TOWERS SCHOOL
AND SIXTH FORM CENTRE

POLICY FOR INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Last Reviewed: December 2025
Next Review: December 2026
SLT Responsibility: Vice Principal - T.McVey
Approved By: Board of Trustees

THE TOWERS SCHOOL & SIXTH FORM CENTRE

SEND Policy – changes from previous version

Audit Log		
Section of policy	**Update**	**Date**
P3 and 4 Aims and Introduction	• Clear aims added • Updated references to legislation and guidance • Kent definition of inclusion • SLT reference updated	Dec 2025
P5	• Updated definition of disability	Dec 25
P7	• Removal of reference to Boxall profiling and using bespoke questionnaire instead • Added sentence A diagnosis does not necessarily mean that a pupil will be placed on the SEND register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.	Dec 25
P9	• Added further explanation of SEND Support	Dec 25
P11 Section 4	• Additional information on the role of the SENCo, Principal, Trustees and teachers	Dec 25
P16	• Additional Exams Access Arrangements information	Dec 25
Throughout	• Changed reference to Provision plan to Learning plan • Changed Arbor to SIMs • Removed references to LIFT and HNF due to changes to funding through Community groups • Added references to Edukey (to store SEND information, write learning plans and track and monitor interventions, linking to Classcharts) • Changed name of SEND building to Rosa	Dec 25

AIMS

The Towers School and Sixth Form's Policy for Inclusion and Special Educational Needs and Disabilities (SEND) aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Trustees.

At The Towers School and Sixth Form Centre all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

Introduction

The Towers School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges and barriers to learning. We are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all can participate fully in the life of the school.

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24

Kent Local Authority:

- The Local Authority's local offer

- The Local Authority's Offer can be found in the SEND Information Report - https://www.kent.gov.uk/education-and-children/special-educational-needs
- Countywide Approach to Inclusive Education (CATIE)
- A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

As the champion of families, children, and young people,e our collective priorities are to be certain that all children and young people are engaged with and included in, the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- Equitable access for all. Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- No child is left behind. All children and young people are supported to be engaged fully in their education.
- Effective collaboration. There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

This policy was developed with the school's Special Educations Needs Co-ordinator (SENCO), Senior Leadership Team (SLT) and Principal and reflects the SEND Code of Practice (2014).
This policy will be reviewed annually.

Responsibilities:
SLT - Tara McVey
Towers School SENCO – Deborah Hainsworth

School Objectives

1. To identify and provide support for pupils who have special educational needs and disability.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs which includes pupil voice.
4. To provide support and advice for all staff working with special educational needs pupils and ensure that mainstream core standards are embedded across all departments.

Definition of SEND

A child or young person has Special Educational Need or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2014, p4)

Definition of disability

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a 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'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Philosophy

The objectives of the School's SEND Policy are to ensure that the school's aims are secured for all students and that every student has full access to a broad and balanced curriculum. We recognise some students may have special educational needs at some time in their school career and that provision for these needs is on a continuum. We regard the students' self-esteem to be of vital importance to their learning and intend those students should not feel stigmatised by their need.

Please view our tiered Towers School Provision Map in conjunction with this document.

All teachers are teachers of special needs.

All teachers are teachers of students with special educational needs. Teaching such students is a whole-school responsibility, requiring a whole-school response. Teachers will work to ensure that all students have the chance to succeed whatever their individual needs. The school caters for a full ability range and the presence or absence of a special educational need is not a factor in the selection of students. All students with SEND engage in the activities of the school together with students who do not have SEND and are encouraged to take part in after school activities and clubs within the school environment. Staff adhere to the Kent County Council (KCC) Mainstream Core standards and the Quality First teaching approach:
https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at The Towers School and Sixth Form Centre works towards achieving the Kent Children and Young People Outcomes Framework.



The school aims to raise the aspirations and expectations for all pupils with SEND with a strong view on outcomes for young people. The school always encourages every student to be the 'best version of themselves'. This SEND policy details how this school endeavours to ensure that the necessary provision is made for any student who has SEND and those needs are made known to all who are likely to teach them.

Disabled students are not treated less favourably when compared with the treatment of a student who is not disabled. We make reasonable adjustments for disabled students to ensure that they do not experience substantial disadvantages. The school is committed to ensuring that all students with disabilities have appropriate access to the curriculum and the school's environment. The age and nature of some buildings does restrict access for wheelchair users. The Disability Policy and Equality Act 2010 aims to maximise participation of all students and members of the school community.

