
Special Educational Needs and Disability Policy

(to be read in conjunction with the SEND Information Report, and the SEND Statement of Curriculum Intent)



KING EDWARD VI ASTON SCHOOL

Educational excellence for our City

Responsible Board	People committee
Policy Officer	Mrs V. Davies PG Dip SpLD, PGCE, BA(Hons) – Specialist Teacher and SENDCO.
Date Ratified by Governing Body	February 2022
Last Reviewed	June 2023
Reviewed by	SENDCO: Mrs V. Davies
Review date	June 2024

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;
King Edward VI Aston Accessibility Plan;
Teachers Standards 2012;
King Edward VI Aston School Safeguarding and Child Protection Policy;
King Edward VI Aston School Policy for Careers Guidance and Education

This policy is created by the school's SENDCO, in liaison with the SEND Governor, Assistant Headteacher i/c pastoral arrangements and Lead DSL, Medical Officer, Officer Responsible for Careers Guidance and Education, and SLT. Parents, pupils and outside SEND support agencies contribute to the review process.

SECTION 2: AIMS AND OBJECTIVES

Our Mission Statement:

“Every pupil with a Special Educational Need and/or Disability will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.”

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.
- 2) To ensure 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.

King Edward VI Aston School recognises that, *“every teacher is a teacher of SEND.”*

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

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, a disability and/or additional needs
- 3) To continue to develop systems of work to ensure that students and their family participate in decision making about provision and in 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 pupils with SEND, a disability and/or additional needs.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

As a school, we recognise the need, with or without the diagnosis. We actively listen, and respond, to all concerns of parents, including historic reports of SEND and/or additional need.

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 Learning Support Department consists of staff, who have developed their expertise in one or more of these areas (See SEND Information Report for more detailed information)

The SEND 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: Attendance and Punctuality, Health and Welfare, English as an Additional Language, being in receipt of Pupil Premium Grant and/or being a Looked After Child.

The identification of specific behaviour is not viewed as an acceptable way of describing SEND and any concerns relating to a pupil's behaviour will be described in terms of a 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 SENDCO 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 shortterm, 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 SEND. SLT regularly and rigorously observe teaching across the school in its observation schedule to maintain standards. Termly Cluster Meetings with Heads of Year, and Subject Leaders rigorously monitor progress of all pupils and report on concerns relating to pupils with SEND and/or additional needs. Where necessary, subject teachers complete the SEND monitoring sheet; when progress is not as expected, a referral is made to the SENDCO

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 SEND register at the universal SEND 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. The advice of outside SEND support agencies is sought when necessary. 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, and any recommended changes of placement considered.

MANAGING PUPILS NEEDS ON THE SEND LEARNING SUPPORT REGISTER:

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

- a. Pupils with Education, Health and Care Plans (EHC Plans) (historically referred to as Educational Statements of Special Need)
- b. Other pupils identified- now identified by the single SEND 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, Pupil Profile or Management 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 with SEND is usually funded from within the school's existing budget. In exceptional cases, school receives a limited amount of Local Authority Top-Up Funding and Catch-Up Funding post-Covid.

SECTION 5: CRITERIA FOR EXITING THE SEND LEARNING SUPPORT REGISTER

Following a review at the end of a cycle, it may be agreed that a pupil no longer requires the support of the Learning Support Department, or to continue to be included on the Learning Support 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. With parental and staff agreement, a pupil may be removed from the Learning Support Register altogether; progress will be continued to be monitored, and the school recognises that support

may need to be reinstated; processes in place, make this a fluid and smooth movement, so support is always accessible when needed. Pupils receiving additional learning support, without a recognized SEND, are identified as having an intervention, and are identified as code I on Sims, so their progress and impact of intervention can also be monitored.

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

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 SEND and may have an Education Health Care Plan which brings together health and social care needs, as well as their SEND 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 SEND policy is formally reviewed in the Spring Term, and placed before the School Governors for consultation annually. The evaluation is based on:

- the progress made by students with SEND 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 SEND provision has been in relation to the resources allocated.

