

Special Educational Needs and Disability (SEND) Policy

1. Introduction:

This policy statement presents a true and accurate reflection of current practice in the area to which it relates. Its review forms part of our continuing process of school improvement taking the school forward and is informed by local and national needs or developments as outlined in the SEND Code of Practice (June 2014).

2. Policy Statement:

King Edward VI Camp Hill School for Girls believes that all children with special educational needs must have their needs addressed and that they should have the greatest possible access to a broad and balanced education. It is felt that most children with special educational needs, including those with Education and Health Care Plans, should be educated in mainstream schools alongside their peers. King Edward VI Camp Hill School for Girls believes that it is important to consider the views of children and that their opinions will be taken into account. Furthermore King Edward VI Camp Hill School for Girls understands the vital role that parents have in supporting their children's education and actively seeks to foster good home-school liaison.

3. Objectives:

- To ensure that pupils with special educational needs receive a broad and balanced curriculum.
- To provide an inclusive school environment for all pupils whatever their learning needs.
- To monitor the SEN data base ensuring an effective match to school SEND provision /resources across the whole school and to use this information to inform INSET needs of staff.
- To apply the SEND Code of Practice (June 2014) to meet a pupil's special educational needs.
- To have an efficient referral and diagnostic system.
- To involve parents/guardians in the provision of the best possible learning opportunities.
- To ensure that liaison with parents/guardians is of the highest standard and that parents are fully informed and involved in decisions concerning their daughter.
- To have good working links with other professional agencies.
- To involve subject teachers, parents and pupils in developing their own [Pupil Passports and Individual Education Plans](#).
- To monitor and review pupil's progress and ensure a continuum of provision.
- To ensure that pupils with SEN enjoy the same resources as other pupils, in addition to specialised resources and equipment, including IT to meet their specific needs.

4. Management of Special Educational Needs:

The school has a designated governor, Mr F. Kinkhabwala with responsibility for special needs. The school has a designated Deputy Head Teacher, Ms A. Dent with management responsibility for special needs.

The school has an Inclusion Co-ordinator Dr A. Rajp; he is responsible, under the management of Ms A. Dent for:

- The day to day implementation of the school's SEN policy.
- Co-ordinating provision for pupils with special needs.
- Maintaining a SEN register and overseeing the records of identified pupils.
- Liaising with and advising staff, contributing to the in-service training of staff.
- Liaising with and advising parents/guardians including the reviews of registered pupils
Liaising with and advising external agencies, liaising with the school's Learning Mentor.

5. Whole School Response to SEN:

Departmental schemes of work and assessment will reflect agreed aims and objectives, particularly those concerned with differentiation, equality of opportunity and progression. [A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.](#)

6. SEND Staging Procedures:

The school will follow agreed guidelines as indicated by the following:

a) **Initial information:** This is gathered by staff from interview, primary records and any assessments

b) **SEN Support:** High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. For pupils that need special educational provision the code sets out the principle of a graduated response.

This acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist).

The categories of School Action and School Action Plus will no longer apply and will be replaced with a new system called special educational needs (SEN) support. The new approach is designed to ensure support is focused on individual need and personal outcomes rather than classifications.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

c) **Education Health Care Plans (EHC plan):** For those with the most complex needs we will employ a single birth-to-25 education, health and care (EHC) plan which will replace statements of special educational needs and Learning Difficulty Assessments. The EHC plan will place much more emphasis on personal goals and will clearly describe the support a child will receive across different services, including at school, to achieve these ambitions.

The creation and delivery of these plans will be led by the local authority and we will be involved in developing, delivering and reviewing these plans working closely with parents.

These are working criteria and will be reviewed regularly to ensure appropriate intervention and support within the limits of available resources, [the priorities established by the Inclusion Coordinator and the requirements/guidelines provided by the SEND code of practice \(June 2014\)](#).

Parent/guardian involvement and partnership in the process of teaching and learning is essential. Consultation and review are the mechanisms whereby parents/guardians will participate in the work of the school. The SEND Code of Practice is seen as empowering staff, pupils and parents/guardians to work closely together to achieve the objectives outlined above.

7. Admissions Arrangements:

Admission is by selection test. No pupil is refused admission on the grounds of race or SEN having gained a place after sitting the entrance examination. The school adheres to the Disability Discrimination Act.

8. SEND Identification and Assessment:

Identification: Parents, teachers and outside agencies can identify a student with special educational needs. It is important to get a complete picture of the student and prioritise her needs. These difficulties may be general, specific, emotional, physical, visual, speech and language or medical. Student underperformance is monitored when overall attainments or attainments in specific subjects fall significantly outside the expected levels for the majority of their peers. Subject teachers should set appropriate targets and implement strategies for improvement.

8a. SEN Support Categories: SEN provision is that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching. There are 4 broad areas of need that will outline SEN support. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

SEN support category (1-4):

- 1) Communication and interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- 2) Cognition and learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- 3) Social, emotional and mental health difficulties:** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- 4) Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability (e.g. vision impairment, hearing impairment) which prevents the use of the educational facilities generally provided.

