

Bennett Memorial Diocesan School



SEN Information report

Version 6 Sept 2018

This document meets the statutory requirements of Schedule 1 regulation 51.

This document will help you to understand:

- What are the effects of the 2014 SEN Code of Practice?
- Bennett's principles for teaching students with special educational needs
- The SEN Register at Bennett
- The identification and assessment of students with special education needs
- How we seek to ensure all students' needs are met
- How we track achievement of students with SEN
- What provision is available at transition points
- FAQs

What are the effects of the 2014 SEN Code of Practice?

The Key Principles

- The 2014 Code encourages greater partnership between parents, students, schools and wider agencies. This is to ensure that parents/carers and students are able to participate in any decision making and to enable greater collaboration between education, health and social care providers.
- It promotes an even greater shift to inclusive practices and removing barriers to learning. It is about schools providing high quality provision that meets the needs of students.
- It puts a greater emphasis on students preparing for adulthood and their futures beyond school

The Key Changes

- Statements of Educational Need have been replaced by Education, Health and Care Plans (EHC) and guidance for this process is provided by your [Local Education Authority](#)
- SEN registers have changed; there are now strict and more stringent guidelines as to what warrants a student being entered onto the [SEN register](#)
- At Bennett the SEN register will be reviewed on a regular basis and you will be notified in writing of any changes that effect your child and you.

Bennett's principles for teaching students with Special Educational Needs

The objectives of the school in making provision for students with special educational needs (SEN) are to combine the principles and requirements of the Code of Practice for Special Educational Needs (DfE 2014) with the school's distinctive mission as a Church of England school. Bennett is committed to a specifically Christian view of the education of all its students, including those with special educational needs and disabilities.

Bennett is a school where excellence is the aim for all, and where we seek to maximise the personal and academic achievement of students whatever their starting point. It follows that Bennett seeks to enable every child to access the curriculum and to benefit as fully as possible from it. We believe that teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to achievement. In most cases, such planning will mean that students with SEN and disabilities will be able to study a full curriculum. (SEN Code of Practice, 2014). However, we do also recognise that some students will need additional support for at least part of their school careers to enable such achievement and to access the whole curriculum.

We understand that partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Every child is an individual and the

relationship between the school and parents is important in ensuring that we are able to meet the needs of your child as best we can. This does mean that there will be times when we will need to solve problems together as a team. Open communication between home and school is key to a successful parent/carer-school partnership.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of support they would like, to help them make the most of their education, will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the reviews and transition processes.

Ultimately, we want all students to achieve success, become confident individuals that live fulfilling lives and make a successful transition into adulthood.

The SEN register at Bennett

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves (SEN Code of Practice 2014).

The SEN registers in schools have changed nationally as a result of the Code of Practice 2014. The categories of School Action and School Action Plus are no longer used; instead they have been replaced by a single level of SEN support.

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 (2014, p 4)*

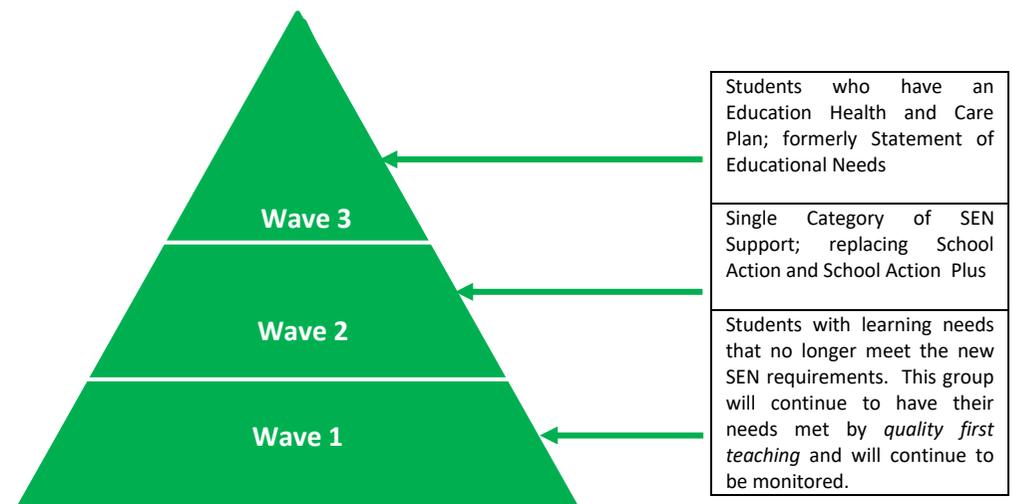
Definition of disability:

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)*.

