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King Edward VI Camp Hill School for Girls

**Special Educational Needs and Disability (SEND) Policy**

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| **SEN POLICY** | |
| ***Date Adopted*** | January 2020 |
| ***Last reviewed*** | January 2020 |
| ***Review Date*** | January 2021 |

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 (January 2015).

1. **Policy Statement:**

King Edward VI Camp Hill School for Girls believes that all children with SEND who have passed the entrance requirements for the King Edward’s Foundation 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 and disabilities, 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.

All our policies relating to SEND comply with the following legislation:

* Section 69 (2) of the Children and Families Act 2014.
* Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.
* Section 6 of the ‘Special Educational Needs and Disability Code of Practice: 0 to 25 Years’ 2015.
* The Children and Families Act (2014, part 3) states:

*“A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning that the majority of others of the same age, or;*

- *has a disability which prevents or hinders him or 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.”*

We adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a “duty to make reasonable adjustments” for children with SEND, and that schools “must not victimise a person” on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).

1. **Objectives:**

* To ensure that students with special educational needs receive a broad and balanced curriculum.
* To provide an inclusive school environment for all students whatever their learning needs.
* To monitor the SEND data base ensuring an effective match to school SEND provision and resources across the whole school
* To use this information to inform INSET needs of staff
* To apply the SEND Code of Practice (January 2015) to meet a student’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 child.
* To have good working links with other professional agencies.
* To involve subject teachers, parents and students in developing student centred Pupil Profiles.
* To monitor and review student’s progress and ensure a continuum of provision.
* To ensure that students with SEND enjoy the same resources as other students, in addition to specialised resources and equipment, including IT to meet their specific needs.

1. **Admissions and Inclusion**

With regards to the arrangements for the admission of students with special educational needs, please refer to the Procedural Arrangements for Admission from King Edward VI Camp Hill School for Girls Admissions criteria document: <http://kechg.org.uk/wp-content/uploads/2017/03/CHG-Admissions-Criteria-for-Sept-18-determined.pdf>

1. **Accessibility plan for disabled students**

With regards to the Equality Act 2010, please refer to the King Edward VI Camp Hill School for Girls Accessibility Policy. Admission is by selection test. No student who has requested a place through SENAR is refused admission on the grounds of SEND, having gained a place after sitting the entrance examination or in Year 12. This place will only be offered if the school is able to cater for their needs after careful reflection and discussion with appropriate agencies.

1. **Management of Special Educational Needs:**

The school has a designated governor, Mr F. Kinkhabwala with responsibility for special needs. The school’s Special Educational Needs and Disability Coordinator is, Ms A. Dent, Deputy Head Teacher . The school has an Inclusion Co-ordinator Ms G. Chandegra; she is responsible, under the management of Ms A. Dent for:

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

1. **Whole School Response to SEND:**

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

1. **SEND Staging Procedures:**

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

1. **Initial information:** This is gathered by staff from interview, primary and secondary records, meetings attended at primary schools and secondary schools, and any external assessments.
2. **SEND Support:** High quality teaching, appropriately differentiated for individual students, is the first step in responding to possible special educational needs. For students that need special educational provision the code sets out the principle of a graduated response.

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

Students will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

1. **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) plans. Some students with complex needs will transfer from primary or secondary schools with an EHC plan.

The EHC plan will place emphasis on personal goals and 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 (January 2015). 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, students and parents/guardians to work closely together to achieve the objectives outlined above.

**School request for an Education Health and Care Plan**

An Education, Health and Care Plan is for students and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by multi-agency group of professionals. It is available from birth to age 25.

A request for an EHCP will be made by the school to SENAR if a student has demonstrated significant cause for concern. SENAR will be given information about the student’s progress over time, and will also receive documentation in relation to the student’s special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

* Previous individual plans and targets for the student.
* Records of regular reviews and their outcomes.
* Records of the student’s health and medical history where appropriate.
* Attainment in literacy and numeracy.
* Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
* Views of the parents.

1. **SEND Identification and Assessment:**

**Identification:** Parents, teachers at point of transition from Year 6 to 7 and/or teachers at King Edward VI Camp Hill Girls and outside agencies can identify a student with special educational needs. It is important to get a complete picture of the student and prioritise their 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. The particular Special Educational Needs of a student are identified and assessed through thorough assessment of the student including observations, the involvement of external agencies who assess individual students and recommend interventions for schools to follow and a constant monitoring cycle of progress during all interventions. During the transition from primary or secondary school, we gather information from primary or secondary school staff as well as parents in order to ensure that our members of staff are well informed for the beginning of Year 7 or Year 12.

**8a. SEND Support Categories:** SEND 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 SEND support. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

SEND 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, including

children and young people diagnosed with Autistic Spectrum Condition.

1. **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, including children and young people with dyslexia and dyscalculia.
2. **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.
3. **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.

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

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

**2) Plan:** A meeting will be held with the Parent/Carer and the student 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 a Pupil Profile. This plan will also include a date(s) for review within the academic year to monitor the impact of intervention.

**3) Do:** The Pupil Profile 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 student 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 student and relevant external agency professionals (if appropriate) to review the effectiveness of the support and interventions and their impact on the student’s progress. Parent/Carer and student views are further recorded onto the Pupil profile. Teacher feedback, student data, student voice and parent voice is used to establish planning for next steps. A Pupil Profile is a working document and amendments will be made according to student progress. The Inclusion Coordinator will consult with the Deputy Headteacher and external agencies to 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 Pupil Profile will be the joint responsibility of the Inclusion Coordinator and subject teachers.

**Pupil Profile:**

Our approach to Pupil Profiles is as follows:

* Our Pupil Profiles are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as a working document which can be constantly refined and amended.
* Our Pupil Profiles 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 student is having difficulty with learning
* Our Pupil Profiles will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”.
* Our Pupil Profiles 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**

Students 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 students on the SEND list as outlined in the school offer. In addition to this, these students 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 via an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND 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.

1. **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 students have a rich and diverse range of strengths and needs. All students are included in all school activities and access the full range of educational and social opportunities available to their peers.

1. **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.

· Students working to their full potential with relevant support.

· Students and parents enjoy a consistent approach to SEND provision in school

· Increased awareness and understanding of the school’s roles and responsibilities including all staff.