



# SEND Information Report 2023-2024

September 2023

## Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) code of practice and the following legislation:

- Part 3 of the Children and Families Act 2014, Which sets out schools' responsibilities for students with SEND and disabilities
- The Equality Act 2012, para 2 of schedule 10
- Section 69 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014, which set out school's/Academies responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

The Special Education Needs and Disability (SEND) Information Report is a duty on schools to report information to parents under section 69 of the Children and Families Act 2014. Chatham Grammar values the individuality of all our students. We are committed to giving each of them every opportunity to achieve the highest standards.

We offer a broad and balanced curriculum and have high expectations of all our students, regardless of diagnosis or additional need. The achievements, attitudes and well-being of all our student's matter. This policy helps to ensure that this Academy promotes the individuality of all our students irrespective of such characteristics as ethnicity, religion, disability, gender, sexuality, or level of attainment.

Chatham Grammar are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in the Academy and feel that they are a valued member of the wider Academy community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Chatham Grammar is an inclusive Academy and can offer the range of provision to support students with communication and interaction; cognition and learning difficulties; social, emotional and mental health problems or sensory or physical needs when required. This would include, but not be limited to students with:

- Specific learning difficulties [SPLD]
- Moderate learning difficulties [MLD]
- Speech, language and communication needs [SLCN]
- Autism spectrum condition [ASC]
- Social, emotional and mental health difficulties [SEMH]
- Vision impairment [VI]
- Hearing impairment [HI]
- Physical disabilities [PD].

As part of the transitional process into Year 7, all students will sit Cognitive Ability Tests (CATs) either in the main hall or a smaller room for the most vulnerable. This helps us understand each student's cognitive ability profile, irrespective of the 11+ results which would have underpinned your child's offer of a place here at Chatham Grammar.

As these are all 'standardised' tests, access arrangements upon arrival to Year 7 are limited to Practical Assistance, HI and VI support; it is important for us to understand what each student can achieve unaided to understand where support may be required. Students

identified as having more complex needs or who have identified/diagnosed potential barriers to their learning are placed on our SEND Register and staff work in the 'assess, plan, do, review' format to meet their needs. Parents are informed by letter or in person if their child is on the SEND Register, or if their child is moved off the Register – the letter reiterates contact details should the Parents/Carers prefer a meeting to discuss anything.

The range of support deployed will be tailored to a student's individual need following thorough assessment by internal and/or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation. This SEND Information Report should be read alongside our SEND Policy which explains in more detail the Academy's Graduated Response to SEND as specified in the 2014 SEND Code of Practice.

Our SEND Information Report is divided into a series of questions with responses to help explain the SEND provision available for students at Chatham Grammar.

## Who should I contact to discuss the concerns or needs of my child?

### **Subject Teacher** – [officecg@universityofkentacademiestrust.org.uk](mailto:officecg@universityofkentacademiestrust.org.uk)

They are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the Academy SEND policy
- Working with the SENDCo to review each student's progress and development and decide on any change to provision

If you have concerns about your child you should speak to your child's subject teacher / personal tutor first. You may then be directed to the SENDCo.

### **Special Educational Needs Co-Ordinator**

(SENDCo) - Ms Paula Knight [Paulaknight@universityofkentacademiestrust.org.uk](mailto:Paulaknight@universityofkentacademiestrust.org.uk)

Is responsible for:

- Coordinating provision for students with SEND and developing the Academy's SEND policy
- Liaising with a range of agencies outside of the Academy who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new class or Academy

At Chatham Grammar we do not have an Assistant or Deputy SENCo.

**Vice Principal**

Ms Emma Perkin - [Emmaperkin@universityofkentacademiustrust.org.uk](mailto:Emmaperkin@universityofkentacademiustrust.org.uk)

Is responsible for the day-to-day management of all aspects of the Academy, including the provision made for students with SEND.