SEN Support Assessment Strategy: Quality first teaching and a graduated approach embedded throughout (SEN support in schools based on 4 types of action – Assess, Plan, Do, and Review).

1) Assess: Teaching staff and Inclusion Coordinator will identify pupil's needs drawing from core attainment, pupil progress and behavioural data alongside teacher's professional judgement. Views and potential concerns are sought from the Parent/Carer, the pupil and relevant external agencies and these will be recorded using a Pupil Passport profile. It is important to get a complete picture of the pupil and prioritise her needs.

2) Plan: A meeting will be held with the Parent/Carer and the pupil and relevant external agency professionals (if appropriate) to plan for necessary targets and associated support strategies. The expected impact of progress will be defined and these will be documented in an Individual Education Plan (IEP). This plan will also include a date(s) for review within the academic year to monitor the impact of intervention.

3) Do: The Individual Education Plan (IEP) will be shared with all teaching staff. The Inclusion Coordinator will also provide teaching and learning strategies to help support student learning needs where appropriate. Teaching staff will provide feedback alongside relevant data to indicate whether progress is being made towards the targets. Relevant pupil data will be monitored by the Inclusion Coordinator and reviewed with the Deputy Head (Care Support and Guidance) throughout the academic year.

4) Review: A meeting will be held with the Parent/Carer, the pupil and relevant external agency professionals (if appropriate) to review the effectiveness of the support and interventions and their impact on the pupil's progress. Parent/Carer and pupil views are further recorded onto the Pupil Passport profile. Teacher feedback, pupil data, pupil voice and parent voice is used to establish planning for next steps. A new IEP is drawn up if no progress is made after two terms. The Inclusion Coordinator will consult the area team and determine whether further strategies are needed with regard to differentiation and resources. Further advice and intervention will be sought from outside agencies. The strategies specified within the IEP will be the joint responsibility of the Inclusion Coordinator and subject teachers.

Individual Education Plans:

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.

8b. Education Health Care (EHC) Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list as outlined in the school offer. In addition to this, will have an Annual Review of their statement/plan. We will comply with all local arrangements and procedures when applying for High Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice - particularly with regard to the timescales set out within the process.

9. Integration Arrangements:

The school aims to provide equality of opportunity and access to the national curriculum in a caring and secure environment. The school recognises that pupils have a rich and diverse range strengths and needs. All pupils are included in all school activities and access the full range of educational and social opportunities available to their peers.

10. Success Criteria

The policy will be reviewed in 12 months. Copies are available via the Inclusion Coordinator and on the school website. The success criteria for this policy and procedures are:

- Fully operational and informed data base.
- Pupils working to their full potential with relevant support.
- Pupils and parents enjoy a consistent approach to SEN provision in school
- Increased awareness and understanding of the school’s roles and responsibilities including all staff

1. SCHOOL OFFER: How will King Edward VI Camp Hill School for Girls support my child?

SEN Provision
<ul style="list-style-type: none">• Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.• Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.• Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.• Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability (e.g. vision impairment, hearing impairment) which prevents the use of the educational facilities generally provided.
Interventions
<ul style="list-style-type: none">• IEP targets to support learning.• Detailed tracking of pupil progress, attainment and attendance.• Individual target-setting for all pupils – three times per year through Tutorial Programme.• Regular updates of SEN record to reflect additional learning needs.• Whole school focus on teaching and learning including specific SEN strategies shared with staff.
Access to a Supportive Learning Environment
<ul style="list-style-type: none">• Use of ICT equipment when appropriate to support learning.• Provision of after-school Homework clubs in the school library.• Pupil voice across all departments.• Access to Learning Mentor providing study skills support.• Student Enablers within school to provide assistance where appropriate where funding has been secured from n Education and Health Care Plan (EHCP).
Strategies to Support Emotional Well-Being and Social Skills.
<ul style="list-style-type: none">• Counsellor and Mentor available for mentoring/counselling.• Additional Pastoral support (Form tutors, Heads of Year, Deputy Head – Care Support and Guidance• VI form prefects and Peer Mentoring scheme• PSHE programme delivered to all year groups.• Anti-Bullying Policy (parental request from school).
Strategies to Support and Modify Behaviour.
<ul style="list-style-type: none">• Behavioural policy applied by all staff members.• Strong pastoral support system – including Heads of Year as well as Deputy Head to provide pastoral support and monitoring of progress.• Communication with parents.• Strong links with external agencies providing support for emotional and behavioural needs.
Supporting Pupils with medical needs
<ul style="list-style-type: none">• Supporting pupils at school with medical conditions - Publications - GOV.UK

Supporting Looked after Children and Young People with SEN

The Deputy Head (Care Support and Guidance) will:

- Ensure that confidentiality is maintained and that the student is provided with a discreet and confidential individual support package within the school setting.
- Attend multi-disciplinary meetings to ensure relevant plans is adhered to.
- Liaise with other professionals.
- Be available during the school day to provide support for the student if required.

Links with External Agencies providing Specialist Support.

