needs. When any change in identification of SEN is made, parents are notified. Progress meetings, academic tutorials, catch-up sessions and parents' evenings are used to monitor and assess the progress made by all students, including those with SEN.

If a parent/carer thinks their child may have special educational needs they should contact the Head of House or SENCo in the first instance.

### 3. Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans:

#### 3.1. How does the school assess, review and evaluate the effectiveness of its provision for SEND students?

The tracking and monitoring of academic progress of all students three times a year is shared with parents and students via two Reported Assessments, one full profile Report and a parents' evening.

Subject teachers use their detailed knowledge and observation of students in the classroom, together with assessment data, to track and monitor individual student progress. If concerns are identified, they follow the Assess, Plan, Do, Review Graduated Response (see above).

Assistant Heads track and monitor individual students in their cohort across all subjects. If they identify a concern, they place a student on one of three levels of intervention. If a student is significantly underachieving they may be placed on a Support Plan. A Support Plan is conducted with the Head of House, student, parents and possibly the Tutor and a member of the school leadership group (LG). A Support Plan sets out the issues and support needed and identifies review dates. If the student does not make progress and there are still ongoing issues, the Head of House and/or Assistant Head will consult with the SENCo for further advice and guidance.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress;
- Widens the attainment gap.

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child that will enable an evaluation of the effectiveness of the additional and different provision.

#### 3.2. What is the school's approach to teaching students with special educational needs?

*High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37).*

The quality of teaching at Cranbrook school is judged to be Good. Quality First Teaching, differentiated for individual students, is the first step in responding to students who have or may

have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We adopt the Graduated Response of Assess, Plan, Do and Review. Teaching staff assess their students on a regular basis; they look for 'weaknesses' and plan interventions to support. They then put in place interventions and review to make sure progress has been made. This is a continuous process.

If a student is identified as having special educational needs, a Pupil Profile is created. The Pupil Profile will give details about the student's strengths and difficulties. It will also give details of strategies for staff to help support the student in class. The profile is created in liaison with parents and the student, and is then shared with all teaching staff.

If a parent or carer has concerns about their child's progress, they may contact the subject teacher in the first instance and then the appropriate Head of House.

### 3.3 How does the school adapt the curriculum and learning environment for students with special educational needs?

A student's programme may be differentiated to meet individual needs including those with special educational needs. All differentiation is aimed at removing barriers to learning and ensuring the student reaches their full potential.

### 3.4 What additional support for learning is there available to students with special educational needs?

As part of its budget, the school receives 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and differentiated teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case. In a very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for students with high needs, and above that amount the Local Authority should provide top-up funding to the school.

### 3.5 How does the school enable students with special educational needs to engage in school activities (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to students at Cranbrook School are available to students with special educational needs (either with or without an Education, Health and Care Plan). Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. An individual risk assessment will be prepared to document this support.

The school will make reasonable adjustments so that no student is placed at a substantial disadvantage compared with a student who does not have a special educational need or disability when participating in all student trips. If the school is aware that a student has a special educational need or disability, an assessment of the student's needs will be made in consultation with the student and his or her parents or carers, and others working with the student where appropriate. Every effort will be made to make reasonable adjustments to enable the student to participate; this may include enlisting additional helpers.

The school is only justified in not adjusting if there are 'material' and 'substantial' reasons for this. Defining such terms is notoriously difficult outside of the context of an individual case. As such, the school is guided by the outline grounds for not making reasonable adjustments given below:

- The need to maintain academic standards;
- The cost of the required adjustment;
- The extent to which it is practicable;
- The extent to which the aids or services would otherwise be provided (i.e. there will be some instances when a disabled student is provided with support from another agency and it would not be reasonable to duplicate);
- Health and safety requirements. The school's responsiveness to the SEND Code of Practice does not override health and safety legislation – an adjustment would not be reasonable if it would endanger the health and safety of either the individual student or of other people;
- The relevant interests of other people, including other students (e.g. where an adjustment for a disabled person results in significant disadvantage for other people or students).

### 3.6 What support is available for improving the emotional and social development of students with special educational needs?

At Cranbrook School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly through daily interactions within the school community.

For some students with the greatest need for help in this area, we also provide the following:

- Extensive range of extracurricular clubs and activities taking place during lunchtime and after school;
- Support from the Form Tutor, Head of House, Senior Tutors, School Counsellor and Medical Team;
- Peer listeners;
- Student mentors;
- Time Out space;
- External referral to Children and Adolescent Mental Health Services (CAMHS);
- Access to nurture group support in Crane House.
- Place2Be Counselling Support

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

### 4a. The name and contact details of the SENCo

The SENCo at Cranbrook school is Mrs D Davies, who is a Qualified Assessor (Level 7).

