



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Special Educational Needs Policy

Document Control

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Reviewed by:	Rena Miras-Pye	Sign and Date:	
Authorised by:		Sign and Date:	

Related Documents/Policies

Reference	Title
	SEN Information Report

Rena Miras-Pye (SENCO) is responsible for reviewing and updating this procedure

COMPLIANCE AND LEGAL FRAMEWORK

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (Update, 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2015)
- The Special Educational needs and Disability Regulations (2014)
- Teachers' Standards (2012)
- Keeping Children Safe in Education (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Supporting Students with Medical Conditions Policy

This policy was created by the SENCO and Assistant Headteacher, who is the SEN advocate on the Senior Leadership Team, in liaison with the **SEND (Special Educational Needs and Disability)/Inclusion Governor**.

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

At King Edward VI Handsworth Girls, we are committed to the nurture and development of all those who learn here and seek to inspire all to be their best. We embrace the transformative power of education and value a love of learning and intellectual curiosity. We support all within the school to find, develop and enjoy their interests and passions. We are a happy and caring school who values and takes pride in diversity and celebrates individuality. We aim to secure high quality teaching and effective use of resources to bring about improved standards of achievement for all our students. Should any student have significantly greater difficulty in learning than the majority of her peer group, we will implement relevant support measures, having regard, where appropriate, to the current SEND (Special Educational Needs and Disability) Code of Practice. In some cases, students may not be registered on the SEND scale but may be receiving extra support to enable them to achieve their potential in the context of a selective school.

AIMS AND OBJECTIVES

AIMS

- To enable every student to flourish.
- To encourage high aspirations and have high expectations of all students.
- To assist and support every student in overcoming barriers to achieving their potential.
- To enable full access to the curriculum for all students.
- To facilitate the involvement of parents and young people in decision-making.

- To collaborate with education, health and social care services to provide appropriate support.
- To ensure that students are successfully prepared for adulthood, including independent living and employment.

OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (2015).
- To identify and provide for students who have special educational and additional needs.
- To operate a “whole student, whole school” approach to the management and provision of support for Special Educational Needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs students.

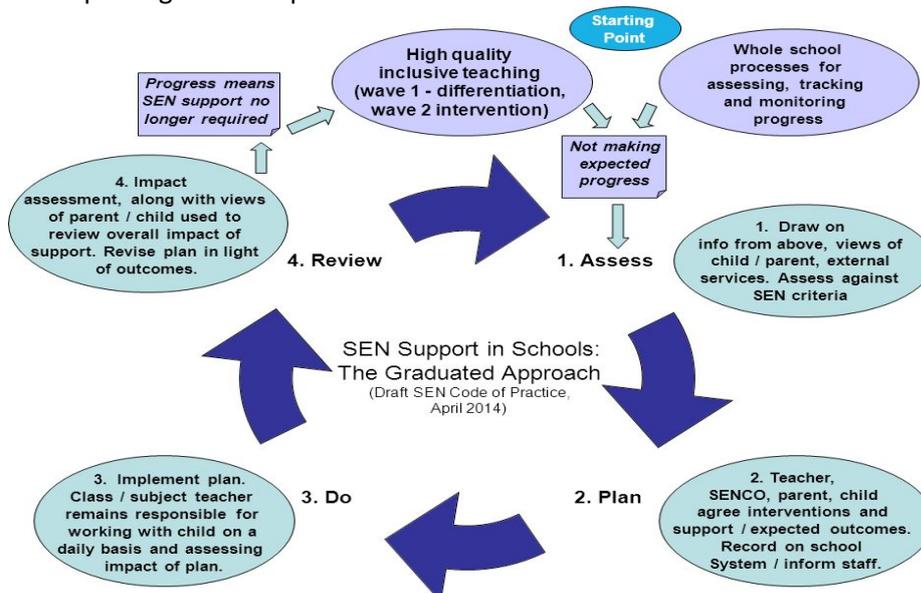
IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The law states that a child has a special educational need where their learning difficulty, or disability calls for special educational provision, namely provision different from, or additional to, that which is normally available to students of the same age.

