



# Special Educational Needs and Disabilities Policy

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Next review: September 2025

All staff have access to this policy and have read, agreed, and will adhere to its contents.



This policy is written in accordance with the requirements set out in Part 3 of the Students and Families Bill (2014) and associated regulations. The Policy is fully compliant with the Special Educational Needs (SEND) Code of Practice (September 2014).

The Davenport School is committed to providing for each pupil, regardless of gender, ethnicity, ability, disability or sexuality, the best possible environment for learning. With careful assessment, monitoring and appropriate differentiation and adaptation, teachers provide a variety of approaches to address the complex needs of our pupils.

Our SEND Policy is planned to help all pupils in the school develop their individual potential as far as possible, to achieve their best and become confident individuals who can make a successful transition into adulthood and therefore maximise their life chances.

### **The SEND Objectives of the School:**

The Davenport School is an independent, special school for pupils who have social, emotional, and mental health needs, most of whom are Children in Care to Local Authorities other than Kent and in Residential or Foster Placements. As such, most pupils have Special Educational Needs (SEN) and Education, Health and Care Plans (EHCP's) or are in the process of Statutory Assessment.

To address the individual needs of each pupil we implement a process of identification, assessment, planning and support. To achieve this, we adhere to the following principles:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated and adapted curriculum appropriate to the individual's needs and ability.
- To identify the specific needs of pupils requiring SEND provision as early as possible.
- To ensure that SEND pupils have every opportunity to participate fully in all school activities.
- To ensure that Parents/Carers are kept fully informed of their child's progress and attainment.
- To ensure that the views of SEND pupils are included where practical, in decisions affecting their future provision.
- To help and encourage SEND pupils to take positive responsibility for their own learning.
- To work collaboratively and effectively with other agencies for the benefit of our pupils.
- To ensure that Education, Health and Care Plans are reviewed in line with regulations.
- To ensure appropriate training is provided for those implementing the Policy.

### **Co-Ordination of Provision of Education for Pupils with SEND**

The school's provision for pupils with SEND will be co-ordinated by the Special Educational Needs Co-ordinator (SENCo) in close liaison with the Head Teacher, Teachers, and support staff. As all pupils at The Davenport School have SEND, the school adopts a whole-school approach to the day-to-day provision of education for our pupils.



#### Admissions:

The Davenport School believes that the admissions criteria should not discriminate against any pupil with SEND and has due regard for the practice advocated in the Code of Practice 2014. See Admissions Policy.

#### Allocation of Resources for SEND:

The Davenport School ensures that resources are allocated to support appropriate provision for all pupils requiring it, and to meet the objectives set out in this policy.

#### **Identification, Assessment and Provision:**

We have adopted a whole-school approach to SEND policy and practice, pupils have full access to the curriculum and are included in all aspects of school life.

Identification and assessment of SEND considers the nature of the special needs and disabilities of everyone. Identification takes the form of quality formative and summative assessment, as well as effective tools and early assessment materials. Pupils arriving to the school are assessed once they have settled and developed the trusting relationships required to allow the assessment process to be effective. Pupils who are assessed as having below average skills in literacy and numeracy will receive individual targeted intervention in these areas with varying levels of support, depending on needs. Other interventions include learning mentors, Speech and Language assessment and intervention by a fully qualified Speech and Language Therapist, Emotional Literacy and Social Cognition programs, individual Literacy programs, Phonics intervention, and differentiated and scaffolded teaching and learning. Some pupils will receive specially adapted timetables to support their individual need.

#### **Approach to Identification and Assessment:**

Early identification of pupils' needs is a priority, the school will use appropriate screening and assessment tools and ascertain pupil needs through:

- Evidence obtained by teacher observation/assessment.
- Their achievement judged against the National Curriculum Skills Progression.
- Screening and assessment tools.

To supplement this assessment, the school makes use of:

- Reports or observations.
- Records from feeder schools etc.
- Existing EHCP's, PEP's or Pastoral Support Programmes.
- Information from parents/carers.
- Specialist assessment by other professionals.

#### **SEND Provision**

On entry to the school, each pupil's attainment is assessed to ensure continuity of learning from their previous education provider.

The school will:

- Use information from the previous school or provision to shape the pupil's curriculum and pastoral support in the first few months.
- Identify the pupil's skills and note areas that require further development.
- Process and share information and outcomes from EHCPs.
- Read and implement intervention and strategies from the EHCP.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, to plan future learning pathways.
- Involve pupils in planning/agreeing their own targets.
- Involve parents/carers in a joint home-school learning approach.

### **The Range of Provision Provided for Pupils with SEND:**

The main methods of provision made by the school are:

- Full time education in classes, with additional support by class teacher through an adapted and differentiated curriculum and scaffolding.
- High ratio of pupils to adults in all lessons.
- Small tutor group sizes.
- Full supervision and a range of need led activities during break and lunch.
- Adaptations, special resources, and individualised approaches in lessons.
- High level of literacy and vocabulary support in all lessons.
- In-class intervention.
- Periods of withdrawal to work with a Learning Support Assistant/Teacher.
- Support from specialists within class or as part of a withdrawal programme.
- Speech, Language and Communication assessment and intervention.
- Individualised learning programmes to address specific needs.
- 1:1 intervention.

### **English as an Additional Language:**

For pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. Additional support and intervention will be used where required.

### **Monitoring Pupil Progress**

The progress of pupils is a whole-school responsibility, the core of the Teachers work involves a continuous cycle of planning, teaching, and assessing, considering the differences in pupils' abilities, aptitudes, interests, and needs. Progress is the crucial factor in determining the need for additional support.

Adequate Progress is that which:

- Narrows the attainment gap between the pupil and the national average for their key stage.
  - Prevents the attainment gap widening.
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- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the pupil's previous rate of progress.
- Shows an improvement in self-advocacy, social or personal skills.
- Shows improvements in the behaviour, regulation, and self-management.

