



## **The Robert Napier School**

### **Special Educational Needs Information**

*At the Robert Napier School, we strive to support **all** Students to enable them to achieve at school.*

*In order to do this many steps are taken to support them through their learning journey.*

*Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their full potential.*

#### **This is where the SEN and Pastoral Support Team offer additional support.**

The SEN Team consists of:

The SENCo – Mr Anthony Shand, Assistant SENCo – Ms Aliah Plaster (who also has responsibility for students who are looked after (LAC), and an Administrative Assistant – Mrs Helen Wheeler. With Higher Level Teaching Assistants and Teaching Assistants, and part time Teachers of English as an Additional Language.

The SENCo and Assistant SENCo have both achieved the Post Graduate Certificate National Award for SEN Co-ordination (NASENCo); the SENCo also has a Certificate of Competence in Educational Testing/Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A).

A small number of LSAs have recently completed the NVQ Level 2 and 3 Apprenticeship courses for Learning Support Assistants.

The school has a specialist unit for students with visual impairments (VI). A VI Specialist Teacher, with Learning Support Assistants and a Braille/Keyboarding Tutor, leads the VI Support Team.

The Robert Napier School has a house system with students being placed into one of four Houses. The houses are named after birds of prey, Harrier, Eagle, Osprey and Kestrel. Each house has a House Manager who has the responsibility for the pastoral care of the students in their house. The House Manager does not teach and is available throughout the school day,

as well as before school and after school, to work with students and their parents and carers to ensure that their pastoral needs are fully met.

The school has a part-time tutor of EAL (English as and Additional Language) to work with students who have difficulties with English; they also work closely with staff to differentiate the curriculum.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

<b>AAP</b>	<b>Attendance Advisory Practitioner (EWO)</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>SEMH</b>	<b>Social Emotional and Mental Health (Replaced BESD – Behaviour Emotional and Social Difficulties)</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LA</b>	<b>Local Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

## Current SEN Updates

### **What is Pupil Premium?**

*The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after through the care system continuously for more than six months, and children of service personnel.*

### **Why has it been introduced?**

*The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who need it most.*

### **Who decides on how the money is spent?**

*In most cases the pupil premium is paid direct to schools, allocated to them for every student who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their students need.*

### **How are schools accountable for the spending of Student Premium?**

*They are held accountable for the decisions they make through:*

- *The performance tables which show the performance of disadvantaged students compared with their peers.*
- *The new Ofsted inspection framework, under which inspectors focus on the attainment of student groups, in particular those who attract the Student Premium.*

## Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act has also reformed the systems for adoption, looked after children, family justice and special educational needs.

The Act extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in **Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and Next Steps** by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as  
*“a local offer of all services available to support disabled children and children with SEN and their families. This will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”*

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services.

With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

- There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

***Below are the Robert Napier Schools responses to these questions.***

**1. How does the Robert Napier School know if a student needs extra help?**

*We know when students need help if:*

- ❖ *Concerns are raised by parents/carers, we meet with parents to discuss their concerns and how we can support their son/daughter*
- ❖ *teachers, support staff or the students' previous school*
- ❖ *There is lack of progress*
- ❖ *The student achieves poor assessment or test scores*
- ❖ *There is a change in the student's behaviour*
- ❖ *The student asks for help; we meet with the student to how we can assist them in overcoming their concerns and difficulties*

**What should I do if I think my child may have special educational needs?**

- ❖ *If you have concerns you should contact your child's House Manager or the School SENCo/Assistant SENCo.*
- ❖ *The SENCo or Assistant SENCo attends all Parent Consultation Evenings and is available to meet with parents/carers to discuss concerns.*

**2. How will I know how the Robert Napier School supports my child?**

- ❖ *If a student has needs related to more specific areas of their education, such as handwriting, speech and language difficulties, numeracy & literacy skills etc. then the student may be placed in an intervention group. This will be run by the Higher Level Teaching Assistant or Learning Support Assistant. The*

*length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. A letter will be sent home to inform you that your child has been invited to attend the intervention*

- ❖ *The school organises In School Reviews (ISR) which are held three times a year. At the ISR we discuss students that we have concerns for with our Educational Psychologist, School Counsellor and other representatives from outside agencies. We will contact you if we discuss your son or daughter and explain the outcomes of the discussion.*
- ❖ *In class support for students is often shared between a number of students in a class. The support is not specific to any one student but is available to any one of the students at their request for support, in these circumstances it will not always be possible to identify to parents that support has been made available.*
- ❖ *Occasionally a student may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*
- ❖ *Students with an Education Health and Care Plan will have an Annual Review of their Plan; their Parents/Carers will be invited to attend this meeting to review their progress and plan for the next years support.*
- ❖ *The Robert Napier School has two part time teachers who provide support for students with EAL (English as an Additional Language); the teachers will contact parents if they intend to work with students for a prolonged period.*