- Strong links with external agencies. The agencies used by the school include:
- CAT (Communication and Autism Team).
- Educational Psychologist.
- VI (Visual Impairment Team).
- BSS (Behavioural Support Service).
- CAMHS (Child and Adolescent Mental Health Service).
- Social Services.
- Looked after Child Education Services (LACES).
- **A2E Pupil and School Support (Cognition and Learning)**

Matching the Curriculum to Student Needs.

- Through outstanding teaching, staff will differentiate their practice and their resources in order to meet the academic, social and emotional needs of our students.
- Using a range of information and progress data, the staff are able to clearly identify those who have additional educational needs.
- All teaching staff are provided with SEN student specific targets and associated strategies which have been established by the Inclusion Coordinator, the student and the parents/carers.
- The school liaise regularly with examination boards to implement appropriate access arrangements.
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Student Enablers may be allocated to work with the pupil in a one to one to target more specific needs if this is part of their EHCP.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets and associated strategies will be set according to their area of need. These will be monitored and reviewed by the Inclusion Coordinator.

Transition

- Many strategies are in place to enable the student's transition to be as smooth as possible:
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Staff visit pupils prior to them joining their new school.
- Inclusion Coordinator liaise with other SEN coordinators from primary schools and colleges to pass on information regarding SEN pupils.
- The school works with feeder primary schools, the wider primary school catchment for arrival in Year 7 for identified pupils with identified learning needs.
- Students have the opportunity to attend transition open evenings for Year 7, Year 9 and Sixth form entry.
- For post 16 students- all receive support with the UCAS application process.
- All students in Year 11 are offered a careers interview.

School Resources Allocation and Matching to Student Need
<ul style="list-style-type: none"> • The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. • The additional provision may be allocated after discussion with the class the Inclusion Coordinator and Deputy Head (Care Support and Guidance) if a concern has been raised by them at another time during the year. • The decision as to how much support a student will receive are made in consultation with the Inclusion Coordinator and Senior Leadership Team. This may also involve SENAR. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
Communication with Parents/Carers
<ul style="list-style-type: none"> • Regular communication with parents, which includes: • Parents to be sent three 'Working at Grade' progress reports throughout the academic year. These reports show the grades that your daughter is working towards and their current progress. • Parents to receive a full report with extensive comments from subject teachers detailing their progress, effort, attitude and classwork/homework performance. • Additional contact is made if there are any areas of concern or reasons to celebrate. • Parents also have the opportunity to attend a meeting (Autumn Term) with the Inclusion Coordinator and your daughter to formalise SEN specific targets and associated strategies as well as attend a review meeting at an agreed date to discuss review progress and discuss next steps. • Shared communication between student, parents and teachers using Student Planner. • Data on the reports will be used to measure the impact of any intervention/support your daughter is currently receiving. • There are regular opportunities to engage with the Inclusion Coordinator to review progress and set new targets if there are new barriers to progress if your daughter is not making expected progress. • Parents will have the opportunity to discuss progress with teachers at Parents' Evening, telephone or email to individual teachers.
Training for Staff.
<ul style="list-style-type: none"> • Planning for the progress and support of SEN students is a focus of new staff induction. • The Deputy Head (Care Support and Guidance) and Inclusion Coordinator will also deliver (in partnership with external agencies) whole school training whenever this is necessary to support a child with special educational needs. • Support, provision and outcomes for all students including those with special educational needs is a focus for all staff as part of lesson observations and work scrutiny. • Ongoing support with reference to new SEN reforms.
Management
<ul style="list-style-type: none"> • The school has a designated Deputy Head Teacher, Ms A. Dent with management responsibility for special needs. The school has a Inclusion (Special Needs) Co-ordinator; he is responsible for: <ul style="list-style-type: none"> • The day to day implementation of the school's SEN policy • Co-ordinating provision for pupils with special needs • Maintaining a SEN record and overseeing the records of identified pupils • Liaising with and advising staff, contributing to the in-service training of staff • Liaising with and advising parents/guardians including the reviews of registered pupils • Liaising with and advising external agencies, liaising with the school's Learning Mentor.

Evaluation of effectiveness

- Annual Pupil voice (SEN) and Parent Views questionnaire of school provision.
- SEN Provision Management Framework undertaken to identify areas for development and celebrate successes.
- Regular review meetings with parents, pupils and Heads of Year to assess effectiveness and determine evidence of impact.

Complaints

- Should there be any occasion(s) when parent/guardians feel the need to express concern for any reason the procedure is as follows:
 - In the first instance please contact the Inclusion (SEN) to discuss concerns. He will do his best to resolve any difficulties that may arise.
 - If it is not possible to resolve concerns at this level then please put your concerns in writing to Mrs. L. Johnson, Head Teacher with a copy to the link Governor Mr. Kinkhabwala. This can be addressed to the School.
 - If there is failure to reach a solution at this level, parent/guardians may wish to voice their concerns, in writing to the Chair of Governors via the School.
- In the unlikely event of difficulties not being resolved at this point, then the King Edward's Foundation/ LA can be contacted.