The policy is amended, where necessary, to reflect the outcomes of the evaluation.

SECTION 9:

TRAINING AND RESOURCES

The SENDCO is responsible for the operational management of the specified and agreed resourcing for SEND 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 SEND has been employed.

All professional development needs are identified through the school's Performance Management 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 involved.

The SENDCO identifies the SEND 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 SENDCO 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 (PG Dip 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.

SEND 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 SEND in school via termly reports to the Governing body by the SENDCO, and has the management role to determine how resources are allocated to and amongst children with SEND.

SENDCO- Responsible for coordinating SEND throughout the school

Deputy SENDCO- to work under the supervision of the SENDCO as directed

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

Assistant Headteacher i/c pastoral arrangements/ designated Lead DSL

Medical Officer responsible for managing the school's responsibility for meeting the medical needs of pupils.

Officer Responsible for Careers Guidance and Education

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 SENDCO or the SLT advocate for SEND- Assistant Headteacher i/c pastoral arrangements.

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

SECTION 15:

BULLYING

All forms of bullying, including any relating to SEND, are unacceptable and will not be tolerated..

For more information, see the Anti-Bullying Policy on the school website.

SECTION 16:

Careers Guidance and Education for pupils with SEND

Aim: All pupils with SEND acquire the skills, knowledge and attitudes to manage their learning and career progression. Pupils are supported in making informed decisions by providing access to differentiated, impartial and independent information and guidance

about the range of post 16 and post 18 pathways, and future careers available to them.

Commitment: School is committed to ensuring that the Career Guidance and Education advice pupils with SEND receive is:

- Includes information on a range of education or training options, including apprenticeship and other vocational pathways
- Impartial
- In the best interests of the students
- Meets the needs of the students

This is achieved by:

- School staff making external visits to schools/colleges/universities/organisations to plan transition arrangements in more detail, when appropriate.
- All pupils with SEND participating in focused learning about aspects of transition to support their understanding and management of the changes ahead. This work is carried out in close liaison with the careers specialist adviser; one-to-one appointments with the career specialist are available throughout the school year, and family members are also invited to attend.
- All school SEND review meetings including transition and career discussions, and take advice from parents, teachers and other professionals involved.
- All pupils with an Education Care and Support Plan completing a Transition Plan at key moments of change in their education. This is completed in liaison with the school's careers team.
- All pupils given the opportunity to visit new establishments that they wish to attend, and awareness visits and virtual tours and classes also take place within school, informing pupils with SEND of their future options; family members are invited to participate when appropriate.
- Preparation for Adulthood lessons taking place for SEND pupils during curriculum enhancement afternoons.

The end destination for all pupils with an EHCP is monitored by school and reported to the Local Authority via the termly LA SEND Multi Agency Meeting.

SECTION 17: Safeguarding Pupils with SEND

At King Edward VI Aston School, it is recognised that pupils with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges, and additional barriers can exist when recognising abuse and neglect in this group of pupils.

To address these additional challenges, King Edward VI Aston School implement measures to ensure the effective safeguarding of children with SEND, with the ultimate aim of creating a culture of safety for all in school and during periods of remote learning in isolation.

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

- King Edward VI Aston School's admission arrangements that can be found on our website.
- King Edward VI Aston School Policy for Managing the Medical Conditions of Pupils
- The SEND Information Report located on the school website
- The SEND Statement of Curriculum Intent
- King Edward VI Aston School Accessibility Plan
- King Edward VI Aston School Policy for Careers Guidance and Education
- King Edward VI Safeguarding and Child Protection Policy

Further information and advice on meeting SEND needs in schools is available from the Government through the DfE document “SEND Code of Practice 0 – 25 (July 2014).”

Policy Agreed; (Date) _____

(Signed – Chair of Governors)

Review Date: May 2023