

## **Special Educational Needs Policy**

### **Senior School**

At some point in their school career, pupils may have needs which prevent them from independently gaining access to the curriculum and the extra-curricular activities of the school.

The aim of this policy is to illustrate the steps taken at Edgbaston High School to provide for pupils' special educational needs, balancing the needs of the individual within the context of the needs of the whole school.

This policy should be considered alongside the Disability Equality Duty in the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the April 2011 Equality Duty update. The policy has been updated in the light of the 2015 DFE SEN code update, even though not all of the requirements apply to independent schools. The school has also considered possible implications of the disability definitions in the Children and Families' Act 2014. The policy has also considered the Keeping children safe in education Statutory guidance for schools and colleges September 2016.

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## Guiding Principles

1. To enable the inclusion of all pupils within mainstream classes, and to offer them access to a broad, balanced and relevant curriculum but which, in its delivery, takes account of ways in which some pupils' needs are different from, or additional to, those of other children.
2. To enable the inclusion of all pupils in the social and extra-curricular activities of the school.
3. To provide an ethos for all pupils which provides the necessary support and encourages the development of personal independence.
4. To provide individual guidance and support for pupils with Special Educational Needs, and to promote a smooth transition across the key stages and through the school.
5. To identify and assess the needs of all pupils, so that the appropriate provision may be made, in order to reduce barriers and increase participation.
6. To ensure that the views of the pupils (pupil voice) are sought and taken into account in any decisions affecting their education, in the light of their age and understanding.
7. To seek the support of parents/carers in their daughter's education and to take their views into account in decision making about their daughter's particular needs.
8. To work closely with other agencies in providing a multi-disciplinary approach to the resolution of issues.
9. To develop a culture where all staff are teachers of pupils with special educational needs and where pupils with a special educational need/learning difficulty/additional learning need and/or disability are not treated less favourably than others.
10. To ensure that pupils with a special educational need/a learning difficulty/additional learning need and/or disability make "good" progress, according to their ability.

## Definition of Special Educational Needs

- Pupils have special educational needs if *they have a learning difficulty or disability that calls for special educational provision to be made for them (SEND Code of practice 2015)*
- Pupils have a learning difficulty if *they have a significantly greater difficulty in learning than the majority of pupils the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age without at least some modification/additional support.*
- Additional Learning Needs (ALN) is the designation used by the school for pupils *who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.*

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Pupils may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

SEND and provision can be considered as falling under four broad areas. Some pupils' needs can span two or more areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

(Details on each area are provided on pages 4/5)

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

### **Staffing and Facilities**

The SEND/ The Academic Support Department Faculty staff, includes one full-time qualified (*National Award SENCo (NASENCO)*) SENDCo/Head of Academic Support, currently this is Miss Hannah Welsh. Zoe Ehiogu, Head of PSHEE, Mindfulness and Study Skills 1:1 Academic support sessions  
Debbie Saddington - Teacher of Food Technology 1:1 Academic support sessions  
There is a named Governor with special responsibility for SEND/ALN, currently this is Mrs Helen-Jane Arnold.

The SEND Department has one dedicated office and one small ICT room with access to 9 computers. There are currently some facilities which increase or assist access to the school for pupils who are physically disabled in the form of lift which provides access to all floors into the main building and access for those with mobility problems into the main building through two entrances. There are currently limited facilities to support those who have a sensory impairment. There is access for parents/carers and visitors with mobility problems into the main building through two entrances. Disabled parking areas can be found outside both of these entrances. There is also a lift which provides access to all floors in the main building.

### **Role of the Governing Body and Headmistress**

1. To ensure that the Special Educational Needs Policy is kept up to date.
2. To monitor the effectiveness of the SEND policy and provision.
3. To consider annual and termly reports from the SENDCo/Head of Academic Support

### **Role of the SENDCo/Head of Academic Support**

1. To work closely with the Head Teacher, Leadership Teams and colleagues in the development of the strategic direction of the SEND policy and provision.
2. To ensure the SEND policy remains up to date and will liaise with the Headmistress and governing Body when appropriate.