The Code of Practice (2015) describes the four broad areas of need, however, the purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We consider the needs of the whole child, not just their special educational needs and we recognise that a student may have needs that cut across all of these areas and that the needs can change over time. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Underpinning all of our provision is the GRADUATED APPROACH:



A GRADUATED RESPONSE TO SEN SUPPORT

The SEND Code of Practice (2015) requires that schools adopt a graduated response to meeting special educational needs that initially considers classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from pastoral support staff and specialist staff.

High quality teaching, differentiated for individual students is the first step in responding to students who have, or may have SEN. The school regularly and carefully reviews 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 types of SEN most frequently encountered in our school.

The decision whether to make SEN provision results from the SENCO working with the PAL, the parents/carers and the student, together with agencies such as the Educational Psychology Service to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This information includes formative assessment and early assessment materials.

If a student is known to have special educational needs when they arrive at the school, the PAL for Year 7 and the SENCO,

- use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support that student within class;
- ensure that on-going observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning;
- ensure opportunities for the student to demonstrate their skills and understanding;
- develop a partnership with parents and students to actively involve all parties in the planning and setting of targets for learning as recorded in the pupil profile;
- regularly review the effectiveness of any interventions and make any necessary revisions.

ROLES & RESPONSIBILITIES

<i>Name</i>	<i>ROLE</i>
Mr S Mahmood	Link Governor for Inclusion and SEND
Mrs A Whittall	Headteacher
Miss J Glendening	SEN Advocate (SLT) and Designated Safeguarding Lead
Mrs R Miras-Pye	SENCO / Head of Learning Support
Mrs Tracy Danks	Lead responsibility for meeting medical needs of students

The Governing Body has a responsibility to ensure that the following is in place:

- An appropriate member of staff (SENCO) has responsibility for co-ordinating provision for students with SEN.
- A designated teacher who oversees provision for 'looked after' children where appropriate.

- Ensure that reasonable adjustments for students with disabilities are made in order to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure appropriate policies and procedures are in place so that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for student with disabilities.
- Publish annual information about the arrangements for the admission of student with disabilities, the steps taken to prevent children with being treated less favourably than others, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for student with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which will be made known to parents and student through a single point of access.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Regularly and carefully review the quality of teaching for any student at risk of underachievement, as a core part of the school's appraisal and performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the special educational needs most frequently encountered.

The Role of the Special Needs Coordinator (SENCO)

There is a named SEN coordinator for the school (Mrs Rena Miras-Pye) and a named link Governor for Inclusion who has termly meetings with appropriate staff to monitor inclusion and accessibility, although the Governing Body as a whole is responsible for making provision for students with special educational needs.

The SEN coordinator (SENCO), together with the Assistant Head (Director of Pastoral and SEN) and the Governing Body, play a key role in helping to promote inclusive practice, determine the development of the Special Educational Needs policy and coordinate appropriate provision to raise the achievements of students with special educational needs. The key responsibilities of the SENCO include:

- overseeing day to day implementation of the SEN policy;
- liaising with and advising colleagues, advising on the graduated approach to providing SEN support
- coordinating the provision for students with special educational needs, including those who have EHC plans;
- overseeing the maintenance of all records of students with special educational needs;
- liaising with parents of students with special educational needs;

- contributing to the in-service training of staff;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies;
- liaising with the Headteacher and Governing Body to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

STUDENTS AND FAMILIES

THE LOCAL OFFER

King Edward VI Handsworth School for Girls, will cooperate generally with the local authority and local partners in the development and review of the Local Offer. Please access the Birmingham Local Offer via this link; <https://www.birmingham.gov.uk/localoffer>

TRANSITION ARRANGEMENTS

The school's admission arrangements may be found on the school website.

During transition from Year 6 to Year 7, lead professionals from King Edward VI Handsworth School for Girls will contact primary schools to gather student-specific information. At the end of the summer term, all Year 6 students are invited to attend their chosen secondary school for 1 day of induction. In addition to this, students with SEND are invited to attend school to meet with the SENCO and support staff, to further prepare for the transition. Parents are invited to attend one of these sessions to meet with the SENCO and discuss their child's needs. Should more detailed discussions be required parents are invited to attend meetings at a time to suit them. Some primary schools will invite the SENCO to attend Y5 and/or Y6 reviews and every effort will be made by the school to attend these meetings.