**SEND Governor: Ms Jo Southby**

**Email via Clerk to Governors: [Juliaculham@universityofkentacademiustrust.org.uk](mailto:Juliaculham@universityofkentacademiustrust.org.uk)**

Is responsible for:

- Supporting the Academy to evaluate and develop the quality and impact of provision for students with SEND across the Academy.
- Help Raise Awareness of SEND issues at governing board meetings
- Work with the Principal, Vice Principal for Inclusion and SENDCo to determine the strategic development of the SEND policy and Provision in the Academy

**Where can Parents/Carers access support?**

Parents can view all additional support services offered by Medway Council on their web page - [https://www.medway.gov.uk/info/200137/schools\\_and\\_learning](https://www.medway.gov.uk/info/200137/schools_and_learning)

Parents can access additional support and independent advice from SENDIAS.  
<https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

For additional Support and Advice?

- Medway Council SEND Team 01634 331 123
- Medway Parent and Carers Forum: [www.medway.pcf.org.uk](http://www.medway.pcf.org.uk)
- Kent Autistic Trust: [www.kentautistic.com](http://www.kentautistic.com)

Parents/Carer can contact the SENDCo at any time to discuss concerns regarding their child, regardless of their SEND status. The Academy is committed to supporting all Parents/Carers and students with any SEND concerns.

## Test and Examinations – Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include for example, additional time, rest breaks or the use of a scribe or word processor, smaller venues, exam paper modifications etc.

Access Arrangements (AA) available for external examinations are as specified in the JCQ handbook and can only be provided if the JCQ criteria are met. There are a number of regularly used AA but each case is individual and other more bespoke AA are available if needed.

Internal examinations from Year 7 will also need to have these AA available if a student would be at a substantial disadvantage to their non-SEND peers without, e.g., the use of a reader for a student with visual impairments, use of a Practical Assistant for a student with a physical disability.

For external examinations the evidence we supply must meet the strict rules of the examination board for that examination season (Joint Council for Qualifications). The SENCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the Academy and recognised by JCQ can be accepted for access arrangements for public examinations.

Formal assessments for Access Arrangements begin no sooner than Term 6 of Year 9, to ensure assessments are completed within the two-year window prior to the start of an exam season, as advised by the JCQ. All students entering our UKAT 6<sup>th</sup> form will have their access arrangements reviewed in term 1. External students to our UKAT 6<sup>th</sup> form will continue with previous access arrangements if the following is provided to the Academy:

- A full copy of the credentials of the assessor
- Previous relevant paperwork, including the original form 8 and AAO notification.
- Any previous evidence used to substantiate the need for the arrangement allocated to a particular student

6<sup>th</sup> form students without the evidence, as outlined below can be put forward for reassessment by our academic linked assessor.

Students can be identified as requiring assessment for Access Arrangements via a range of methods, including:

- External medical/professional evidence or diagnoses
- Screening assessments
- Observations by subject teachers of classwork and/or internal examination outcomes
- Year 9 summer term onwards testing by JCQ–AA approved examiner for any students not yet with approved AA
- KS5 re-assessment to ascertain if AA still required

### **Staff are informed of Access Arrangement needs via:**

- Bromcom, the SEND register and on School Based Plans (SBPs)
- Paperwork collected and collated to compile an AA list, which is then available to all staff
- Physical Access needs being considered e.g., small room; access to rest area; ready access to toilet facilities; access to quick exit route in case of emergency (either on ground floor or roomed by Evac-chair stairwells)

### **Parents/Carers and students are informed of Access Arrangements via:**

- Letters sent by Inclusions Team to confirm AA
- Timetable of examinations and rooms sent home by the Examinations Officer
- Students able to see AA for each examination on their personalised timetable.
- AA Information is not shared on large student seating plans to help to preserve dignity and confidentiality

### **Access to learning and the curriculum**

Chatham Grammar has a whole Academy approach to Inclusion which supports all learners engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can, where possible, join in with activities regardless of their needs, including participating in the wide range of extra-curricular clubs and activities available to all students e.g.