Telephone: 01580 711 848

email: [daviesd@cranbrook.kent.sch.uk](mailto:daviesd@cranbrook.kent.sch.uk)

4b. The name and contact details of the Designated SEND governor

The Designated SEND Governor is Jenny Danczak  
email: [danczakj@cranbrook.kent.sch.uk](mailto:danczakj@cranbrook.kent.sch.uk)

5. What expertise and training do staff have in supporting children and young people with special educational needs?

The Learning Support department delivers regular whole school training in how to effectively support students with SEN. The most recent training focused on supporting students with speech, language and communication needs (SLCN). Specific training on differentiation was also offered in 2020 as part of the whole school twilight Continuing Professional Development (CPD) programme for staff. During the 2020-21 academic year the school also accessed external training on how to support students with ASC, complex physical needs and hearing impairments. The Local Authority Specialist Teaching Service (STLS) will continue to support the school in providing appropriate support for students with high levels of specific need in these areas.

The Learning Support Department, led by the SENCo, also liaises very closely with Place2Be, the school's counselling service, regarding the progress of vulnerable students.

6. How will equipment and facilities to support children and young people with special educational needs be secured?

Where external advisors recommend the use of equipment or facilities which Cranbrook School does not have, the school will purchase it using the notional SEN funding, or obtain it on loan. For highly specialist communication equipment, the school will seek the advice of Kent County Council's (KCC's) Communication and Assistive Technology team.

7. What are the arrangements for consulting and involving parents of children with special educational needs in their education?

All parents of students at Cranbrook School are invited to discuss the progress of their children once a year during parent evenings and they receive a full written report once a year as well as at least two Reported Assessments. The SENCo attends all scheduled parents' evenings and meets with the parents of students who are already identified as having SEN or whose parents are concerned that one may be present. In addition, the SENCo is happy to arrange meetings outside these times. As part normal teaching arrangements, students may access some additional teaching to help them catch up if progress monitoring indicates that this is necessary; this does not imply that the student has a special educational need. Additional teaching may be given at subject clinics, homework clubs or other specific catch-up sessions. All students who receive an additional and different SEN provision are identified on the SEN Register, and their parents and carers are informed. The SENCo conducts regular progress meetings with parents and carers and performs an analysis of the progress of SEN students after all formal assessments. If a student has an Education, Health and Care Plan, the format of the review will be a statutory annual review of the plan.

8. What are the arrangements for consulting and involving young people with special educational needs about and in their education?

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student is consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years. If a student requires additional assessment, a data protection sheet will always be obtained prior to assessment being carried out.

9. What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school?

The normal arrangements for the treatment of complaints at Cranbrook School are used for complaints about provision made for special educational needs. The school encourages parents to discuss their concerns with the subject teacher, Head of House, Head of Department, Assistant Heads for each key stage, the SENCo or Headteacher to resolve any issues before making the complaint formal to the Chair of the Governing Body.

If a complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints falling within this category cannot be investigated by the school.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?

The governing body has engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service;
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc;
- Membership of professional networks for SENCos e.g. PATOSS, SENCo Forum, NASEN, etc.

11. What are the contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND up to age 25 (SEN Code of Practice 6.39)?

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for parents of a disabled child or 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, to make informed choices and decisions, and 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

**email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Website:** [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

*12. What are the school's arrangements for supporting students with special educational needs in transferring between phases of education, or in preparing for adulthood and independent living?*

At Cranbrook School we work closely with the educational settings attended by the students before they transfer to us, in order to seek the information that will make the transfer as seamless as possible.

Students with special educational needs and disabilities and their parents are offered individual meetings with the SENCo prior to entry. The nature and focus of the transitional support will be discussed and agreed at this time. This can include one or more of the following:

- SENCo visits to the primary school of students identified with SEN prior to admission;
- Extra visits to Cranbrook School and a guided tour for more vulnerable students;
- Delegating Teaching Assistants (TAs) attend feeder schools for regular support slots, in order to get to know specific students prior to entry;
- Induction Days where all students meet with their Form Tutor and student buddies;
- Additional TA support given to students with SEN on Induction Days;
- Involvement of Local Authority specialist teachers to deliver bespoke training where appropriate.

The school also contributes information to a students' onward destination by providing information to the next setting where requested and where consent has been given. Information about any access arrangements that a student has had in exams is passed onto the SENCo or Student Support department at the destination school, college or university.

*13. Where is the local authority's local offer published?*

The local authority's local offer is published on the internet and can be accessed via the link below. Parents who do not have internet access may make an appointment with the SENCo for support to gain the information they require.

<http://www.kent.gov.uk/education-and-children/special-educational-needs>