

## COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

### A9. SEND POLICY

COMMITTEE	Curriculum & Student Matters
NOMINATED GOVERNOR	Laurence Jones
SLT RESPONSIBLE	Kath Daniels SENCO, Year Leader Y10 & Y11
REVIEW	Every 2 Years, although it may need to be reviewed yearly in the current climate of statutory changes
POLICY REVIEWED	February 2023
APPROVED BY THE GOVERNING BODY	March 2023
REVIEW DUE	February 2025

## COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

### A9. SEND POLICY

This policy complies with 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 pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- Statutory Guidance on Supporting Students at School with Medical Conditions (December 2015)

This policy should also be read in conjunction with the following policies:

- AT2 Safeguarding Policy
- A10 Disability Equality Scheme & Accessibility Plan
- A5 Anti -bullying Policy
- A1 Admissions Policy
- A45 Supporting students with Medical Conditions
- A58 CEIAG Policy
- 16a Relationship and Sex Education
- Teachers Standards 2012.

This policy is available to be shared with all staff and parents of students with SEND and reflects the SEND Code of Practice 0 – 25 guidance (January 2015).

### SECTION 1: PRINCIPLES

The School's approach to SEND operates with the following underlying principles:

- The School aims to give every student the opportunity to develop their potential to the full. It recognises too that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- The School is committed to ensuring all students receive their full entitlement to a broad, balanced and relevant curriculum, including CEIAG, regardless of their needs or disabilities.

- The school & all staff believe that every teacher is a teacher of every child or young person, including those with SEND.

The School has a designated Special Educational Needs Co-ordinator (SENCO) who is a member of the Senior Leadership Team. The SENCO will co-ordinate, implement and monitor SEND provision across the school to support students and staff. They will be able to communicate to the Headteacher relevant and current information on any student with special educational needs. The SENCO will ensure staff training needs are met. They will communicate staff strategies they need to employ to ensure students' needs are met. The SENCO is supported by a nominated Governor.

## **SECTION 2: AIMS & OBJECTIVES**

The school is committed to:

- Promoting a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum
- Enabling all students to become part of our school community irrespective of their individual needs
- Recognising the value of each student and their potential to progress in all areas when individual needs are addressed.
- Enabling all students to develop personally, socially, morally and spiritually, in order to make a successful transition into adulthood, as well-rounded, confident individuals. This includes full participation in the Careers Programme.
- Maintaining high expectations by staff for all students and emphasising the involvement of all staff in responding to the needs of all students.

## **OBJECTIVES**

1. To identify and provide for students who have special educational needs, additional needs or a disability.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs students.

## **SECTION 3: IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and as defined in the SEND Code of Practice 2015. The school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for use of others of the same age in mainstream schools or mainstream post 16 institutions.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>

AREA OF NEED	
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The purpose of the identification of a SEN or Disability need is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student, which include not just the special educational needs or disability of the student.

All teachers are responsible and accountable for the progress and development of all of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN or a disability. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through its School Self Evaluation Process. Members of staff are formally observed every year & where problems are identified robust support is immediately put in place; many more informal observations happen throughout the academic year through learning walks. Work scrutinies are regularly carried out as part of the quality assurance process in Departments and by SLT.

The school is committed to making certain all teachers are including all students in all lessons & differentiating where appropriate and necessary. Staff will be regularly up-dated on all SEND issues via Staff Meetings, Staff briefings and by email. The SENCO will also up-date relevant staff directly in some cases. The SEND Register is up-dated and circulated termly by email. CPD training around differentiation and other SEND training is regularly offered to staff & departments as part of a CPD programme.

## SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

When the school decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCO and the pastoral team. It is important to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

The views and opinions of parents and students are crucial to decisions made about the SEN support put in place.

### LEVELS OF PROVISION

Stage of provision	Action involved	Who is involved
<b>School Intervention</b>	Provision within the normal differentiated curriculum - high quality teaching and reasonable adjustments  Internal review within the progress check cycle.	All teachers
<b>SEN Support</b>  Students who need Additional School Intervention & Support (SIMS code K)	Special educational interventions and provision provided beyond the normal differentiated curriculum  One Planning in place with reviews of One Plans termly  To support this process, the school may ask for support from other agencies to help them with assessment and intervention for students at this stage.	SENCO
<b>Education Health Care Plan (EHCP)</b>  Formerly students with a Statement of SEN (SIMS code E)	LA issues EHCP based on evidence provided by above agencies and the school  Support Plans via One Plan process and review  Annual Review of the EHCP.	SENCO

Once a student has been identified as having SEN, the school will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

**Assess:**

A student may be identified as having a special educational need (SEN) or disability (D) at any stage during their education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention.

Information about a student's needs may come from a number of sources including:

- Year 7 transition information from Primary School
- Cognitive Abilities Test data
- Screen tests e.g. Lucid Exact Reader for reading
- Progress Check and examination result reviews
- Observations and work scrutiny
- Teacher feedback
- Parental concern
- Student self-referral
- Form Tutor or Pastoral concern
- EHCP or One Plan Review.