- Various sporting activities
- Chess
- Creative writing
- Computer
- Reading
- Choirs
- Debating
- Science
- Crochet and Knitting

A current list of these is available on the website and via your child's Personal Tutor.

Removing barriers to learning for our students with SEND is our top priority. To enable this to happen, students can access their learning and the wider curriculum as follows:

**Access to Learning Support staff (LSA) is available according to identified need. Examples of where this support may be offered include:**

- In core subjects
- In practical subjects
- For break-out groups under teacher direction
- Via small group or 1-2-1 interventions, where identified in accordance with the teachers instructions and/or the school based plan or EHCP.
- Assist in planning and delivery of learning programmes

**Strategies/programmes to support speech and language (where recommended by a clinical decision) may include:**

- Speech and language therapist advice disseminated to teaching staff
- Specific differentiation or modification of resources
- 1:1 intervention for building confidence and reduce barriers to learning

**Provision to facilitate/support access to the curriculum:**

- Multi-sensory teaching practices
- Differentiated resources as required
- Dissemination of specific advice and strategies to staff
- Outside agency support for parents/carers, staff and/or students
- Focused reading opportunities
- Small group intervention programmes
- Ability setting
- Teachers highlighting students with needs
- Professional meetings to support strategies and interventions

## **Strategies/support to develop independent learning:**

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on social/student skills
- Range of support sessions across a broad spectrum of subjects.
- Range of alternative ways to record learning; for example writing frames, picture diaries etc. as appropriate to task and course requirements
- Study skills such as Chunking the learning, knowledge retrieval, scaffolding technique.

Teachers are well-skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

We review the needs of the learners within the Academy and endeavor to put in place provisions in order to be able to cater for these needs effectively. Some of the funding the Academy receives may go towards funding training so that in-house provision is more targeted and focused. The SENCo has regular meetings with members of Academy staff as part of a rigorous reviewing of how provision is delivered, and as part of our quality assurance processes. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. This cycle of monitoring and reviewing helps us regularly refine and adapt the intervention packages we employ to support our students.

## **How will my child/young person be included in activities outside the classroom, including trips?**

All students at Chatham Grammar are encouraged to actively participate in opportunities beyond the classroom. Where a child needs additional support to enable them to access these opportunities, this will be discussed, and appropriate interventions put in place.

- All students are supported to be able to attend trips and activities
- The majority of students will be able to access trips and activities following a risk assessment- they may require a familiar adult to ensure their safety
- Parents/Carers of students with specific needs will be consulted where appropriate and necessary to make any adaptations required
- An appropriate Risk Assessment has been carried out of the individuals needs at the venue/activity



## **How are young people with SEND consulted about and involved in their education?**

All learners are encouraged to take an active role in their education, ensuring that their needs are met at every opportunity. Where students require support through the SEND team, their thoughts and feeling will be sought, in addition to communication with Parents/Carers.

The strategies discussed are then documented and shared with staff so they become the normal way of working for students. These are reviewed regularly.

### **Who you need to contact if you have a query, any feedback or complaint relating to your child/young person?**

Complaints about SEND provision in our Academy should be made to the SEND

Go in the first instance. They will then be referred to the Academy's complaints policy. We also encourage parents to discuss their concerns with the class or subject teacher, pastoral manager or the Principal to resolve before making the complaint formal to the chair of the Governing Body.

You can email directly to the SENDCo or Vice Principal, via the following email address – [officecg@universityofkentacademiestrust.org.uk](mailto:officecg@universityofkentacademiestrust.org.uk)

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the Academy discriminated against their child/young person.

The Academy is committed to resolving complaints and grievances when they infrequently occur, and resolutions are sought at all times

**Further information can be obtained from contact with the SEND team:**

[SENCG@universityofkentacademiestrust.org.uk](mailto:SENCG@universityofkentacademiestrust.org.uk)