

Name of Policy:	Special Educational Needs and Disabilities
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Policy written by:	Head of Inclusion\SENDCo
Governor committee:	Strategy Committee
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## Special Educational Needs and Disabilities Policy

### Introduction

This document outlines the aims, principles and strategies for the identification, teaching and support of students with special educational needs and disabilities at The Grey Coat Hospital. It is in line with the Equality Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014. It replaces the previous SEN policy, dated June 2013 and has been revised by the Inclusion Department in consultation with the whole staff and with the SEN Governor. This document should be read in conjunction with The Grey Coat Hospital School SEND Information Policy. The SEND Policy and SEND Information Report outline systems and approaches that the school will take to identify and to address barriers to learning for students with SEND. Central to both is our focus on high quality teaching and our commitment to improving outcomes for all students.

### Purpose

The purpose of this policy is to outline for parents, teachers and governors the principles and practice regarding the identification and support of students with special educational needs and or disability (SEND) at the School. The Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for students with special educational needs and or disability (SEND).
- The Special Educational Needs and Disability Regulations 2014 and The Special Educational Needs and Disability (Amendment) Regulations 2015 which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Co-ordinators (SENDCOs) and the SEND information report.
- Equality Act 2010: advice for schools DfE Feb 2013

## School Aim

The philosophy of the school is centred upon a Christian community, which provides the best educational opportunity for all its students. To achieve this, we seek to:

- Offer a broad, balanced and relevant curriculum embracing national and local curriculum issues specific to the needs of the students.
- Concentrate on delivering effective teaching and learning by planning relevant and creative CPD such as Autism Awareness, working with LSAs, and employing differentiation techniques.
- Provide the best possible teaching environment in this split site school.
- Encourage independent learning through the setting of personal targets in order to allow all students to fulfil their potential.
- Maintain a structured and caring community where tolerance, respect, confidence and co-operation are encouraged.
- Offer students the opportunity to achieve success - be it academic, creative, social or personal.
- Enhance teaching by the effective use of ICT.
- Maintain an effective support system.

At Grey Coat, we value and respect all students equally and we aim to ensure that all students have an equal opportunity to engage in the curriculum. We recognise that some students will need additional support for at least part of their school careers to ensure access to the whole curriculum. When outside specialist advice and support is necessary, we will contact the appropriate external agencies.

We believe that each student should be included in decision making about her/his own progress and support. It is important that she/he feels valued, that her/his strengths are recognised and that her/his difficulties are acknowledged and supported. We value the input and support of parents and aim to work in partnership with parents at all stages of intervention.

At school we aim to support all teachers by providing them with information about students with special educational needs and advice on strategies for support. We are committed to staff training and regularly provide whole school CPD on different aspects of special educational needs and disabilities. The Inclusion Department aims to provide the appropriate and necessary advice and support to enable all students with special educational needs to make good progress and reach their full potential and prepare them for life after school.

## Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for her or him.

A child of compulsory school age or a young person has a learning difficulty or disability if she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

## The Inclusion Department

The Inclusion Department is run by the Head of Inclusion (who is also a qualified SENDCo) and includes a Learning Mentor, Learning Support Teacher, and learning support assistants. In addition, there is a school counsellor who supports students with their emotional wellbeing.

## Departmental vision

We are committed to working with the whole school community to provide the best possible education for all students. We aim to ensure all students have the opportunity to develop their abilities and to fulfil their potential, both academically and socially, in order to live in the world as independent adults. To achieve this, we work with students, staff, parents and external agencies to better understand individual student needs and to tailor our provision to meet them.

## Links with outside professionals

Regular meetings with the school's Education Psychologist enable students to be assessed if needed and for advice to be sought at an early stage. Advisory teachers visit the school when required and discuss programmes of work which may aid progress. Members of the support team can provide CPD for all staff. Whenever links with outside agencies are needed the Head of Inclusion/SENDCo will contact the relevant agency to ensure that the needs of the student are met.