When a student transfers to Year 7, after the transition period, the family will be invited into school and asked to provide any formal diagnoses and outline their child's needs. Further assessments may be carried out at this stage.

When transferring to King Edward VI Handsworth School for Girls, the SENCO will meet with the SENCO from the previous institution to determine the needs of the student.

EXAMINATION ACCESS ARRANGEMENTS

Access Arrangements are pre-examination adjustments for candidates based on a **history of evidence of need** and a student's **normal way of working**. Access Arrangements allow students with SEND or temporary injuries to access assessments/examinations without changing the demands of the assessment/examination. In this way awarding bodies comply with their duty to make 'reasonable adjustments' in line with the Equality Act 2010. King Edward VI Handsworth School for Girls, aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or physiological difficulty they may experience. The regulations are set and monitored by the Joint Council for Qualifications (JCQ) and adhered to by King Edward VI Handsworth School for Girls. Gathering the **evidence of the need** will vary dependent on the arrangement but the following is required in all cases.

Evidence of the need from 3 or more appropriately qualified professionals,

- Evidence that this is the candidate's **normal way of working**,
- A **history of the need** and provision.
- Approved by the school

JCQ inspectors make annual visits and will request random samples of this evidence.

All students are assessed in Y7 and Y9 in reading, spelling and mathematics (TBC) using assessments that provide standardised scores. These scores are used to inform decisions regarding interventions, support and the possible need for **further assessment**. If, at any other time a student does not appear to be progressing at the appropriate rate despite high quality teaching then a teacher or parent may request further investigation and assessment via the SENCO. For those students whom it transpires require intervention, support and/or Access Arrangements the Assess, Plan, Do, Review cycle will begin and the creation of a picture of need commences.

Further assessment for Access Arrangements is undertaken using JCQ approved programs to assess the area of need that requires support. A report will be compiled once the testing has taken place, which is shared with parents and teachers and will inform the Student Profile where appropriate. Once a need is identified the Access Arrangement will be applied to all assessments and examinations to reflect that this is the student's **usual way of working**; evidence of which is required by JCQ. The student will be supported and guided in how best to use this arrangement to meet their needs.

JCQ requires that all students who have Access Arrangements are re-assessed at the start of each key stage and **it should not be assumed that a student will automatically re-qualify**. The needs of the student may have changed or their progress may show the impact of the teaching, support or interventions they have received.

If an Access Arrangement is regularly not used it can be withdrawn. Use of Access Arrangements is monitored during examination periods and this information is used in continuing the creation of the **picture of need**. In some cases a student may decline the Access Arrangements they have qualified for and this will be discussed with parents before the decision is made to remove it.

For some students there may be an area of need that cannot be tested using standardised scores or testing in school. In such cases evidence should be sought from external specialists such as the GP, Autism Outreach or CAMHs. Where the request for Access Arrangements is being made by parents, it is their responsibility to provide the evidence of the need and the details of what the professional suggests is the Access Arrangement required. Such requests need to be in writing from the professional and received at least 3 months prior to the examination. Where a student is unexpectedly affected by a temporary disability such as a broken arm, parents should contact the student's PAL as soon as possible as emergency Access Arrangements may need to be established for the period of the injury.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in which case the SEND Code of Practice (2014) is followed.

Details of supporting students with medical conditions can be found on the medical policy

SUPPORTING STUDENTS WITH ASTHMA

This policy can be found on our website.

MONITORING & EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated in line with the school's procedures. Procedures include Learning Walks carried out by the SENCO with Governor with responsibility for Inclusion and SEND or an SLT colleague, Student and Parent Voice requests as well as feedback received at Parents' Evenings and Student Profile review meetings.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The calendar for professional development is arranged annually, linked to the school's Development Plan and will reflect training needs of staff to equip them to deliver an inclusive curriculum tailored to the needs of our students.

Monitoring Student Progress

Teaching staff may conclude that the strategies they are using with a student are not resulting in the student learning as effectively as possible. In these circumstances they consult the SENCO directly or via their Head of Year, to consider appropriate action. The starting point is a review of the strategies being used and how they might be developed. Evaluation of these strategies may lead to the conclusion that the student requires help beyond that which is normally available within that particular class or subject. Consideration will then be given to helping the student through a range of interventions

It is the SENCO who should ensure that assessments are carried out to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for

instance, be progress which:

- closes the attainment gap between the student and the student's peers;
- prevents the attainment gap growing wider;
- is similar to peers starting from the same attainment baseline, but less than the majority of the peer group;
- matches or betters the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in student's behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training or employment.

