

Special Educational Needs & Disabilities Policy

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Policy Owner: Deputy Headteacher
(Learners and Learning)

Governing Body Responsibility: Welfare Committee

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Kesteven and Grantham Girls' School

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1. SEND STAFF

SENCO Mr S Tarver
SENCO Administrator Mr Miss A Evans

2. INTRODUCTION

SEND = Special Educational Needs & Disability

The school's policy for meeting individual special educational needs and disability should be seen in the light of the declared aims of the school, with particular reference to enabling all students to develop to the full their intellectual and personal qualities.

The general arrangements for special educational needs and disability in the school, take into account the wide range of abilities, aptitudes and interests that a student can bring to the school. The school has a policy for 'Learning and Teaching' and the vast majority of students will learn and progress within these arrangements. Those who have difficulty in doing so may have **special educational needs (SEN)**.

3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015). It has been written with reference to the following:

- Equality Act (2010): Advice for Schools, DFE 2013
- SEND Code of Practice 0 – 25 (2015) DFE
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility plan
- Teaching and learning Policy
- Teachers Standards
- This policy was created by the SENCO in liaison with the senior management team and staff and parents of pupils with SEND.

Definition of SEND

The Code of Practice definition says that a child has special educational needs

‘... if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’

A child has a learning difficulty if he or she ... “... has a significantly greater difficulty in learning than the majority of children of the same age”

“... has a disability which either prevents or hinders him/her from making use of educational-facilities of a kind provided for children of the same age in schools within the area of the local education authority.”

Special educational provision means “... education or training that is additional to, or different from that made generally for children or young people of the same age’

4. AIMS AND OBJECTIVES

Aim

The school aims for all students to achieve their full potential including those with SEND by making reasonable adjustments to the environment, curriculum and extra-curricular activities as far as reasonably possible.

Objectives

The draft Code of Practice reminds us that ‘All teachers are teachers of children with SEND and teaching such children is therefore a whole school responsibility’.

The school, therefore, aims to meet the needs of all students who may have SEND either throughout, or at any time during, their school careers by:

Meeting a student’s special learning needs in a way that accords with the principles of equal opportunities.

- Ensuring full entitlement and access for students who have SEND to a broad and balanced curriculum, so that they can achieve their potential and enhance their self-esteem.
- Identifying and assessing as early and as thoroughly as possible, all students with SEND, so that action is taken before too much progress or confidence is lost.
- Offering continual or appropriate forms of educational provision by the most efficient use of all resources available.
- Enabling staff to plan for and provide the necessary continuity, progression and differentiation to allow access to the full curriculum.
- Working in partnership with students, parents, the local authority (LA) and other outside agencies as appropriate at all stages.

In accordance with the Disability Discrimination Act (DDA) the school will:

- not treat disabled students less favourably
- take reasonable steps to avoid disabled students being at a substantial disadvantage

5. ADMISSIONS

Arrangements for admission to the school are the same for all students (with or without identified SEND) and are stated in the schools' admission policy. As a Selective Academy, students are admitted who fulfil the school's selection criteria. If a student with known SEND is admitted to the school, then the SENCO will notify the Head of Year. The Head of Year/SENCO will liaise with the feeder school, parents and appropriate external agencies as appropriate. The school will seek to ensure adequate provision is in place before admission, where possible, in order that Students with SEND can be fully integrated into all aspects of the life of the school.

Students who qualify and have an EHCP (Education, Health and Care Plan) will automatically have the right to a place at the school if that is their wish, as stated in Lincolnshire's Admissions Policy.

Access

Statutory responsibilities

Although the school's accommodation is on several levels, the installation of lifts, ramps and other aids, together with the rooming of curriculum areas, allows access for disabled students to most areas. The school will continue to ensure that all future building projects and adaptations to premises are made with access for the disabled as a priority. Where necessary, specialist equipment will also be acquired to enable students with physical and sensory disabilities to have full access to the curriculum. The school has a hygiene suite.

The allocation of resources (time, materials, staff-development, and personnel) reflects the central principle of integration that underpins the school's SEND policy. Differentiated materials and equipment will be provided in subject lessons to support students with SEND. Faculties, along with the SENCO, are responsible for identifying and providing appropriate teaching materials for students with SEND. In the case of students with an EHC plan, specialist resources may be funded from the LA and/or the school's SEND budget. Governors will approve SEND expenditure.

The School's accessibility plan includes details on how barriers are removed in the school's buildings, curriculum and extra-curricular activities.