In addition there have also been changes made to the categories of need, which are now:

- Cognition and Learning
- Physical and Sensory Needs
- Communication and Interaction
- Social, Emotional and Mental Health

We approach SEN through a 'Graduated Response' to SEN support using the 'Wave of Intervention Model' illustrated below:

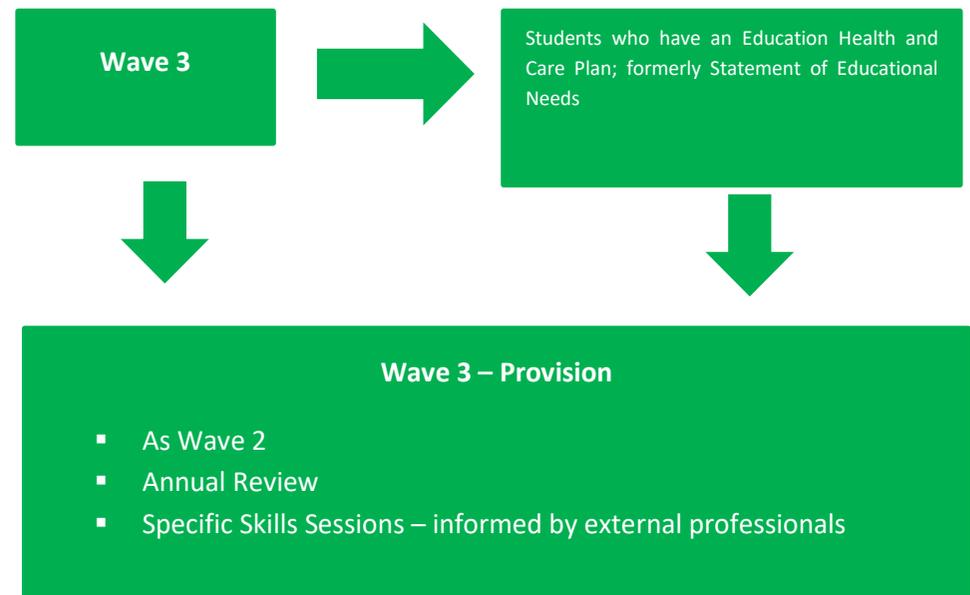
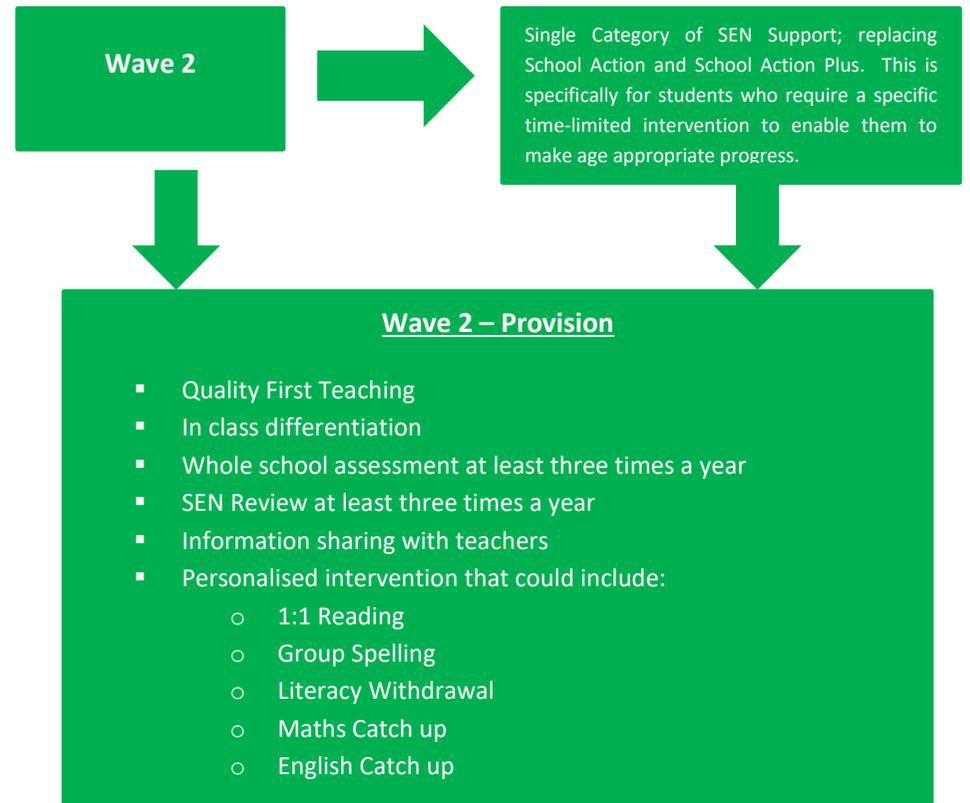
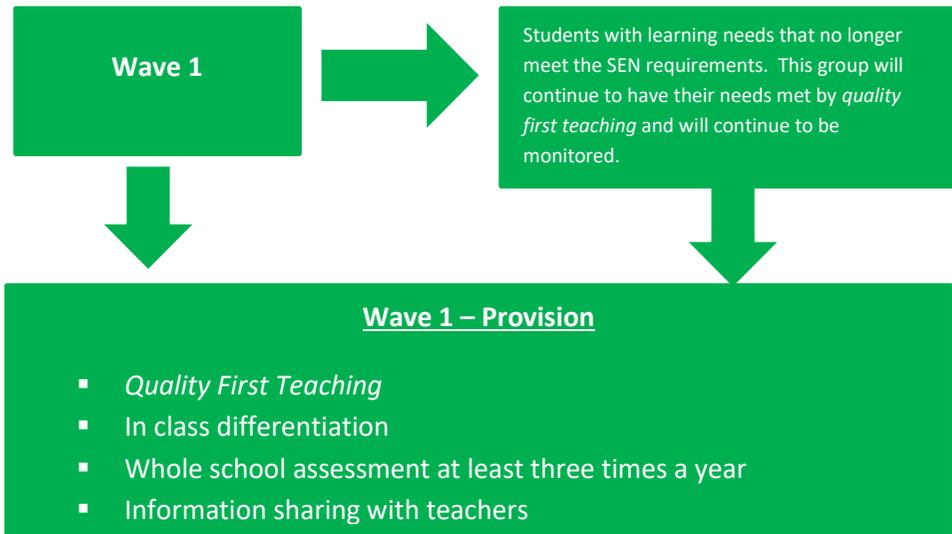