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

At The Towers School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance Autistic Spectrum Condition (ASC), Developmental Coordination Disorder (DCD)/Dyspraxia, speech and language needs, those with dyslexic tendencies, learning difficulties, social and mental health needs, hearing impairment and physical disability. 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 pupils with an Education, Health and Care plan with the following kinds of special educational need: ASC, Attention Deficit Hyperactivity Disorder, Speech and Language difficulties, Dyslexia, Developmental Coordination Disorder (DCD)/Dyspraxia,

Sensory Processing difficulties, Cognition and Memory challenges, Social Emotional and Mental Health difficulties and Physical disabilities. Decisions on the admission of pupils with an Education, Health and Care plan (EHCP) are made by the Local Authority.

The admission arrangements for pupils without an 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 pupils with SEND

At Towers School we continually monitor the progress of all students in lessons, we report on their readiness to learn every term, and we use summative assessment data and report on achievement twice a year to review their academic progress. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are increased focus on learning gaps or reteaching in lessons, additional extra curriculum support after school, small group or 1:1 interventions, Direct Instruction for Maths and English.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At The Towers School we are experienced in using the following assessment tool:

- Reading Age Test - Literacy Assessment Online
- PROBE Reading comprehension assessment
- Test of Word Reading Efficiency (TOWRE 2)
- Test of Memory and Learning (TOMAL 2)
- Comprehensive Test of Phonological Processing (CTOPP 2)
- The Wide Range Achievement Test (WRAT 5)
- Language Link Assessment
- Reaction to Events – gathering student voice
- Emotional Wellbeing cards – gathering student voice
- Detailed Assessment of Speed of Handwriting (DASH)
- and we have access to external advisors such as the Specialist Teaching and Learning Service, Link Speech and Language and Educational Psychologist support who we have regular contact with, and they are able to use additional assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. If additional support and intervention are then considered to be required a Learning Plan will be created and shared with parents either in a meeting (face to face or virtual) or via telephone and then email.

Learning-Plans will be reviewed as part of the ‘Graduated Approach’ of Assess, Plan, Do, Review. At this point we will place the pupil on the SEND register because the school is making special educational provision for the pupil which is additional and over and above the Mainstream Core Standards. We also have a SEND Monitoring list which will include any students who have previously been on the SEND register or may have had a SEND referral in the process or have a SEND diagnosis but no longer required any additional support over and above the mainstream core standards. The SEND register and Monitoring lists will be reviewed on a continuous basis. A diagnosis does not necessarily mean that a pupil will be placed on the SEND register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

If the pupil can make good progress using this additional support and interventions (but would not be able to maintain this good progress without it) we will continue to identify the pupil as requiring SEND Support. If the pupil is able to maintain good progress without the additional support and interventions, they will then be moved to the Monitoring List.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and suggested teaching approaches to be used. Heads of Year, Teachers, Teaching Assistants, and the Welfare Team are all able to complete SENCO referral forms via CPOMS or email if it is felt that a particular child is in need of additional support. SENCO referral forms should be submitted to either the Assistant SENCO or SENCO so that meetings and observations can then take place and appropriate recommendations made. If it is felt that the young person needs are sufficient then they will be placed on the SEND register and an appropriate Learning Plan will be created on EduKey which then links through to Class Charts for teachers to be able to access the recommendations.

The Senior Leadership Team, Heads of Year, Teachers, Teaching Assistants, and the Welfare Team have access to the school Class Charts which holds information regarding a young person's additional needs and interventions that are in place. All Learning Plans are accessible to Towers School staff through the password protected Class Charts system, and it the responsibility of the Senior Leadership Team, Assistant SENCOs and SENCO to ensure that provisions are carried out and reviewed. The SENCO will be available for parent meetings one week following the learner's year group parent meeting with teachers so that any concerns can be raised. Parents will be able to book appointments using our School Cloud system.

What is NOT SEND but may impact on progress and attainment:

- Attendance and Punctuality issues
- Health and emotional welfare needs
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Serviceman/woman

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHCP

3a How the school evaluates the effectiveness of its provision for such pupils

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

The SEND Code of Practice (2014, 6.17) describes inadequate progress as:

- 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

For pupils with an EHCP there will be an annual review of the provision made for the young person, which will enable an evaluation of the effectiveness of the special provision.