6. IDENTIFICATION, ASSESSMENT AND PROVISION FOR SEN

The current Code of Practice identifies four broad areas of need. The school will identify the need in order to work out what action to take- not to fit a pupil into a category. We will consider the needs of the whole child which includes not just the SEN. These areas of need are:

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

Identification

The school regularly monitors and assesses the progress of all pupils

The triggers for intervention for SEND support could be the teachers' or others' concern, underpinned by evidence about the student who, **despite receiving quality first (differentiated teaching and learning opportunities):**

- Makes less than the expected level of progress
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent social, emotional and/or mental health difficulties, which are not ameliorated by management and support strategies employed by the school
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make less than the expected amount of progress, despite the provision of differentiated curriculum.

Assessment for intervention cannot begin unless:

- The pupil concerned has undergone both preliminary sight and hearing tests and those results have been considered.
- Detailed evidence from the pupil's teachers has been gathered concerning what strategies have been used in the classroom in order to remove learning barriers and allow the pupil to make expected progress. There is a process in place for any member of staff to raise a concern about a student who may have SEND.

Teaching staff, where necessary, will receive relevant training aimed at improving understanding, identifying and supporting vulnerable students as well as widening their knowledge of the most frequent types of SEND.

What is not necessarily considered SEN

- Some disabilities
- Attendance or absence
- Concerns about health and welfare of the pupil
- English as a second language
- Looked after children
- Pupils who qualify for Pupil Premium.

Assessment and provision

The SEND Cycle of Support process, as outlined in the Code of Practice, is as follows;

- Assess
- Plan
- Do
- Review

The SENCO should facilitate further assessment of a student's particular strengths and weaknesses; planning future support for the student in discussion with colleagues, parents and students; and monitoring and, subsequently, reviewing the action taken. **The student's subject and pastoral teachers should remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme.**

Co-ordinating and planning of the Student's Support Plan (SSP) should be the responsibility of the SENCO, using Provision Writer. **However, devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All staff should, therefore, be involved in providing further help to students.**

Parents should always be consulted and kept fully informed of the action taken to help the student and the outcome of this action.

Student Support Plans (SSPs)

SSPs - should include:

- The short term targets set for or by the student
- Teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when SSP is reviewed)

The SSP should focus on 1 or 2 individual targets, chosen from those relating to the key areas of communication, literacy, numeracy and learning skills to match the student's needs in conjunction with the student. SMART Strategies (see below) may be cross-curricular or may sometimes be subject specific.

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

Review process

The student's progress should be reviewed termly, ideally. Parents' views on the child's progress should be sought and included as part of the review process when appropriate. The student should also take part in the review process and be involved in setting the targets. If the student is not involved in the review meeting, their views should be considered within the discussion.

Further intervention

A. It may be thought necessary, if no progress is being made through the school based support plan, to request help from external services, both those provided by the LA and outside agencies. They will then be able to advise staff on new SSPs and fresh targets and accompanying strategies or materials. They can also provide more specialist assessments that can inform planning.

B. Despite receiving an individualised programme and/or concentrated support, any one of the following applies, which will trigger further intervention:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at levels substantially below that expected of students of similar age
- Continues to have difficulty in literacy and mathematics skills
- Has emotional/social/mental health difficulties, which substantially and regularly interfere with their own learning or that of class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice of visits, providing direct intervention to the student or advice to the staff, by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- If external support is requested, those services will need to see the student's records, to ascertain what strategies have already been put in place.

The resulting SSP will set out the new strategies for supporting student's progress.

7. MONITORING AND EVALUATION

Evaluation is both quantitative and qualitative, both formal and informal.

Students

The monitoring of individual students is within the role of all subject teachers. Additional personnel, such as Form Tutors, Faculty Leader, Head of Year and the SENCO will also have oversight if higher levels of intervention are needed.

For all students, records are kept which allow progress and success at individual student level to be evaluated over a period of time. Effective monitoring/evaluation of special educational provision is dependent upon the maintenance of accurate and up to date records. These will need to be accessed by the SENCOs.

Data drawn from records allows evaluation to take place across the student population.

Information from teachers, parents, curriculum planning, budget, staffing, INSET and reports from outside agencies will also assist in the monitoring and evaluation of SEND provision.

The SEND policy will be reviewed at least every two years.

Statutory Assessment

For a few students, help given may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies already involved, to consider whether to ask the LA to initiate an EHCP needs assessment. The following documentation will be required:

- Record or log of the pupil's performance from the school's tracking system.
- A dossier of work to demonstrate the benefit of extra time in examinations and tests.
- A 'concerns' form completed by teachers and Head of Year.
- A record of attendance.

Parents of a pupil with SEND will always be consulted and their views considered.

For further information, please consult the L.A.'s 'Local Offer' and the SEND Code of Practice 2015 p65 section 4.57.

Curriculum entitlement

The school's 'Learning and Teaching Policy' outlines in detail how the school seeks to ensure that learning and teaching is varied, stimulating, challenging, enjoyable and **relevant to the student's needs and experience.**

The school will ensure that all SEND students have access to the full range of curriculum opportunities, including extra-curricular activities.

