



The Duke of York's Royal Military School

SEND Policy

Date of Approval June 2024
Approved By Col Andy Thorne
Role Chairman of Trustees
Signed 

Last Reviewed	June 2024
Next Review	June 2025



Policy

At DOYRMS, we are committed to the provision of high-quality education through a broad, well-balanced and stimulating curriculum. This policy ensures that the children with SEND are provided with a safe, happy and positive environment in which to grow, develop and learn. This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEND Code of Practice 2015SI 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 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- The Governance Handbook

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 (Special Educational Needs) 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.

The School also currently meets the needs of students with a Statement of special educational needs/Education, Health, and Care plan with the following kinds of special educational need: ASD, Dyslexia, Social Emotional and Mental Health. 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.

In line with the School Admissions Code, all students are assessed, as part of the admissions process, to determine whether they present a serious health and safety hazard to other boarders or whether they would be able to cope with and benefit from a boarding environment.

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 three 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 a 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, DASH, Lucid Recall, 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 EHC Plans are in place or not, 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. 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 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 three 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 following 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 of resource for students with high needs per year, and above that amount the Local Authority should provide top up to the School.

f. How the School enables students with special educational needs to engage in activities of the School (including physical activities) alongside 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 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 conversations that adults have with students throughout the day.

For students with the most need for help in this area, we can also provide access to nurses, School counsellor, an Independent Listener, or make an 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 due to 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

When a specific training need is identified, a provider who is able to deliver it will be found. Training providers we can approach are; Educational Psychologist, Speech and language therapist, Occupational therapists, Physiotherapist, Dyslexia specialist etc.

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

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, responsibility will lie with parents, or their Local Authority (LA).

7. The arrangements for consulting and involving parents of children with special educational needs about, 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. Students on the SEND register will be invited to three Parents' Consultations, over the course of the year. 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, teachers will provide a target for the student which will be recorded, tracked, and evaluated on provision maps, which will also be shared with parents three times per year.

If, when 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, as special educational provision is being made. Parent will be invited to all planning and reviews of this provision and will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an 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 and involving young people with special educational needs about, their education

When a student has been identified as having special educational needs, as 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 Board of Trustees 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 followed 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 Board of the Trustees.

If the complaint is not resolved after it has been considered by the Board of Trustees, a disagreement resolution service or mediation service can be contracted. If it remains unresolved, the complainant can appeal to either 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.

In some circumstances, usually for children who have a Statement of SEN, 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 Board of Trustees 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 Board of Trustees have engaged with the following bodies: -

- Membership of LIFT for access to a specialist teaching and learning service
- Access to the Local Authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with a requirement for direct therapy or advice
- Membership of professional networks to support the 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 current educational settings used by the students before they transfer to us, to seek the information that will make the transfer as seamless as possible.

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

13. Information on the local authority's local offer

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 in gaining the information they require.