How we ensure that we meet all students' needs – The Wave of Intervention Model explained.

We believe that SEN needs should primarily be met by 'Quality First Teaching'. This is described as high-quality teaching that is differentiated and personalised in order to meet the individual needs of the majority of children and young people within the classroom. Some children and young people will need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEN Code of Practice 2014). At times it may be that students' needs exceed our capabilities as a school, at which point we must declare this to parents and students to ensure the correct, alternative provision can be sought.

Teaching and Learning Provisions:



At Bennett our approach to the curriculum and to achievement is that all students are potentially able to master the foundations needed for successful attainment at GCSE. This means that we expect that all students will complete a broad range of GCSE qualifications. We believe that having such high expectations for all is a necessary basis for strong achievement.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This approach seeks to educate students with SEN within the classroom alongside their peers wherever possible.

We aim to make reasonable adjustments to meet the needs of all students. This may include adapting the curriculum slightly and offering some support outside of the mainstream classroom. However this is done on an individual basis in order to overcome barriers to learning so that the whole curriculum can be accessed.

SEN provision is regarded as a whole school matter and all our teachers are teachers of students with special educational needs. We aim to support our teachers by providing them with information about students with special educational needs and advice on strategies for support. When necessary training will be provided to ensure that staff have the required knowledge to allow them to adapt their teaching, in order to meet the needs of all of our students.

In order to meet the needs of those students with social and emotional difficulties we have the support of the school welfare team. This team comprises of Dr Brookes – Deputy Head, Mrs Santaana- Head of Student Support, Mrs Woosey - Student Welfare Manager, Mrs Aguiriano - the Student Welfare Officer, Nurse Linda and Reverend Rachael. This team can also provide access to outside agencies such as professional counselling and Emotional

Health and Wellbeing support when necessary through the Early Interventions and/or LIFT process. There is more information regarding the external agencies support that is available through Kent's [Local Offer](#).