All SEND students are entitled and encouraged to participate fully in the broad range of academic courses and to receive accreditation of their achievements. If special support is required to enable this to happen, then the school will endeavour to facilitate this.

8. SUPPORTING PUPILS AND THEIR FAMILIES

Local offer

The school forms part of the Lincolnshire local offer. Parents can access the full offer for details of various organisations online at:

<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

Admission

Admission arrangements are outlined in the school's admission policy.

Exam Access Arrangements

(see also Examinations Access Arrangements Policy)

Exam access arrangements are the responsibility of the SENCO. Every effort will be made to ensure that students with SEND are not put at a disadvantage to their peers. The school will ensure that any exam or assessment will take place in an accessible area and suitable equipment will be available. Some students may need a computer or similar device. These arrangements have to be made with the SENCO in advance of the assessment; examination boards may also have to be notified.

Transition

The school has well established links with a large number of Primary feeder schools, and liaison with these schools about the incoming Year 7 students takes place from the moment they are allocated places and, if necessary, even after they have transferred.

Where possible, a member of staff will visit each student in their Primary school prior to them entering Y7 and also meet with their class teacher or Headteacher. Any SEND information passed on from the Primary feeder school will be recorded and communicated to the SENCO.

- Information received regarding students admitted from another Secondary school who have been, or are, on transfer, on their SEND register will be passed on to the Head of Year and the SENCO, so that appropriate action can be taken as early as possible.
- The school has established links with special units.
- Information about SEND students who transfer to another school will be passed on with their other records before transfer wherever possible.

For students who are moving on to other schools, colleges and Universities, the school can provide, on request, records, reports and evidence to that organisation with the student's (or parent's) permission.

We encourage students to declare any disability during their University application; where appropriate, we will endorse this in their student reference. If the University in question runs a support scheme we may help the student to apply for it. In some instances, we will also write under separate cover to the final choice university to explain specific needs or problems.

9. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with the terms of the Equality Act 2010. Some pupils may also have special needs (SEN) and may have a statement or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has a policy for pupils with medical conditions. This is available on the school's website or by request from the SENCO.

10. CRITERIA FOR EXITING THE SEND REGISTER

Students may be removed from the SEND register when the following applicable conditions are met:

- Their annual review has been completed.
- If they are making good and expected progress or better.
- They no longer require extra support to enable them to make that progress.
- After discussion and consultation with the pupil and her parents.

11. ROLES AND RESPONSIBILITIES

The **Headteacher** is ultimately the '**responsible person**' for the school with respect to SEND provision. **The Headteacher in practice delegates the day to day responsibility for SEND to the Deputy Headteacher (Learners and Learning) who in turn will provide the role of Special Educational Needs Co-ordinator (SENCO) and work closely with the SENCO (admin) to ensure responsibilities are being met and will keep governors fully informed of school developments. SENCO**

(admin) will disseminate information from the LA, regarding a student's SEND, to the staff.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The **SENCO** is responsible for the co-ordination of SEND provision within the school, at all stages of the Code of Practice. **The SENCO will:**

- Work closely with the Headteacher, Pastoral Team, SEND Team, Faculty Leaders and teachers in the management of the day-to-day operation of the school's SEND policy.
- Liaise with and advise teachers and SEND Teaching assistants (TA)
- Maintain the school's SEND register.
- Liaise with parents of SEND students and external agencies as appropriate.
- Contribute to the regular in-service training of staff, according to the INSET schedule each year.
- Monitor the SEND budget
- Ensure that records for SEND students are maintained correctly.
- Distribute Education, Health and Care Plans (EHCPs) and Student Support Plans (SSPs) via the SEND Administrator

TEACHING STAFF

Teachers are responsible for developing, implementing and reviewing support of SEND students.

SUBJECT TEACHERS WILL:

- Plan for and provide the necessary continuity, progression and differentiation to allow all students access to the full curriculum.
- Follow the school's procedures for assessing, tracking and mentoring SEND students.
- Inform the SENCO or Head of Year of concerns about student's progress in cases where high quality teaching, differentiated by need has not made the expected impact on learning. There has to be a recognition that additional support cannot compensate for a lack of excellent teaching.

FORM TUTORS WILL:

- Be alert to the early identification of students' needs, especially emotional and social.
- Assist with the student support programme.

- Monitor progress and report to SENCO
- Support SEND students and ensure as full an integration as possible within the tutor group

SPECIAL EDUCATIONAL NEEDS & DISABILITIES TEACHING ASSISTANTS (TA)

SEND Teaching Assistants are employed to assist a specific student with SEND. They will work in co-operation with the SENCO, form tutors and subject teachers.

