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POLICY RELATING TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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1. Statutory Requirements

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- The Equality Act (2010)
- Teachers' Standards (2011)
- Children and Families Act (2014) (specifically Education, Health and Care Plans - EHCPs)
- The Special Educational Needs and Disability Act (2001)
- Safeguarding & Child Protection Policy
- Accessibility Plan

2. Definition of Special Educational Needs

According to Part 3, Paragraph 20, Subsections (1) and (2) of the Children and Families Act 2014:
"A child or young person has special educational needs 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 than the majority of others of the same age
- 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.

Difficulties related solely to limitations in English as an additional language are not regarded as Special Educational Needs and Disability (SEND).

3. Responsibility for the coordination of SEND Provision

The person with overall responsibility for overseeing the provision for children with SEND is the Principal. The Principal's responsibilities are:

- the day to day management of the Schools including the SEND provision;
- keeping the Governing Body informed about SEND within the Schools.

Specific oversight for SEND provision within the Senior School is delegated to the Director of Teaching and Learning as line manager for the Special Educational Needs and Disability Coordinator (SENDCo). The day-to-day SEND provision is coordinated by the SENDCo and Assistant SENDCo.

Specific responsibility for SEND provision within the Junior School is delegated to the Head of the Junior School as line manager for the SENDCo.

Other professionals within the school involved in the provision of SEND include the school nurse, psychotherapist, counsellors, Director of Pupil Wellbeing, pastoral heads and teaching staff, supplemented by teaching assistants in the Junior School.

The Schools liaise with external agencies including Health and Social Services and Local Authorities, and private assessors where appropriate.

Role of the SENDCo:

- Contribution where necessary to the admissions process;
- Day-to-day operation of the school's SEND policy;
- Liaison and collaborative work with parents/carers and external support services;
- Liaison and advice to teachers and staff;
- Delivering and commissioning appropriate in-service training of staff for SEND issues;
- Determining the need for access arrangements;
- Responsible for producing student profiles for dissemination to teachers

The role of teaching staff is expounded in section 8.

4. Aims and Objectives

The Schools aim to provide every child with access to a broad and balanced education.

Our aims are:

- That all pupils with SEND will have their needs identified in order to support academic progression, in addition to good physical and mental health;
- To provide additional support in order that pupils with SEND are able to access the curriculum, and that this provision reflects a joined-up approach across the Junior and Senior Schools
- That support or additional resources are employed where appropriate in order to reduce barriers to learning;
- To develop a close working partnership with parents/carers.

Our objectives are:

- To identify the needs of pupils with SEND as early as possible. This is achieved most effectively by gathering information from parents/carers, previous schools and Health and Care Services prior to the child's entry into school. Additional information is collected from screening tests completed by all new pupils;
- To make staff aware of those pupils with particular needs so those needs may be incorporated into lesson planning;
- To offer additional support lessons and interventions on a needs basis.
- To visit curriculum lessons to support pupils with SEND
- To monitor and regularly review pupils' needs within support lessons;
- To respond to teacher feedback as appropriate;
- To work with parents/carers to gain a better understanding of their child and involve them in their child's education, including supporting them in terms of understanding SEND procedures and school practices;
- To provide written reports as part of the main school reporting schedule;
- To discuss the progress of each pupil during parents' meetings.

If a pupil is in receipt of an Education Health and Care Plan (EHCP), specifically on the grounds of education, the SENDCo will monitor progress and organise the review.

5. Working in partnership with parents/carers

The Schools have always believed that a close working relationship with parents/carers is fundamental. The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice, which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents/carers;
- The importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

Any concerns expressed by parents/carers will be recorded and acted upon as soon as possible, and opportunities to discuss their child with the SENDCo will be provided. Pupils in receipt of learning support lessons will receive a written report as part of their full report. Parents/carers will also have the opportunity to discuss progress at parents' evenings.

6. Admissions arrangements

The admissions test is designed to assess the child's potential to cope with the Schools' academic standards. At Dame Allan's pupils are treated as individuals. Those with SEND are admitted if they are able to meet the Schools' academic standards and only if reasonable adjustments can be made.

If an applicant with SEND requires a special arrangement for the entrance examination, parents/carers are required to submit an Educational Psychologist's report or Specialist Teacher report along with the application. For entry to the Senior School, these reports need to be received by the SENDCo at least ten days before the entrance examination. A decision is made by the SENDCo about whether the pupil is eligible for access arrangements. Decisions are made in accordance with the current Joint Council for Qualification document (JCQ): Access Arrangements and Reasonable Adjustments.

7. Links with other schools

Before a pupil joins the Schools, as much information as possible is obtained from previous schools with the prior consent of the parent/carer. In the event of a pupil with SEND transferring from the Schools to a new school, the SENDCo, with parental consent, will liaise with the new school and forward any relevant information and provision that the student has received at Dame Allan's.

8. SEND provision

All pupils are educated in mainstream classes.

A SEND register and access arrangement list is available to staff at all times via the school MIS. It is the responsibility of all teaching staff (and other staff if appropriate) to consult this register on a regular basis.

