

Special Educational Needs and Inclusion Policy

King Edward VI Northfield School for Girls 2021/2022

1. Introduction

King Edward VI Northfield School for Girls' named SENDCO is Nic Davies, the school's Assistant SENDCO is Helen Lawrence and the named Governor responsible for SEND is Alison McConnell. They ensure that KEVI Northfield School for Girls, Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (May 2015) and other policies currently within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavors' to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (May 2015).

2. Purpose

The purpose of our SEND policy and our SEND Information Report are:

- ❖ To ensure that King Edward VI Northfield School for Girls complies with and implements effectively the requirements of the *Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 (May update)* and any other statutory guidance;
- ❖ To ensure that every student with SEND are provided with equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school community.
- ❖ To provide detail on how King Edward VI Northfield School for Girls will support and make provision for students with SEND.
- ❖ To provide legal definitions that all stakeholders can refer to and understand.
 - The Children and Families Act 2014 states *that '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' (6.15)*
 - The Equality Act 2012 defines disability as *'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'*. Thus, the legal definition of disability is not the same as the definition of special educational needs.

3. The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development.

- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for pupils' special educational needs.
- Through reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

4. Equal Opportunities and Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCO and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences Teachers respond to pupils' needs by:
 - providing support for pupils who need help with communication, language and literacy
 - planning to develop pupil's understanding through the use of all available senses and experiences
 - planning for pupils' full participation in learning, and in physical and practical activities
 - helping pupils to regulate their emotions and to take part in learning effectively and safely

5. Identification, Assessment and Provision

It is important to make clear that slow progress and low attainment do not necessarily mean that a child has SEND and the same should also be said for students displaying persistent disruptive or withdrawn behaviours.

Information about your child's special educational needs comes from a number of sources:

- Transition liaison for Year 7 transfer
- SEND screening & observations
- SEND support staff/teacher feedback
- Parental concerns
- External parties

The SENDCO works closely with the pastoral team who will raise concerns and provide evidence of those students who may potentially have a special educational need. Once this has been communicated the SENDCO will contact parents to obtain consent for the completion

of testing and screening. The results of which will be communicated to parents and where appropriate, shared with external parties such as Allens Croft Children's Centre.

If a special educational need has been identified a student passport will be created and circulated to teachers who so all are aware of need and the teaching strategies to be adopted to support the student.

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Students with SEND could have difficulties with one or more of the following areas of need:

Communication and Interaction

- Speech, language & communication needs
- *Autistic Spectrum Continuum (ASC)*

Cognition and Learning

- *MLD/SLD/Complex*
- Dyslexia
- Dyscalculia
- Dyspraxia (handwriting)

Social emotional and Mental Health Difficulties

- ADD
- ADHD
- Attachment disorder

Sensory and/or physical needs

- Visual, hearing or multi-sensory impairment
- Physical disability

6. Statutory Assessments (SEND Support Provision Plans/Education Health Care Plans)

For a student who is not making adequate progress, despite a sustained period of intervention, (typically two terms worth of evidence) the school may submit a request to the Local Authority for a SSPP/EHCP statutory assessment. Please note parents have the right to submit an Education Health Care Plan Assessment request to the Local Authority at any point during their child's time at school.

In the event of a request being made, it is the Local Authority who will make a judgement about whether or not a SSPP or EHCP assessment will be granted. In the event of an assessment being agreed by the Local Authority the school must submit evidence to a Decision Panel who will then decide if an SSPP or an EHCP is an appropriate course of action for the student.

For those students who have an Educational Health Care Plan there will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the EHCP, the placement or to the funding arrangements for the student.

7. Staffing Arrangements

The SENDCO is Nichola Davies who is responsible for:

- ❖ Overseeing and ensuring the school's SEND policy is implemented;
- ❖ Liaising with the Headteacher, SEND Governor and Senior Leadership Team to determine the strategic development of SEND provision at the school and ensuring the school meets its responsibilities under the Equality Act 2010;
- ❖ Co-ordinating SEND intervention and provision;
- ❖ Providing professional guidance and training to staff so that quality first teaching supports students with special educational needs;
- ❖ Managing and quality assuring the work of the SEND team when providing in lesson support and delivering SEND interventions;
- ❖ Creating, implementing and quality assuring the Graduated Approach for specific students;
- ❖ Liaising with external agencies, including Educational Psychology services, health and social services and voluntary bodies;
- ❖ Liaising with previous and future educational providers to ensure smooth transitions for students

The Role of the Governing Board

The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Board reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing board

8. Staff Training

All teachers at King Edward VI Northfield School for Girls are teachers of students with SEND. We are committed to regular training opportunities for teachers and support staff so they feel informed, skilled and confident to adopt a range of strategies that effectively support students with special educational needs.

The school's SENDCO regularly attends Locality Team meetings in order to keep up to date with local and national updates on SEND.

9. Policy Development and Implementation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Provision Plans for children. The SENDCO and the Deputy Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special needs disabilities also hold regular meetings

DATE APPROVED:

REVIEW DATE: July 2022

SIGNED:

Chair of Governing Body