It is also sometimes necessary to secure external expert provision for students in Wave 2 and 3. We currently access a range of specialist professionals in order to meet the needs of our students including:

- Speech and Language Therapy
- Occupational Therapy (providing access to specialist equipment not already within school)
- Specialist Teachers

Accessibility Plan and learning environment:

We consult with the Local Authority, specialist professionals and parents for guidance regarding the equipment and facilities that are required to meet the needs of our students. This is reviewed regularly and the recommended provision is planned for and implemented

The identification and assessment of students with special education needs

Students are identified as potentially requiring learning support in a number of ways:

- Information from primary feeder school
- Existing EHCP on arrival at Bennett
- The outcomes of KS2 tests
- Screening in English and Mathematics on entry into school
- Screening of students on the SEN register - annually
- Referral by teaching staff
- Referral by Year Manager
- Information from parents

- Information from outside agencies, including the health service or social services

It can be a common misconception to assume that slow progress and low attainment mean that a child has SEN. This is not necessarily the case and should not automatically lead to a student being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (SEN Code of Practice 2014).

In line with the 2014 SEN Code of Practice we will be reviewing our SEN register and informing parents of any changes by the end of term 6. The SEN register will be reviewed at regular intervals. It may be that at these points students are moved onto or off the register and we would inform parents of such decisions in writing. If these decisions are made it will be in partnership with parents.

Exam Access Arrangements Testing

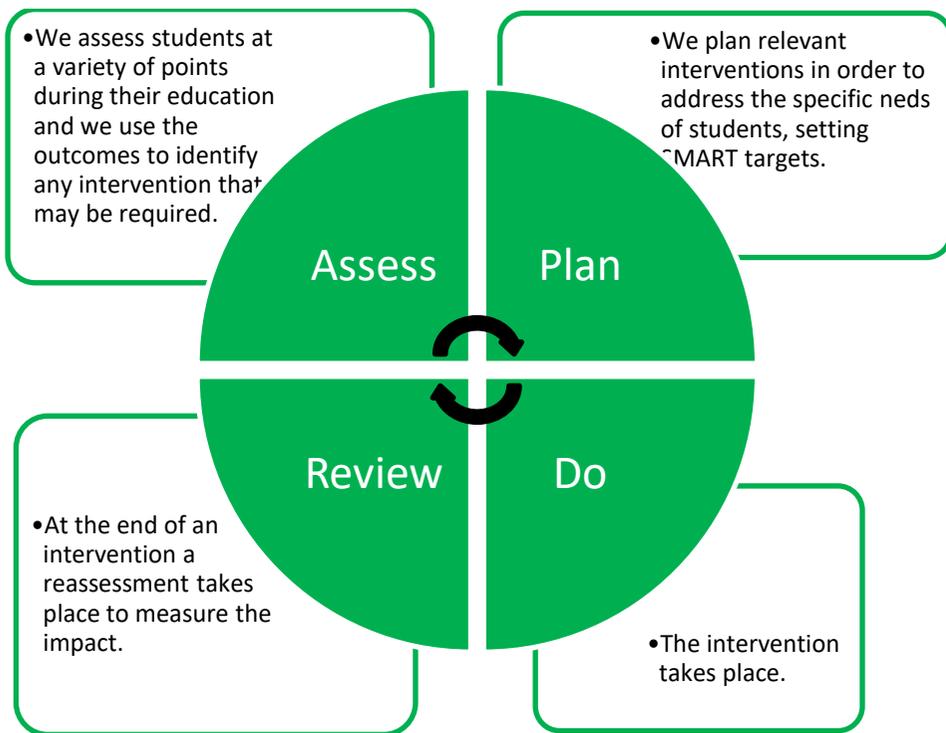
The assessment of students' needs in relation to the completion of external examinations is an important factor in ensuring all students have a fair chance in line with the Equality Act 2010. The exam access arrangements testing process takes place towards the end of year 9, during which students who are known to have a history of need with the Learning Support Department will complete a range of tests with the SENCO. The SENCO is qualified in the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) and is British Psychological Society registered. The guidelines that are produced by the [Joint Council for Qualifications \(JCQ\)](#) are then used to determine the eligibility of the students for exam access arrangements.

How do we track achievement of students with SEN?

The progress of students with special educational needs is kept under regular review. Whole school assessments are completed on at least three occasions in each year and the systematic analysis of the achievement of different groups in the school includes that of students with different levels of special educational needs.