PUPIL PROFILES

Provision/action that is additional to or different from that available to all students will be recorded in an individual profile. This will be written by the SENCO and but always in consultation with students, parents, carers and teachers. It will be written in first person so the viewpoint of the student is at the forefront. It may also involve consultation and advice from external agencies. The profile will set targets for the student and will detail:

- the short-term measurable and achievable targets set for, or by, the student;
- the teaching strategies to be used identified from the student's pattern of strengths and weaknesses and the student's learning style;
- the provision to be put in place by teachers;
- when the plan is to be reviewed.

The Pupil Profile is reviewed at least every six months and the outcomes recorded. Students participate fully in the review process. Teaching staff, have copies of the profiles and these are shared on the school system for all staff. Parents/carers are invited to participate in the review process and also to discuss success and/or exit criteria.

EDUCATION, HEALTH AND CARE (EHC) PLANS

For a few students, the support and interventions given by schools may not be sufficient to enable the student to make adequate progress. It may then be necessary for the school in consultation with parents and the external agencies involved, to consider an Education Health Care Plan. King Edward VI Handsworth School for Girls meets its duty to respond to the local authority within 15 days, if it is named on a student's EHC plan.

- The school ensures that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place in to meet them.
- The school requests a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's needs significantly change.

Reviewing an EHC plan

King Edward VI Handsworth School for Girls:

- Cooperates to ensure an annual review meeting takes place, including convening the

meeting on behalf of the local authority if requested.

- Ensures that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seeks advice and information about the pupil prior to the annual review meeting from all parties invited.
- Sends any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperates with the local authority during annual reviews.
- Prepares and sends a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensures that a review of a student's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEN AND DISABILITY TRIBUNALS

King Edward VI Handsworth School for Girls will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

CRITERIA FOR EXITING THE SEN REGISTER

Following review at the end of a cycle, it may be agreed that a student no longer requires intervention or to continue to be included on the SEN database, the database will be amended to show that there was a need but that there is no longer a need. The student will continue to be monitored in line with the school's assessment and monitoring processes and concerns raised may trigger the cycle to recommence.

PREPARING FOR ADULTHOOD

King Edward VI Handsworth School for Girls meets its duty to secure independent, impartial careers guidance for students, including:

- Preparation for adulthood in the planning meetings with students and parents from Year 9.
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEN.
- Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

FUNDING

King Edward VI Handsworth School for Girls allocates the appropriate amount of core per-student funding and notional SEN budget outlined in the local offer for the SEN provision of its students.

Personal budgets are allocated from the local authority's high needs funding block and the school continues to make SEN provision from its own budgets, even if a student has an EHC plan.

MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated in line with the school's procedures.

STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data Protection.

CONFIDENTIALITY

The school will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To OFSTED inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.

REVIEWING THE POLICY

The policy is subject to an annual review or sooner should there be changes in legislation or practice.

ACCESSIBILITY

Details of the Accessibility Plan are available on the school website. This provides information on how the school complies with the statutory requirements.

DEALING WITH COMPLAINTS

Concerns or complaints regarding SEND should be communicated to the SENCO or the Assistant Headteacher / SEN advocate in the first instance and resolved informally where possible. If this attempt at resolution is unsuccessful or a person is dissatisfied or wishes to take the matter further then the formal Complaints Procedure should be followed (available on request from the school).

BULLYING

All forms of bullying are unacceptable and will not be tolerated. Students are actively taught about tolerance, celebrating difference and diversity through the PSHE programme, assemblies and the wealth of activities offered during the school day. Every person has the right to be safe and happy in school. Please refer to the Anti-bullying and Behaviour for Learning policy available on the school website for further information.

This policy should be read in conjunction with other school policies including Anti-Bullying, Safeguarding and Child Protection, Equal Opportunities, Behaviour for Learning and Supporting Students with Medical Conditions.

For further information please read the SEN Information Report on the website