3. To have responsibility for the day-to-day operation of the school's SEND policy and to co-ordinate provision for all pupils with SEND/ALN.
4. To provide staff with strategies to use with individual pupils via the Pupil Profile and SEND/ALN register.
5. To contribute to the training of staff in meeting pupils' needs. All new staff receive induction delivered by the SENDCo/Head of Academic Support.
6. To plan timetables for Academic Support.
7. To identify and assess pupils with SEND/ALN as early and thoroughly as is possible, so that targets are appropriate, challenging and attainable.
8. To liaise with Heads of Year, tutors and subject teachers, and work closely with the English department to identify any pupils who need extra support.
9. To issue, monitor and review pupil profiles and Education, Health and Care Plans as appropriate.
10. To regularly monitor and review the progress of all pupils, including those with special needs as defined by the Code of Practice, to ensure that progress is at least "good"
11. To contribute to whole-school data collection and tracking, as appropriate.
12. To maintain the school's SEND/ALN register. The SENDCo/Head of Academic Support will be involved in: gathering information, assessment, planning, monitoring and reviewing; liaising with outside agencies, liaising with parents/carers and advising the staff of changes in the SEND/ALN provision.
13. To seek and respond to the views of the pupils, at all stages, so that they can contribute to the assessment of their needs.
14. To liaise with the Examinations Officer ensuring that supporting evidence and appropriate access arrangements are in place.

### **Role of subject teachers**

1. To provide quality first teaching, ensuring they are employing strategies identified on the SEND/ALN register, taking into account the learning need of all the pupils in the classroom.
2. The subject teacher will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need or additional learning needs.
3. Subject teachers will take into account, in reviewing pupils's achievement, the progress of pupils with SEND/ALN.
4. To contribute to the updating of pupils profiles and Education, Health and Care Plans as appropriate.
5. To inform the possible provision of extra support within the school day.
6. To feedback to SENDCo/Head of Academic Support on pupil progress and the efficacy of strategies included in the pupil profile; staff can also recommend additional effective strategies.

### **Role of Parents/Carers**

1. The school will work in partnership with parents/carers so that the pupil's needs are addressed at home and at school.
2. Parents/carers of pupils with SEND will have their views taken into account in reviewing their child's progress and to identify actions to support the child at school and at home.
3. Parents/carers will have access to the pupil's profile of SEND/ALN and, where applicable, their Individual Education Plan (IEP) or Education, Health and Care Plans as appropriate.
4. Parents will have access to information about the school's SEND policy, outside agencies and services offered by external organisations.
5. There is usually at least one pupil review each year and parents/ALN are invited to attend all meetings. Parents may contact the SENDCo/Head of Academic Support at any reasonable time.

### **The Four Areas of Need**

The SEN Code of Practice outlines four broad areas of need which can help with identification:

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitate support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

## Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents and any previous/feeder schools.
- Identification at transition: through communication with the Preparatory Department.
- Identification through data tracking and screening: on entry all pupils are assessed using baseline testing (MidYIS), spelling and reading ages are recorded and pupils are assessed for processing difficulties using the Lucid screening programme, any students presenting with difficulties undertake the more detailed LASS test. Sixth form students are screened for processing difficulties using the LADS program. Reading tests are repeated in Years 8 & 9.
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness following the 'Assess, Plan, Do, Review' cycle. Where progress continues to be less than expected the class or subject teacher will work with the SENDCo/Head of Academic Support and the Head of PSHEE, Mindfulness and Study Skills to assess the pupil.
- Identification through pupil/parent/carer concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents/carers and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENDCo/Head of Academic Support if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCO as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND/ALN and require additional support. The SENDCo/Head of Academic Support also attends pastoral meetings and liaises with the Deputy Head Pastoral and Assistant Head Academic on a weekly basis.

Where a pupil is identified as having SEND, parents/carers will be notified.

## Provision

Edgbaston High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/ALN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties takes a graduated approach in the form of a four-part cycle in which the class or subject teacher assesses the pupil's needs drawing on a range of evidence, plans appropriate differentiation or interventions, puts these into practice and reviews the outcome.

Our peer mentoring system is helpful in supporting pupils, particularly those with organisational issues. We also introduce study skills to all pupils in Year 7 and the SENDCo/Head of Academic Support

is in the team of staff delivering this course. This course is led by The Head of PSHEE, Study Skills and Mindfulness.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEND/ALN. SEND is part of the school's induction and appraisal procedures, and the SENDCo/Head of Academic Support is regularly available to provide advice. Information/guidance about types of special educational needs and practical advice on teaching strategies can be found in the Special Needs folder in RM Staff.