### **Record Keeping:**

The school will record the steps taken to meet pupil's individual needs, and ensure that records are maintained, and the information made accessible:

- Information from previous school/provision.
- Information from Parents/Carers.
- School information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from Health/Social Services.
- Information from other agencies.
- Review and amendments to EHCP's.
- Personal Education Plans.
- Pupil Passports.
- Assess, Plan, Do, Review records.
- Individual strategy sheets.

### **Provision and Interventions:**

Provision is planned to include interventions that are different from or additional to the normal adapted and differentiated curriculum. Additional intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching and scaffolding, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment and resources.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Where a teacher identifies that expected progress is not being made and barriers and difficulties can be identified, an Assess, Plan, Do, Review (APDR) cycle is used. Teachers have responsibility for designing, implementing, and reviewing cycles, with support from the SENCo.

If a pupil fails to make expected progress despite the use of at least one cycle of APDR, the SENCO will complete additional assessments and/or observations and implement additional support or intervention. Where additional training or resources are required to implement interventions, these will be sourced by the SENCo. Parents/Carers will be fully involved throughout the process and PEP and Annual Review meetings will be used to review, evaluate, and adjust support.

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The SENCO, in collaboration with the Class Teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of staff to work with the pupil.
- Providing alternative learning materials/special equipment or resources.
- Individual intervention.
- Specialist intervention.
- Provision of additional adult time in devising interventions and monitoring effectiveness.
- Staff development/training to implement more effective strategies.
- Ongoing learning support strategies and Access Arrangements.
- Referral to the Pastoral Manager.

### **Pupil Passports**

Strategies for pupils' progress will be recorded in the Pupil Passport which includes:

- Short term targets.
- EHCP Outcomes.
- Strategies and provision to achieve the targets.
- Success criteria.
- Pupil voice.
- Pupil Intervention Plan and risk matrix.

The Pupil Passport will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupils' needs, these targets that are also recorded in the Personal Education Plan (PEP). The Pupil Passport will be shared with the pupil, school staff, and the parent/carer.

Pupil Passports are reviewed three times a year with involvement from all staff, the pupil, and their Parent/ Carers.

### **Request for Statutory Assessment:**

A Statutory Assessment will be requested from the Local Authority when, despite an individualised programme of sustained intervention within the school, the pupil is not making expected progress and requires consistent additional to, and different from provision. A Statutory Assessment may be requested by the school, a Parent/Carer, referring Authority or outside agency. The school will have the following information available.

- The action followed with respect to meeting the pupils' needs.
- Assess, Plan, Do Review Cycles.
- The Pupil Passport.
- Records and outcomes of regular review undertaken.
- Information on the pupil's health and relevant medical history.
- Attainment levels.
- Standardised scores.
- Other relevant assessments from specialists such as Speech and Language Therapists and Educational Psychologists.
- The views of both Parents/Carers.

- Where possible, the views of the child.
- Social Services/Educational Welfare Service.
- Any other involvement by professionals.

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond that which the school can normally offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of the provision and outcomes for the child, these are used to develop targets that are:

- Matched to the longer-term outcomes in the EHCP.
- Short term strategies to achieve the stated outcomes.
- Established through parental/pupil consultation.
- Delivered by the staff with appropriate additional support where specified.

### **Review of EHCPs**

EHCPs must be reviewed at least annually. The SENCO will organise these reviews and the following will be invited to attend:

- The child's Parents/Carers.
- The child (if appropriate).
- The SENCO.
- A representative of the pupils' Local Authority i.e., Social Worker.
- Local Authority Virtual School Advisory Teachers for Looked After Children.
- Any other Agencies considered appropriate.
- A representative from the LA SEN Team.

The aim of the review will be to:

- Assess the pupil's progress in relation to the stated outcomes.
- Review the provision made for the pupil in the context of the curriculum and levels of attainment.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Make any amendments and set new targets for the coming year.
- Make amendments to the strengths and difficulties of the pupil.
- Identify and name further placement in transition years.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

### **Working in partnership with Parents/Carers**

We firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs, how best to support them, and that this gives them a key role in the partnership. Parent/Carers, including Corporate Parents are

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invited to three PEP meetings a year, the Annual Review meeting, interim meetings as required, and three Meadow Day events held at the school annually.

Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them. The SEND Code of Practice outlines that the school must make available to all parents/carers of pupils with SEND, details of the Advocate System e.g., Independent Supporters service available through the Local Authority (DfE Code of Practice, 2014: 34-35).

#### **Links with External Agencies / Organisations:**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists.
- Medical Officers/Health Practitioners.
- Speech Therapists.
- Physiotherapists.
- Hearing Impairment Services.
- Visual Impairment Services.
- Occupational Therapists.
- CAHMS practitioners.
- Therapists.

#### **Evaluating the Success of the School's SEND Policy:**

The school's SEND provision for each pupil is reviewed regularly, Carers, pupils, Social Workers, and Kent SEND Professionals are invited to individual pupil reviews.

In evaluating the effectiveness of this policy, the school will consider the views of the:

- Pupils.
- Teachers.
- Parents/Carers.
- External Professionals.
- Other outside agencies that may be involved with the young person's well-being.

At the SEND Review we will judge the effectiveness of our provision and set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy, and this will be analysed carefully through:

- Pupil feedback.
- Consideration of each pupil's success.
- Use of standardised tests.
- Evidence generated from PEP Review Meetings.
- Feedback and outcomes of EHCP Annual Reviews.
- Views of those invited.
- Monitoring of classroom practice by the SENCo/Head Teacher.
- School self-evaluation process.
- The School Improvement/Development plan.