TAs will:

- Support SEND students
- Make themselves aware of the school's procedures for identifying, assessing and providing for SEND students.
- Liaise with the SENCO, external agencies, parents, form tutor, Faculty Leaders and subject teachers (as appropriate) when concerns arise.
- Contribute to student support plans.
- Co-ordinate the collection and dispatch of work for students with a long term illness.

Responsibilities for students

- Ensure that they review their support plan at least once a year with a member of the SEND team and share the outcome with their parents / carers.
- Verify with the SENCO that their exam access arrangements are correct and up to date. For years 11 and 13, this needs to be done well before the end of Term 2.
- If a student has been awarded extra time, they need to carefully consider how they are to use it and make sure they receive the arrangement for 'in-class' assessments.
- Sixth form students in Year 12 need to ensure that they complete a 'Roll over' form and return it to the SENCO to ensure that their exam access arrangements continue. Failure to do so will result in loss of substantial arrangements such as extra time.
- Attend an appointment punctually, if one has been made, with a member of the SEND team or an external professional.
- Report any issues with their provision or exam access arrangements immediately to a member of the SEND team.
- If students are recommended on their support plan to use their phone to photograph any unfinished work, they must ask permission from the class teacher first. The phone must only be used to take photographs

Equipment

- SEND department laptops need to be returned by the end of each term and signed back in. Furthermore, laptops need to be stored securely and kept in good condition.
- Reading pens and other equipment, which have been loaned to students, need to be returned by the end of the same day in good condition with any accessories which were included.

Parents

- Parents and carers are to be informed by email when a review is taking place. They need to acknowledge this email by return.
- Parents and carers need to discuss the support plan with the student and provide feedback if needed and, if necessary, communicate to the SEND team any updates or changes. If changes are required, the student is to make an appointment with a member of the SEND team.
- Any paperwork that needs a response, such as a permission slip for example, needs to be returned to the SEND team promptly.

12. STORING AND MANAGING INFORMATION

Documents and data will be kept in accordance with the school's data protection policy.

Records of students with SEND will be kept by the school for a period of ten years after the student has left.

13. COMPLAINTS

The school's normal complaint procedure will be used, as outlined in the document 'Information for Parents and Pupils'. Copies of the 'Complaints Procedure' can be obtained from the school website or Clerk to Governors at the school.

Concerns expressed by parents should be dealt with at an early stage by a member of staff. Any concerns or complaints about SEND provision should be registered with the SENCO and Headteacher.

The SENCO/Headteacher will endeavour to deal with the issues raised in the most appropriate manner.

14. BULLYING

The school has a policy on bullying. In line with this policy and in relation to students with SEND, it will endeavour to ensure vulnerable groups will be protected and monitored.

15. PARTNERSHIP WITH PARENTS

The value of the parent partnership cannot be overestimated and every opportunity is taken to build good home-school links for all students. Before admission, the school encourages parents to raise issues of concern with the school and be fully involved in their daughter's education. The establishment of a two-way dialogue continues to be emphasised after admission and throughout the student's time in school. When the school first becomes concerned about a student's learning development, parents will be notified and involved as early as possible. Student concerns can be expressed from school to parents and from parents to school through a variety of methods which include:

- Student Planner
- General letters
- Written reports
- Personal letters
- Telephone calls (which are noted in writing)
- E-mail
- Parent and tutor meetings
- Parent consultation evenings
- Other meetings between parents and staff arranged in school

If necessary, the SENCO or SENCO Administrator will contact parents if changes to the level of support are considered necessary.

16. SUPPORTING DOCUMENTATION

School Policies:

- Admissions Policy
- Teaching and Learning Policy
- Data Protection Policy
- Student behaviour and anti-bullying Policy
- Accessibility Policy
- DFE SEND Code of Practice 2015
- DFE The Children and Families Act 2014
- Equality Act 2010
- Examinations Access Arrangements Policy

Configuration History

Version:	Date:	Author	Contributors
1.0	June 2008	Citizenship Planning Group	
1.1	March 2010		
1.2	October 2010		
2.0	January 2012	Assistant Headteachers - Pastoral	
3.0	October 2014	Deputy Headteacher - Pastoral	
4.0	September 2016	Deputy Headteacher	S Kern and S Tarver
4.1	September 2018	Deputy Headteacher	
5.0	September 2020	Deputy Headteacher	Mr S Tarver - SENCO

Audit trail of change

Version	Date	Reason for Change
1.0	June 2008	Policy Review
1.1	March 2010	Policy re formatted
1.2	October 2010	Policy Review
2.0	January 2012	Review and combination of SEN and Gifted & Talented Policies
3.0	October 2014	Policy Review
4.0	September 2016	Policy Review (Reformatted)
4.1	September 2018	Policy Review
5.0	September 2020	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	September 2020	