Following the graduated approach, if a pupil continues to fail to make the expected progress, the SENDCo/Head of Academic Support will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The SENDCo/Head of Academic Support will determine a personalised programme for the individual pupil, which may involve:

- Further differentiation in the classroom, supported and directed by the SENDCo
- Individualised outcomes- focused target setting.
- Access to specific resources – equipment, software programmes etc.
- Pastoral support.
- Referral to external specialists – the SEND department may collaborate with outside agencies such as Forward Thinking (formerly Child and Adolescent Mental Health Service (CAMSH), Educational Psychologists (EP's) and other health professionals.
- At the school's discretion students may attend 1:1 or small group support sessions with our SENDCo/Head of Academic Support and or The Head of PSHEE, Mindfulness and Study Skills which concentrate on an individual's specific learning difficulties. These sessions may include comprehension and reading skills, writing skills, or study skills including note-taking, revision and examination techniques, and proofreading. Advice is also given about how best to use access arrangements such as extra time and the use of laptops.
- Pupils with special educational needs/ALN may with agreement of parents be withdrawn from the study of a modern foreign language. The SENDCo/ Head of Academic Support or The Head of PSHEE, Mindfulness and Study Skills work with pupils to ensure that they make best use of their non-contact time.
- Some pupils may study for a reduced number of GCSEs where we feel this will be in their best interests. Any reduction in timetable must be agreed by the Headmistress and Deputy Head Academic. As at KS3, the SENDCo/ Head of Academic Support work with pupils to ensure that they make best use of their non-contact time.

Provision will be made in consultation with the pupil and parents/carers, and progress will be reviewed regularly in order to inform future support.

### **Pupils with Education, Health and Care Plans or Statements**

The SENDCo/Head of Academic Support will take the lead in:

1. Planning the curriculum and arranging support for pupils
2. Liaising with staff and parents
3. The development of pupil profiles and advising on strategies to staff
4. Monitoring progress and advising parents
5. Involving and liaising with external support services
6. Developing INSET for staff, where appropriate
7. Maintaining records about pupils' progress
8. Organising the pupils' reviews (see Chapter 9 of Code of Practice)

### **Children with English as an Additional Language**

Pupils having difficulty with English because it is their second language should not be equated with other Special Educational Needs. In particular, such children should not be offered materials with a reduced cognitive content unless a learning difficulty in the pupil's first language has been confirmed.

The best place for learners of English as a second language is a mainstream classroom with their peer group.

### **Access Arrangements**

Access arrangements allow pupils with SEN, disabilities or temporary injuries to assess both school and public examinations, according to her needs. Applications for these to the examination boards are supported by evidence from school staff of a pupil 'normal way of working' and professional test results and/or a recent psychologist's report. The Equality Act 2010 provide that 'reasonable adjustments' should be made for a pupil in order to level the playing field. Families have to arrange for Educational Psychologist assessments themselves, and there is usually a cost involved. Parents/carers who wish to have their daughter tested by an outside professional must remember that a report which can be sent to an examination board as evidence for a special arrangement must include a Form 8, with Section C produced no earlier than the start of Year 9. Tests conducted before this time will need to be updated, often at extra cost.

### **Careers**

High yet appropriate expectations enable girls to make suitable careers decisions. Careers guidance is differentiated where appropriate and based on high aspirations and a personalised approach, supporting pupils to fulfil their potential. The school will use their best endeavours and make reasonable adjustments ensuring pupils get the help they need when planning and undertaking work experience. All pupils have access to independent careers guidance at EHS. Careers guidance is an integral part of the PSHEE sessions run from Years 7-13 and includes links with outside speakers, colleges and businesses to prepare young people for transition to post 16/18 Education and careers.

**Complaints Procedure** Please refer to the school's Complaints Policy.

#### **Linked policies:**

Curriculum Policy  
Safeguarding Policy  
Equal opportunities Policy  
Disability Policy  
PSHEE Policy  
Admissions Policy  
Behaviour Policy  
Anti-bullying Policy  
Accessibility Plan