SEND support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEND support will not have an education, health and care plan.'
https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEND support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.
https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, Language Link etc. The assessments we use at The Towers School are listed in section 2 previously. The additional assessments allow us to see if progress is being made and skills levels are increasing due to the additional support and interventions put in place. If these assessments do not show adequate progress is being made the SEND Learning Plan will be reviewed and adjusted where needed.

3c The school's approach to teaching pupils with special educational needs

At The Towers School, we believe that high quality teaching and using the Mainstream Core Standards as the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

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 such as, precision teaching, small group teaching, use of ICT software learning packages.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At The Towers School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies suggested in EHCPs.

3e Additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEND 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 pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case.

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an EHCP.

An Education Health Care Plan (EHCP) is a comprehensive document that details the student's strengths and needs alongside any personal budgets, social care information and specific health support. This replaces the previous 'statement of special educational needs' and stays with a young person until they are 25 years old.

3f How the school enables pupils 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 pupils at The Towers School are available to pupils with special educational needs either with or without an EHCP. Where it is necessary, the school will use the resources available to provide additional adult support and adaptations to enable the safe participation of the pupil in the activity.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

At The Towers School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal Social and Health Education, social skills groups, and pastoral support, and indirectly with all conversation adults have with pupils throughout the day.
For some pupils with the most need for help in this area we also can provide the following:

- Access to a member of the pastoral support team
- External referral to Child and Adolescent Mental Health Service
- Counselling
- Referral to Rising Sun
- Learning breaks
- Zones of Regulation support
- Rashford Centre
- Referrals to the Emotional Wellbeing Team
- Support from Anna Freud
- Anxiety support
- Healthy Relationships Interventions run by Ashford Youth Hub

4 The name and contact details of the SEND Co-ordinator

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).
SENCOs must complete the qualification within three years of taking up the post.

The SENCO at The Towers School is Deborah Hainsworth. Deborah was previously a SENCO at Ashford Oaks Primary School, The North Secondary School both of which have Specialist Resource Provision (SRP) for Autism and taught at Wyvern Special School. She has the National Award for SEND Co-ordination and Level 7 Qualification in Specialist Teaching for specific learning difficulties – Dyslexia.

Deborah Hainsworth is available on – d.hainsworth@towers.school

The SENCO has an important role to play with the headteacher and board of trustees with regards to the strategic oversight and implementation of The Towers School and Sixth Form's SEND policy and development.
They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEND.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.

- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

The school Principal will:

- Work closely with the SENCO and SEND link trustee to determine the strategic development of the SEND policy and provision across the school/academy.
- Work with the SENCO and trustees to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEND practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the Local Authority to support individual pupils or SEND provision for groups of pupils.

Our Trustees board have a legal responsibility to pupils with SEND as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.
The SEND trustee governor will:

- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

All teachers are teachers of pupils with special educational needs. Our SENCO(s) provide a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher. 'High quality teaching, adapted for individual pupils, is the starting point in responding to pupils who have or may have SEND. Additional intervention and SEND support cannot compensate for a lack of good quality teaching. Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment. Parents/carers are actively involved in all aspects of the decision-making process through either email communication, meetings or other agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEND provision.

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

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

We aim that all staff will access SEND training within the first 3 months of joining. Some teachers and teaching assistants have had the following training: Autism Awareness, Emotional Coaching, Zones of Regulation, Sensory Processing, Visual Supports, Selective Mutism, Development Co-ordination Disorder (DCD), ADHD, Emotional Based School Avoidance, PROACT SCIP managing challenging behaviour and trauma informed.

Where a training need is identified beyond this, we will find a provider who is able to deliver the necessary training. Training providers we can approach are, Speech and Language Link Therapists, Occupational therapists, Physiotherapists, Educational Psychologists, Link Specialist Teacher, etc. The cost of training is covered by the notional SEND budget and some training is also offered via the Local Offer from the Local Authority.

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 SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at The Towers School are invited to discuss the progress of their young person at parents evening and receive a termly report. In addition, we are happy to arrange meetings outside these times, but please be aware that staff may not be available for at least a few weeks due to teaching commitments. As part of our normal teaching arrangements, all pupils 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 pupil has a special educational need. Only those students receiving additional support and interventions over and above the Mainstream Core Standards will be recorded, tracked, and evaluated on a Learning Plan.