In addition the SENCO keeps the progress of students with special educational needs under intensive review. This is achieved by regularly reviewing assessment data and reporting from class teachers and monitoring the support and intervention that is provided by Student Support Assistants and Education Assistants if appropriate.

As part of the review process the SENCO will conduct testing at the start and end points of interventions, in order to review students' progress.



The Assessment and Reporting Process

The outcomes of Learning Support led interventions are reported to parents through the school’s reporting system (Pupil Tracking) at the end of the academic year. Parents of students who are included on the SEN register (Wave 2 and 3) will also be invited to an SEN provision Review at three key points throughout the year. These dates will be communicated to parents in writing. The review will examine the provisions in place and include an opportunity to set Specific Measurable Achievable Realistic Timely (SMART) targets. These targets will be set in agreement with parents, students and the SENCO and will be reviewed at subsequent reviews.

Students with an Education, Health and Care Plan, will have an Annual Review as part of the three review points throughout the year. During the academic year the Annual Review will address how well the SMART outcomes identified in the EHC Plan have been met, along with the setting of new SMART outcomes for the coming year in the student’s provision plan.

What provision is made for students with SEN at key transition points?

Year 6	Wave 3	<ul style="list-style-type: none"> SENCO will attend the annual review at the Primary School
	Wave 3	<ul style="list-style-type: none"> A transition meeting for parents and the student can be arranged with the SENCO, to be held at Bennett.
	Wave 3	<ul style="list-style-type: none"> Additional transition meetings will be scheduled dependent on students’ needs
	All	<ul style="list-style-type: none"> Transition evening with all of the new entrants
	All	<ul style="list-style-type: none"> Transition day with all of the new entrants
Year 9	Wave 3	<ul style="list-style-type: none"> Transition meeting to discuss the options available with the Head of Year and/or SENCO
	Wave 2	
Year 11	Wave 3	<ul style="list-style-type: none"> Transition meeting to discuss the options available with the Head of Year and/or SENCO Guidance about alternative provision/qualifications that would best meet the needs of the individual students
	Wave 2	
Year 12/13	Wave 3	<ul style="list-style-type: none"> Transition meeting to discuss the options available to them in higher education and/or employment, dependent on the student’s aspirations. This meeting will be conducted with the Head of Year and/or SENCO Guidance about alternative provision/qualifications that would best meet the needs of the individual students
	Wave 2	

Communications

If as a parent you need to discuss your child's needs or have any questions about Special Educational Needs or exam access arrangements then you should communicate these through the SENCo Lynsey McFerran mcferran@bennett.kent.sch.uk or Assistant Learning Support Manager Sheila Curling curling@bennett.kent.sch.uk. Alternatively, you can contact your child's year manager. If you ever need to make a complaint the procedure for this can be found [here](#).

FAQs

Who are the best people to talk to at Bennett about my child's difficulties with learning, special educational needs or disability?

If your child is not at Wave 2 or 3, you should speak to the year manager in the first instance. The year manager will then seek out further advice from teachers and the SENCo as to how to proceed. If your child is at wave 2 or 3, you should contact the SENCo.

How can you support your child at home?

There are many ways you can support your child at home:

- Reading together is an excellent way of supporting your child's learning.
- Helping with revision – encourage your child to involve you in their revision activities in order to keep it active and purposeful.
- Offer them somewhere quiet to complete their work at home.
- Help your child with their organisation by helping them with managing their books and their school bag. Checklists are a good starting point and they will help to encourage your child to move towards being independent with their organisation.

- Support your child with spelling of key vocabulary by practising together and testing them.

How much should I help with homework?

Many children find their homework difficult to manage particularly when they have lots to get through. Encourage your child to complete their homework the night it is assigned on the homework timetable, which may not necessarily be the day of the lesson or the night before it is due. This will reduce the pressure of trying to remember what they are supposed to be doing. Help your child to organise their homework by checking the instructions with them and looking through their classwork for that day if appropriate. Encourage them to stick to the time suggested. Year 7 and 8 should spend 30 minutes on one piece of homework and year 9 and above should spend at least 45 minutes on one piece of homework. You will find that your child will gradually become more and more independent when completing their homework as they get to grips with how to get started. Finally, do encourage your child to let you check through their written work. Read the work out loud together to see if your child can spot their own mistakes – this will help them to practise proof reading their work which will be an important examination strategy.

