



The Duke of York's
Royal Military School

SEND Policy

**Date of Approval by Chairman
on behalf of the Governing Body:**

17 May 2021

Signed: Colonel A Thorne

Position: Chairman

Reviewed and agreed by the Board of Governors.

Last reviewed:	Feb 2014 May 2015 May 2016 May 2017 May 2018 May 2019 April 2021
Next review:	May 2022

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities, and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

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

- Children and Families Act 2014
- SEND Code of Practice 2014
- 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 Feb 2012
- 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 Policy, Race Equality Policy, Equal Opportunities Policy, Safeguarding and Child Protection Policy, Ethos and Boarding Aims, Complaints Policy.

This policy will be reviewed annually.

Definition of SEND

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' *SEND Code of Practice (2014, p5)*.

1. The kinds of special educational need for which provision is made at the School

At the Duke of York's Royal Military School, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs/Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech, and language needs, ASD, learning difficulties or diagnosed conditions such as ADHD. There are other kinds of special educational need which do not occur as frequently and with which the School is less familiar, but we can access training and advice so that these kinds of needs can be met.

The School also currently meets the needs of students with a statement of special educational need Education, Health and Care plan with the following kinds of special educational need: ASD, Dyslexia, Social Emotional and Mental health, and Decisions on the admission of students with a statement of special educational need/Education, Health and Care plan are made by the Local Authority (LA).

The admission arrangements for students without a statement of special educational needs/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the policy for identification and assessment of students with SEN

At the Duke of York's Royal Military School, we monitor the progress of all students four times a year to review their academic progress. We also use a range of assessments with all the students at various points.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up.

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, we will use a range assessment tools to determine the cause of the learning difficulty. At the Duke of York's Royal Military School, we have a Specialist Assessor, who can use the following assessment tools: Reading Assessments, Lucid Exact and WRAT4, DASH, Lucid Recall, AWMA and other relevant assessments. We also have access to external advisors such as Educational Psychologists, Occupational Therapists, Physiotherapists and Speech and Language Therapists, who can advise on specific areas of need.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, reviewed regularly, and refined or revised if necessary. At this point we will have identified that the student has a special educational need because the School is making special educational provision for the student which is additional and different to what is normally available.

If the student can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3. Information about the School's policies for making provision for students with special educational needs whether they have EHC Plans, including

a. How the School evaluates the effectiveness of its provision for such students

Each review of the SEN provision will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

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

- Is 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

b. The School's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the School has their progress tracked four times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, etc. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

c. 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)*.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the School employs some additional teaching approaches, as advised by internal and external assessments.

d. How the School adapts the curriculum and learning environment for students with special educational needs

At the Duke of York's Royal Military School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided because of

assessments, both internal and external, and the strategies described in statements of special educational needs/Education, Health and Care Plans.

e. Additional support for learning that is available to students with special educational needs

As part of our budget, we receive '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 different 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 very few cases a very high level of resource is required. The funding arrangements require Schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the School (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015).

f. How the School enables students with special educational needs to engage in activities of the School (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at The Duke of York's Royal Military School are available to students with special educational needs either with or without a statement of special educational needs/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.

g. Support that is available for improving the emotional and social development of students with special educational needs

At the Duke of York's Royal Military 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 for instance PSHEE, tutor time, pastoral support in Houses and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide access to the School counsellor and external referral to CAMHS. Social and Communication Skills groups are available for those students who find social interaction difficult.

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.

4. The name and contact details of the SEN Co-ordinator

The SENCo at The Duke of York's Royal Military School is Mrs A. Saunderson who can be contacted through the School Reception or as detailed on the School website (www.doyrms.com).

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and learning support assistants have had the following awareness training:

New SEND Code of Practice 2014 and Thinking Schools.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and language therapist, Occupational therapists, Physiotherapist, Dyslexia specialists etc.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the School does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist resources to support the demands of boarding, parents, or the responsible Local Authority (LA) will be responsible.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at The Duke of York's Royal Military School are invited to discuss the progress of their children on Parent's Day once a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. When a student is on the SEND register their teachers will provide a target for the student which will be recorded, tracked, and evaluated on provision maps; these will be shared with parents three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

8. The arrangements for consulting young people with special educational needs about, and involving them 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 will be consulted about and involved in the arrangements made for them as part of person-centred planning.

9. 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 The Duke of York's Royal Military School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCo or Learning

Support Team and follow the School's Complaint procedure to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. 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 a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the School.

10. How the governing body involves 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 have engaged with the following bodies: -

- Membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for student with requirement for direct therapy or advice
- Membership of professional networks for SENCo e.g. SENCo forum.

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support, and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000
Office: 03000 412 412
E-mail: iask@kent.gov.uk
Website: www.kent.gov.uk/iask

12. 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 the Duke of York's Royal Military School, we work closely with the educational settings used by the students before they transfer to us to seek the information that will make the transfer is a seamless as possible.

We also contribute information to a students' onward destination by providing information to the next setting.

13. Information on where the local authority's local offer is published

The local authority's local offer is published on www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCo for support to gain the information they require.