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 further. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Parents will be actively supported to contribute to assessment, planning and reviews. In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs and involving them in their education

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted and involved in the arrangements made for them as part of person-centred planning. Learning Plans have a section that is to be completed by the students with the support of a member of staff to gather pupil voice regarding support and interventions that work best for them. Learning Plans will also be reviewed with the student so that they are able to play a key role in the additional education provision for themselves.

9 The arrangements made by the board of trustees relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Towers School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the welfare teams, class teachers, Assistant SENCO, SENCO or SLT to resolve the issue before making the complaint formal to the Board of Trustees.

If the complaint is not resolved after it has been considered by the board of trustees, 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 an EHCP 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. Link to the SEND Code of Practice for more information - https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

10 How the board of trustees involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The board of trustees have engaged with the following bodies: -

- access to specialist teaching and learning service (STLS) – Link Specialist Teacher – Amy Honey

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice as part of the balanced system
- Ability to make ad hoc requests for advice from School Nursing
- Membership of SENCO forum
- Make referrals to necessary health professionals
- Part of the Community of School group
- Link Educational Psychologist – Rachel Campbell
- SEND Advisor – Helen Algar

In partnership with the Principal, the Trustees have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND. Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND.

- Monitoring the policy through the school's self-review procedures.
- Trustees are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to the Board of Trustees and parents on the school's policy through the website.

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

Information, Advice and Support (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:
Office: 03000 412 412
Helpline: 03000413000
E-mail: iask@kent.gov.uk

The Kent Parent/Carer Forum is for the parents/carers of children with SEND and disabilities to listen to their views and then help to influence change info@kpcf.co.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Towers School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

Feeder primary schools are visited/contacted throughout the year prior to transfer information. Any student identified as having a "learning difficulty" and who is on SEND Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school. We provide new Year 7 students with three days transition to familiarise themselves with the school site. We also offer additional transition sessions for SEND students before and after the whole week transition so that students can feel comfortable within a smaller group.

The Local Authority notifies school about students who are transferring with EHC plans in the spring of Year 6. Where possible, the SENCO attends their final Primary Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the transition coordinator.

Key stage 4 to Key stage 5

Students with SEND receive post 16 guidance from the Careers and Progression manager including specific targeted support from outside agencies. The school makes contact with previous institutions for external admissions for all year 11 students with an EHCP. Students are supported throughout the Sixth Form Pathways and their progress monitored to ensure all needs are met. There is ongoing dialogue between the SEND department and the Sixth Form team.

Exam Access Arrangements

The school is committed to providing reasonable adjustments for students with special educational needs, disabilities, or temporary injuries/conditions to ensure they have fair access to assessments. These arrangements are made in accordance with the Joint Council for Qualification (JCQ) “Access Arrangements and Reasonable Adjustments” regulations and the provisions of the Equality Act 2010.

Access arrangements will only be granted where there is clear evidence that the student’s needs significantly impact their ability to access assessments under standard conditions. Furthermore, the arrangements provided will reflect the student’s normal way of working, ensuring consistency and fairness.

The SENCO, in consultation with class teachers and, where appropriate, external professionals, will assess each student’s needs and determine the most appropriate arrangements. It is important to note that a formal diagnosis alone does not automatically entitle a student to access arrangements, there must be documented evidence demonstrating the need.

Common access arrangements include, but are not limited to, extra time, a reader, assistive technology, modified papers, supervised rest breaks, or a separate exam room. All arrangements will be considered on a case-by-case basis to ensure they are appropriate and reasonable.

Applications for arrangements requiring JCQ approval will be submitted via the JCQ Centre Admin Portal, adhering to the published deadlines. The school will maintain a comprehensive record for each student receiving access arrangements, including evidence of need, history of use during standard and internal assessments, and records of periodic reviews.

All access arrangements are implemented in accordance with the most recent edition of the JCQ's "Access Arrangements and Reasonable Adjustments" document, which is available at https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance These arrangements are designed based on the student's needs and their normal way of working, and are not intended to provide an unfair advantage. The school’s compliance with these arrangements is subject to inspection. Testing for access arrangements is typically conducted in Year 10 to ensure that students’ needs are identified, and arrangements are put in place within the timeframe specified by JCQ.

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

The local authority's local offer is published on www.kelsi.org.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

How to contact the school

Towers School and Sixth Form Centre
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Tel: 01233 634171
reception@towers.school