

King Edward VI Aston School



Special Educational Needs Policy

*(to be read in conjunction with the SEND Information Report
and the Special Educational Needs Statement)*

**Designated Person responsible for managing provision
for all pupils with SEND: Mrs V. Davies Dip DA SpLD,
PGCE, BA(Hons) – Specialist Teacher and SENDCo.**

**Advocate on SLT – Mr Martin Downing, Head of Pastoral
Care, DSL**

Date of current review: March 2021

Date Ratified by Governing Body:

Date of next review: March 2022

SECTION 1:

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE February 2013
 - SEND Code of Practice 0 – 25 (2014)
 - Schools SEND Information Report Regulations (2014)
 - Statutory Guidance on Supporting pupils at school with medical conditions September 2014
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2012
- This policy was created by the school's SENDCo, in liaison with the SEND Governor, Learning Support Department, SLT, and staff. Parents and pupils have been involved in the review process.

SECTION 2: AIMS AND OBJECTIVES

AIMS:

- 1) To ensure that every pupil, including those with Special Educational Needs and/or Disability (SEND), is encouraged to aspire to achieve the very best that they can, within an ethos of high expectations, with outstanding provision. Every teacher is a teacher of every child or young person including

those with SEND. Special educational provision is available to those who need it and is underpinned by high quality teaching; we place a heavy emphasis on quality first teaching for all.

- 2) To maintain outstanding provision for students with Special Educational Needs and Disability so that our pupils continue to make outstanding progress compared to students of similar ability nationally in a similar establishment.
- 3) To ensure that any students with Special Educational Needs are assisted and supported in overcoming barriers so as to enable them to fully access the curriculum, suited to their needs and achieve their potential.

“Every student can learn, just not on the same day, or in the same way....” George Evans

OBJECTIVES:

- 1) To work within the guidance provided in SEND Code of Practice 2014
- 2) To identify and provide for pupils who have special educational needs and additional needs
- 3) To continue to develop systems of work to ensure that students and their family participate in decision making about provision and the review of this
- 4) To participate in continuing professional development, to achieve stated aims
- 5) To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupil's SEND are generally thought of in the following four broad areas of need and support:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and/or physical needs

These areas give an overview of a range of needs. However, we recognise that individual pupils may have needs that cut across all these areas and that these needs may change over time. Our Department is streamlined into teams of staff, who have developed their expertise in one or more of these areas (See SEND Information Report for more detailed information)

The special educational provision made for a pupil is always based on an understanding of their particular strengths and needs and seeks to address them, using well-evidenced assessments. Interventions target areas of difficulty and, where necessary, specialist advice is sought.

We recognise that factors other than SEND may impact on progress and attainment for some pupils. School has systems in place to support such pupils; the following areas will always be considered: Disability, Attendance and Punctuality, Health and Welfare, EAL, being in receipt of Pupil Premium Grant and/or being a Looked After Child.

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a pupil's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

SECTION 4:

A Graduated Response to SEND Support

A Graduated Response is adopted for all pupils identified as having SEND. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed as stipulated in the SEND Code of Practice 2014. This is embedded in teaching practice, and robust tracking systems are in place to effectively monitor the progress of all students.

Levels of Support

Three levels of support are employed to identify and deliver the learning needs of all pupils:

Level 1 is what every child can expect from the school.

Level 2 is extra help targeted at particular difficulties. It includes short-term, 1:1, classroom based or small group interventions.

Level 3 is for pupils who have profound and long-term needs.

Level 1

‘Every teacher is a teacher of every child including those with SEN.’ Quality First Teaching.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

(Code of Practice 2014)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in our response to pupils who have or may have SEN. SLT regularly and rigorously observe teaching across the school in its observation schedule to maintain standards. Termly Cluster Meetings that include SENDCo participation and input, rigorously monitor progress of all pupils.

Level 2:

If a pupil is not making adequate progress highlighted from assessment processes then they will be moved to Level 2 and will be added to the SEN register at the universal SEN category- Code K.

At this level, short-term, individual or small-group interventions for pupils who experience barriers to learning take place. These respond to pupil need and include:

- Specific group work with a small number of targeted pupils run outside the classroom by a Teaching Assistant or skilled specialist employed within school.
- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Speech and Language Therapy, Sensory Support, Counselling, etc.
- Peer/teacher mentoring opportunities.

- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Educational Psychology Service etc.

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. All staff involved with delivering this level of support are included in this process.

Level 3:

If a pupil fails to make adequate progress in spite of high quality, targeted support and has demonstrated a significant cause for concern, the school /agency / parent / and/or carer may decide to request that the LA undertakes a statutory assessment, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as special educational needs and provision. Progress will continue to be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered and reviewed by the Local Authority; external support agencies would also be involved at this level.