### **3. How will the curriculum be matched to my child's needs?**

- ❖ *All students on the Schools SEN Register have a SEN Profile advising how the students can be best supported; the Profile is compiled by the HLTAs using information from Teaching Assistants supporting the young person. Students are interviewed and contribute to the profile on their difficulties and how they like to be supported in class. The SEN Profile is attached to the SEN area of SIMs to allow all staff to access to the document. Copies of the document are available to the student and their parent/carer at request.*
- ❖ *When a student has been identified with special needs their work may be differentiated by the subject teacher to enable them to access the curriculum more easily.*
- ❖ *LSAs may be allocated to work with the student in a 1-1 or small group to target more specific needs at the direction of the subject teacher.*
- ❖ *If appropriate specialist equipment may be given to the student to assist them, this may include the use of IT equipment such as an Alphasmart or Notebook Computers.*

### **4. How will I know how my child is doing?**

- ❖ *You will be able to discuss your child's progress at Parents Evenings.*
- ❖ *You will receive tracking reports and/or a written report on the progress of your child three times each school year.*
- ❖ *You are welcome to contact your child's teachers or House Manager at any time.*
- ❖ *If you would like to discuss your child's SEN or any aspect of their support, please contact the SENCo or the Assistant SENCo.*
- ❖ *All SEN Students have an SEN Profile that identifies their SEN/D and how they like to be supported.*

## How will you help me to support my child's learning?

- ❖ *Their subject teacher may suggest ways of supporting your child in their learning at parents' evenings.*
- ❖ *The SENCo/Assistant SENCo may meet with you to discuss how to support your child.*
- ❖ *Meetings with House Managers may suggest strategies to use if there are problems with a child's behaviour/emotional needs.*
- ❖ *If outside agencies including the Educational Psychologist have been involved, suggestions and strategies may be recommended that could be used to support your child's learning.*

## 5. What support will there be for my child's overall well-being?

*The school offers a wide variety of pastoral support for students who are encountering emotional difficulties.*

*These include:*

- ❖ *House Managers are available throughout the school day to support students in their lessons and at social times. Parents are encouraged to contact the House Managers should they have any concerns regarding the well-being of their child.*
- ❖ *The school has a number of members of staff who have been trained in respect of Safeguarding (Child Protection); the Designated Person with responsibility for Child Protection is Mr Leadbetter.*
- ❖ *Students who find lunchtimes a struggle are able to join the Lunchtime Club Munch It is run by experienced Learning Support Assistants. Fun games and activities are made available to help provide the students with social skills to enable them to form friendships.*
- ❖ *The School employs counsellors from the charity MIND who work two days each week. Students are able to self-refer to the counsellor. Requests for counselling can also be made by their parents/carers and teachers. All requests/referrals for counselling are carefully considered and are responded to according to their urgency.*
- ❖ *The School employs a MIND well-being worker for one day each week who delivers support for individuals and small groups of students. The aim of the support is to develop the emotional well-being of the young people. There are specific programmes for anger-management.*
- ❖ *The school runs the Horizon Programme aimed at developing students confidence, social skills and independence. The programme is for Key Stage 3 students and runs for 12 weeks for one day each week.*
- ❖ *We work with outside agencies wherever possible to provide additional support for students well being.*

### Students with medical needs

- ❖ *If a student has a medical need then a detailed HealthCare Plan will be compiled for them. The Health Care Plan may also involve the School Nurse.*
- ❖ *In some circumstances the Health Care Plan may be made available to the School First Aid trained staff to ensure that they are fully aware of the students' needs.*
- ❖ *All students with Health Care Plans have their information made available to all staff on the schools electronic information system SIMs.*
- ❖ *We will inform Parents/Carers of students with Health Care Plans of the content and how we intend to use the Health Care plans.*

## **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. We will involve both Parents/Carers and the young person in the referral to these agencies. Referrals to these agencies may be as a result of discussions at the School ISR.

The agencies used by the school include:

- Educational Psychologist
- Medway Hospital (Paediatricians)
- School Nurse
- Autism Outreach Team
- Child Protection Advisors
- CAST (Child & Adolescent Support Team) – Tier 2
- CAMHS (Child Young Peoples Well Being Service - NELFT) – Tier 3
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support students with hearing/visual Impairment
- Inclusion Team
- Social Services
- The School employs independent Speech and Language Therapists for one day each month.
- MAGIC (Medway Autism Group & Information Centre)

*The Educational Psychologist is allocated to our school. He/she will normally only work directly with students whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.*

*This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to plan to resolve a student's difficulties.*

*In order to help understand the student's educational needs better, the psychologist may meet with the parents/carers and give feedback after the assessment has been completed.*

*He/she will offer advice to the school and parent/carers on how to best support the student in order to take their learning forward.*

## **7. What training have the staff supporting children and young people with SEND had or are having?**

The School has provided training for Teachers and Support Staff to choose to attend. These have included sessions on:

- ❖ *How to support students with a diagnosis of dyslexia.*
- ❖ *How to support students on the Autistic Spectrum.*
- ❖ *How to support students with EAL*
- ❖ *How to identify and support students who are Young Carers*
- ❖ *How to support students with Hearing Impairments.*
- ❖ *How to work with students with Visual Impairments*
- ❖ *Classroom Management (SEMH)*

*The SENCo and Assistant SENCo has completed the National Accreditation for SENCo.*

*A small number of LSAs have recently completed the NVQ Level 2 and 3 Apprenticeship courses for Learning Support Assistants.*

**8. How will my child be included in activities outside the classroom including school trips?**

*Activities and school trips are available to all students*

- ❖ *Risk assessments are carried out and procedures are put in place to enable all students to participate.*
- ❖ *If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required for a student to attend a particular activity or trip additional members of staff with first aid training will be invited to attend the activity to ensure that the students are appropriately cared for.*

**9. How accessible is the school environment?**

*As a school we are consider individual access requirements. The School has published an Accessibility Plan that considers this issue in more detail. The Accessibility Plan can be found on the school Website.*

*Facilities we have at present include:*

- ❖ *Ramps into school to make the building accessible to all.*
- ❖ *Toilets adapted for disabled users.*
- ❖ *Wide doors in some parts of the building.*
- ❖ *The Caxton Building has a lift to make all floors accessible.*
- ❖ *Reasonable adjustment has been made to ensure that all areas of the school are accessible.*

**10. How will the school prepare and support my child when joining the School or transferring to a new College or University?**

*The Robert Napier School will support students with a wide range of Special Educational Needs and Disabilities; the school will make reasonable adjustments to meet the requirements of the Equality Act 2010. This will include access requirements described in the school accessibility plan.*

*The Local Authority will identify Students with Education Health and Care Plans who may wish to attend the school, the school must ensure that they can meet the needs of the young person before a place can be offered. That their placement would be compatible with the efficient education of the other students with whom he would be educated.*

*The Robert Napier School understands what a stressful time moving school can be therefore many strategies are in place to enable the student's transition to be as smooth as possible.*

*These include:*

- ❖ *Meetings with the student's previous schools prior to leaving/arriving.*
- ❖ *The school has designed a form to collect all important information on the student from their previous school at transition.*
- ❖ *The SENCo will attend Annual Reviews for students with an Education Health and Care Plan in their last year at school before they transfer to the Robert Napier School. Where a student may have more specialised needs, a separate meeting is arranged with the parents/carers and where appropriate the student.*
- ❖ *Year 6 students attend a Transition Day where they spend the day attending taster lessons.*
- ❖ *If students have been identified by their Primary School as having additional needs and may find the transfer to Secondary School difficult they may be invited to attend an additional visit to the school. During this visit they will meet the SENCo, members of the Learning Support Team and older students.*
- ❖ *Additional visits are also arranged for students who need extra time in their new school.*
- ❖ *The SENCo or Assistant SENCo are always willing to meet parents/carers prior to a student joining the school.*
- ❖ *For the older students who are thinking about moving on from the Robert Napier School has developed strong links with the Medway Youth Trust (previously known as the Connexions Service) who provide guidance to students for employment, training, Further and Higher Education.*
- ❖ *The Robert Napier School has a successful sixth form that offers a range of courses that is supplemented with links to other local schools.*
- ❖ *Students in Key Stage 4 and 5 have the opportunity of visiting Colleges and Universities to prepare for the application to different providers.*

**11. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ *The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.*
- ❖ *Individual Pupil Premium payments are used to support that student's learning.*

**12. How is the decision made about how much support my child will receive?**

- ❖ *When the children join the school support is allocated on the information provided by the feeder school.*
- ❖ *During their school life, if further concerns are identified due to the student's lack of progress or well-being, then other interventions will be arranged.*
- ❖ *Parents/carers will be able to contact the school to discuss their concern if they feel that their child is not making good progress.*

**13. How will I be involved in discussions about and planning for my child's education?**

*All parents are encouraged to contribute to their child's education.  
This may be through:*

- ❖ *Discussions with the Form/Subject teacher*
- ❖ *Discussion with teachers during parents evenings*
- ❖ *Parents/Carers may raise concerns with their child's House Manager*
- ❖ *Parents/Carers can contact the SENCo/Assistant SENCo to discuss their child's education.*

**14. Who can I contact for further information?**

*If you wish to discuss your child's educational needs please contact one of the following:*

- ❖ *Your child's form teacher*
- ❖ *Your child's House Manager*
- ❖ *Your Child's Director of Learning*
- ❖ *SENCO/Assistant SENCo*

*Can be contacted at Mr A Shand – 01634 851157 – option 8 or via e-mail at [ashand@robertnapier.org.uk](mailto:ashand@robertnapier.org.uk)*

*I hope these responses have answered any queries you may have but do not hesitate to contact the school if you have further questions.*

*The Local Authority also has information on their Local Offer this can be found on Medway Council Website:*

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>