## Inclusion Profile

The Head of Inclusion/SENDCo is responsible for maintaining a list of all students in the school who have been identified as having special educational needs (Inclusion Profile). The Inclusion Administrator (under the direction of the Head of Inclusion/SENDCo), ensures that all records are accurate and up-to-date and makes amendments to the Inclusion Profile. Staff are given the link to the Inclusion Profile at the beginning of the year. Personalised targets are set for all students during Academic Tutorials three times per year with input from the Inclusion Department.

## Identification of students with SEND

Early identification of need is a priority and the Inclusion Department uses a variety of resources to ensure this happens whenever possible. Teachers will discuss concerns or questions relating to learning needs with the Head of Inclusion/SENDCo. The Head of Inclusion/SENDCo meets regularly with the Designated Safeguarding Lead and Heads of Year so key information is shared. Students who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required.

Other information will be gleaned from:

- Year 6 and Year 11 transition including data and conversations with primary schools and other secondary schools
- Information from external agencies
- Early testing in Year 7
- Frequent meetings of the KS3, KS4 and KS5 Inclusion Panels, which identify need/s and make referrals as required
- Termly tracking reports
- Parents and carers, who are encouraged to contact the school as soon as they have any concerns about their child's Special Educational Needs.

The Head of Inclusion/SENDCo will respond, within 2 weeks to referrals from:

- Parents
- Students
- Staff
- External Agencies
- The School Chaplain.

## Day to day support for students with SEND

Meeting the needs of children with SEND is a whole school responsibility. We train our teachers to understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress and reach their full potential. Our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice, 2015:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

The SEND Code of Practice outlines a graduated response to students' needs, recognising the need to adopt a four-part cycle; through which earlier decisions and actions are revisited, refined and revised. This graduated approach has four distinct stages: **Assess, Plan, Do, and Review.**

### **Assess**

The Head of Inclusion/SENDCo will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment. In order to support the assessment process. Subject Specialists will provide clear evidence of adaptations, differentiation and will detail the student's response to these adjustments.

### **Plan**

The SENDCo will collate the assessment data in order to plan the appropriate next steps. The planning stage allows for careful consideration of the desired outcomes, including the expected progress, attainment and the views and wishes of the student and their parents.

### **Do**

The SENDCo will use data and intended outcomes to provide the most effective and appropriate intervention.

### **Review**

The SENDCo will collate information from subject specialists and key staff in order to review the impact of the intervention. In addition, students review their progress termly with their form tutors on Academic Tutorial Days.

This phased approach to SEN allows for a considered approach, careful review and utilises specialist expertise in order to match interventions to the needs of the students.

In line with the four-part cycle the school adopts a graduated approach to supporting a students' learning.

### *Universal*

At the universal level all students will receive high quality teaching, differentiated for individual needs. Details of students' individual needs will be disseminated to Subject Specialists; enabling them to make reasonable adjustments. This adjustment is the first step to responding to students with SEN and assists teachers with the cycle of planning, assessment and evaluation that takes account of the abilities, aptitudes and interests of all pupils. Additional intervention and support cannot compensate for a lack of good quality teaching. As such, Subject Teachers are responsible and accountable for the progress and development of all the students in their class;

including students with SEND. It is anticipated the majority of students make the expected progress at the universal level.

### *Targeted*

Should a student not make the expected progress within the universal arrangements; it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to their learning. This takes the form of a graduated four-part approach of

- a) assessing a student's needs
- b) planning the most effective and appropriate intervention,
- c) providing this intervention and
- d) reviewing the impact of the support on the students' progress.

### *Specialist*

In a minority of cases, it may be necessary to seek specialist advice and regular long-term support from external specialist professionals. In seeking the advice external professionals, the school will seek to enhance educational opportunities and to plan for the best possible learning outcomes. This may include referrals to the Educational Psychologist, the Speech and Language Therapist, Specialist Teachers for Autism and the Child and Adolescent Mental Health Service (CAMHS).

## **Making complaints**

Where a parent of a student with special educational needs has a concern about the provision made at the school, they should, in the first instance, seek to resolve the matter informally with the school. Where the concern cannot be resolved satisfactorily, the parent should write formally to the Headteacher, setting out the grounds of the complaint. When making a complaint, please consult and follow the process set out in the school's Complaints Policy.