**Plan:**

- Using the information acquired decisions are then made by the SENCO in liaison with colleagues regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Strategies will be discussed and agreed with parents and the student and put into place
- A SEND Student One Plan will be formed along with a Student Passport which will outline strategies and individual targets which will be shared with all relevant teaching staff ensuring consistency of approach
- Changes are reported on the SEND register.

**Do:**

- All of the planning is in place & being actioned
- Teachers informed of updates/changes on the SEND register and Student Passport.

**Review:**

- Progress of all students including those on the SEND Support Register is monitored termly in line with school assessment procedures
- Progress of all students on the SEND Support Register is reviewed termly, or as frequently as necessary as part of a student's support plan.
- The review process is student centred taking into account their views and those of parents
- Reviews are carried out in line with statutory guidance for reviews including seeking advice or information from the school and external agencies
- The decision to remove a student from the SEN register will be a joint one with the School, external agencies, the student and parents.
- The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the pupil and their parents.



## **SECTION 5: SUPPORTING STUDENTS & FAMILIES**

- Parents can view the school's SEND Information Report on the school website (Appendix 1)
- Parents can view other available additional support services from Essex County Council via their online directory, including their 'Local Offer' (<http://www.essexlocaloffer.org.uk/>) or their appropriate county council.
- The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.
- The school is a selective grammar school; admission arrangements can be found on the school website.
- Parents can contact the SENCO to discuss concerns regarding their daughter, regardless of whether they have SEND status. The school is committed to supporting all parents and students with any SEND concerns.
- If SEND students require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCO. The school is bound by the rules and restrictions of the examination boards and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements, they must speak to the SENCO.
- Information about SEND students is shared with all staff on the SEND Register; updates to the SEND register are issued to all members of staff.
- If a SEND student transfers to a new school the SEND team will contact the new school or education provider to share all appropriate information prior to transition.
- The Pastoral Team have a very good transition phase in place for the transition to Year 7; this includes contact and /or meetings with parents and students with SEND, primary school SENCOs and Year 6 teachers. The SENCO or a Pastoral representative will attend the Annual Review for any Year 6 student due to join the school who has an EHCP.

## **SECTION 6: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs as well as their special educational provision.
- Students who have complex medical conditions are registered on the school's medical list & have an Individual Healthcare Plan, which is regularly reviewed. (See Policy A45 Supporting Students with medical Conditions)

## **SECTION 7: MONITORING & EVALUATION OF SEND**

The school regularly and carefully monitors and evaluates the quality of provision we offer all students.

This is achieved through sampling of parents, students and staff views and questionnaire surveys. Students' views are sought as part of Student Voice, with any issues raised discussed with the SENCO. The school hosts a Parental Voice meeting once a term where parents can come and speak to the Principal or a member of SLT about matters they are concerned with. Parents are able to email the SENCO or Pastoral Assistants at any time, and can contact them by phone during the hours of the school day.

The SEND Governor meets with the SENCO officially twice a year on Governor Link Days but informal contact is maintained throughout the course of the academic year.

Evaluation and monitoring arrangements as part of the School Self Evaluation Process promote an active process of continual review and improvement of provision for all students.

## **SECTION 8: TRAINING & RESOURCES**

- The School will allocate resources to SEND students based on need, but in accordance with any funding via The School Funding Agreement with respect to students with an ECHP.
- The SEND training needs of all staff are arranged through the SENCO and the SLT member responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training relevant to the context of identified SEND students.
- When specific training is needed to support the needs of an individual student training is delivered to all members of staff who are involved with the student on a regular basis.
- Where possible the school involves the support of external providers to support training needs
- All new members of teaching staff & trainee teachers meet with the SENCO as part of their induction; this is to allow the SENCO opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENCO is part of a Secondary School SENCO network within the local area.
- The SENCO holds (or is in training for) the National SENCO Award

## **SECTION 9: ROLES & RESPONSIBILITIES**

The role of the SEND Governor is to meet with the SENCO on a regular basis. The SEND Governor is able to challenge the SENCO on statistics and the progress of SEND students and request to see any documentation the SEND Governor would like to see to support information given. The SEND Governor may also speak to students and other staff periodically to find out their views.

The responsibilities of the SENCO include:

- liaising with and advising fellow teachers
- coordinating provision for students with SEND

- monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings as necessary
- overseeing the records on all students with SEND
- liaising with parents of students with SEND
- contributing to the training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

## **SECTION 10: STORING & MANAGING INFORMATION**

The school recognises the importance of appropriately managing and storing documentation associated with SEND. Documents are managed in accordance with the Data Protection Act 2018

### **APPENDICES**

Appendix A9a SEND Information Report for the current year (see separate document revised in September each year)