MANAGING PUPILS NEEDS ON THE SEN REGISTER:

There are now two categories of students with SEND, as stipulated in the Code of Practice 2014:

- a. Students with a Statement of Special Educational Need (which will be transferred during the transition period to Education, Health and Care Plans (EHC Plans) under the new code)
- b. Other pupils identified- now identified by the single SEN category- Code K.

Information about all pupils with SEND, is recorded on SIMs, and each pupil receiving additional support will have an individual education plan accessible to staff, pupil and parent. This information is reviewed regularly by the SENDCo and staff involved in delivering the support requirements.

Provision for students on the SEND Register is usually funded from within the school's existing budget

SECTION 5:

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Following a review at the end of a cycle, it may be agreed that a pupil no longer requires the support of the SEND Department, or to continue to be included on the SEND register. When this happens, the pupil's name will remain as an 'SEND concern- Code M' for the next term, so that their progress can continue to be closely monitored. The SIMs record is updated, to show that SEND provision has been made in the past, and the date of removal recorded.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

We aim to work in partnership with our pupils, parents and families to ensure that they are fully informed about all matters relating to their child's SEND. Enhanced transition arrangements are tailored to meet pupils with individual needs. The School SENDCo manages and oversees arrangements made for pupils

to access exams and other assessments. Our school SEN offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

For further information on SEND at King Edward VI Aston School, please see:

- King Edward VI Aston School's admission arrangements that can be found on our website.
- Further information and advice on meeting special educational needs in schools is available from the government through SEND Code of Practice 0 – 25 (July 2014).
- King Edward VI Aston School Policy for Managing the Medical Conditions of Pupils

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010. Some pupils may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; King Edward VI Aston School follows the 2014 SEN Code of Practice for these children.

We wish to ensure that pupils with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014. King Edward VI Aston School's policy for, 'supporting pupils with medical conditions' is available on our website.

SECTION 8 :

MONITORING AND EVALUATION OF SEND

Please also refer to information given in Section 4 of this Policy.

The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, SENDCo, teaching staff and parents. The SEN policy is formally reviewed annually at the end of each academic year. The evaluation is based on: - the progress made by students with SEN and the outcomes they have achieved in relation both to curriculum subjects and to personal development ; - the extent to which the aims and objectives of the policy have been met; - how effective the SEN provision has been in relation to the resources allocated (value for money assessment). The policy is amended, where necessary, to reflect the outcomes of the evaluation.

SECTION 9:

TRAINING AND RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with Education

Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan. The Headteacher oversees the professional development of all teaching staff and support staff.

Opportunities for SEND training exist throughout the academic year, and is available for all staff- teaching and support. Staff attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.

The Learning Support Department holds regular training events, and external specialist staff are often involved.

The SENDCo identifies the SEN training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET on teacher training days and lunchtime training sessions.

Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENDCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.

The SENCo regularly hosts/attends the Grammar School SENDCo Liaison network meetings in order to keep up to date

with local and national developments in SEND, and attends termly LA forum training. The SENDCO is a Specialist Teacher (Dip DA SpLD) and qualified to undertake Diagnostic Assessment.

Learning Support Department members are encouraged to take an active part in all school functions, including extra-curricular activities and school trips.

SECTION 10:

ROLES AND RESPONSIBILITIES.

SEN Governor: Responsible for securing necessary provision for any pupil identified as having special educational needs, and ensuring that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Headteacher: Responsible for keeping governors informed about SEN in school via termly reports to the Governing body by the SENCO, and has the management role to determine how resources are allocated to and amongst children with SEN.

SENDCo- Responsible for coordinating SEND throughout the school

Deputy SENCO- to work under the supervision of the SENDCo as directed

Teaching Assistants- to work under the supervision of the SENDCo as directed

Mr M. Downing: Pastoral Head of School, designated Teacher with specific Safeguarding responsibility

Ms M. Van-Roy- Medical Officer responsible for managing the schools responsibility for meeting the medical needs of pupils.

SECTION 11:

STORING AND MANAGING INFORMATION

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

SECTION 12:

REVIEWING THE POLICY

This policy will be reviewed at least annually, and more frequently if legislation, guidance or practice changes.

SECTION 13:

ACCESSIBILITY

Statutory responsibilities

The school complies with statutory requirements. Please see Accessibility Plan for further information.

SECTION 14: DEALING WITH COMPLAINTS

If at all possible, concerns and complaints about SEND should be handled and resolved informally, by contacting the the SENCO or the SLT advocate for SEND- Mr M. Downing

The school's standard complaints system applies. More information is available on the school website.

SECTION 15: BULLYING

All forms of bullying are unacceptable and will not be tolerated.. For more information, see the Anti-Bullying Policy on the school website.

Policy Agreed; (Date) _____

(Signed – Chair of Governors)

(Review date) _____