Graduated provisions made by the school are:

- Full time education in class incorporating differentiation by teachers where appropriate;
- Additional support provided by the learning support teacher working with small groups;
- In the Junior School, support provided by the learning support team working with small groups;

- Information and advice from external specialists.

In accordance with the SEND Code of Practice, every teacher is a teacher of SEND and should therefore:

- Consult the SEND register regularly and follow the strategies outlined in the student profiles where present, in order to be aware of SEND students and to meet their needs;
- Adapt their delivery of the curriculum and apply appropriate teaching and assessment styles to suit the needs of pupils within their class;
- Carry out regular assessments to monitor the progress of all pupils;
- Set clear progress targets for all pupils that focus on their potential to achieve at or above expectation;
- Attend any inset made available to them relating to SEND and implement appropriate strategies in the classroom.

Where concerns are identified, teachers should work with the SENDCo to assess whether the child has additional needs. It may be necessary for some assessments to be carried out externally.

Pupils with identified special educational needs may be offered additional small group support/intervention by a learning support teacher on a needs basis. This will be reviewed regularly.

9. Identification and assessment

The Schools are not able to formally diagnose medically based needs such as dyspraxia, ADHD, ASD or specific learning and psychological needs. When the school believes that a pupil might benefit from such an assessment, concerns will be discussed with parents/carers, and they will be advised as to how to obtain an assessment with an appropriate specialist.

Senior Schools

The Schools recognise the importance of early identification of children with SEND. All new pupils are given the opportunity to sit the GL Assessment online dyslexia screener. Where the results indicate signs of dyslexia, these are made available to parents/carers who are given the opportunity to discuss the findings with the SENDCo.

Additional assessments, such as those required to support the awarding of an access arrangement, will be arranged by the SENDCo as appropriate.

The results of the above assessments are shared with parents, circulated to staff and recorded on the SEND register if necessary. Where teachers have concerns about a pupil's progress, they are required to contact the SENDCo by completing the referral form, who will then investigate further.

If a pupil under the age of 16 requests screening for a Specific Learning Difficulty (dyslexia), parental consent will usually be sought before this is carried out. In cases where the pupil does not wish to inform their parent/carer, the SENDCo may assess the pupil without parental consent provided they have the capacity and understanding to make this decision.

Junior School

If a pupil is experiencing any difficulties, a teacher is required to contact the SENDCo with appropriate evidence. This will be discussed with the class teacher, and the child will be observed by the SENDCo.

Contact is made with parents/carers who are invited to discuss concerns with the SENDCo. Appropriate support within the classroom is discussed with all parties concerned.

After receiving consent from the parents/carers, the child will be assessed by the SENDCo. Assessments will include:

- Welcher Individual achievement test (WIAT-II-T) single word reading, spelling, comprehension and reading speed test;
- Digit memory test of working memory;
- Symbol Digit Modalities Test (processing speed);
- INCAS scores will be used to determine the child's IQ.

Results of these tests will be shared with the parents/carers and teaching staff, and any action required will be discussed.

Where appropriate, pupils may be given the opportunity to have extra time during subject assessments and complete this in a different-coloured pen so that class teachers can see what they can do during timed conditions. This is an informal arrangement in order to support pupils, and there is no guarantee that this extra time will continue as the pupil moves through the school. Parents must be informed that this is the case and that access arrangements are regularly reviewed.

All children in year 5, or new starters in Year 6, are screened for dyslexia using the GL Assessment online dyslexia screener. Where the results indicate signs of dyslexia, these are made available to parents/carers who are given the opportunity to discuss the findings with the SENDCo. Further testing is carried out on pupils who are discovered to have a dyslexic profile.

All findings are circulated to staff and recorded on the SEND register, and appropriate support will be put in place. A student profile, outlining the needs of the student, will then be written if required, together with the pupil and the parents/carers. This will then be circulated to the appropriate staff for reference.

10. Access arrangements for tests and examinations (including entrance examinations)

Access arrangements are provided according to need and in line with the procedures outlined by the Joint Council for Qualifications (JCQ).

The JCQ states that 'the purpose of an access arrangement is to ensure that, where possible, barriers to assessment are removed for a disabled candidate thereby preventing him/her being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.'

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

The SENDCo is responsible for organising assessments in support of access arrangements and will thus collate the results of relevant assessments, process applications online and hold the evidence for inspection purposes for GCSE and GCE A-level qualifications. Teachers are required to support the SENDCo in performing this role through accurate and timely supplying of requested information.

In advance of an assessment, the SENDCo is required to 'paint a holistic picture of need' and a 'history of support and provision'. The SENDCo must confirm the 'normal way of working' by bringing together:

- comments and observations from teaching staff and support staff;
- intervention strategies in place for the candidate;
- screening test results;
- evidence from baseline data;
- information about any differentiation in the classroom;
- evidence of the normal way of working in the classroom;
- arrangements made for end-of-year internal school examinations/mock examinations.

The arrangement(s) put in place for external examinations must be in line with this normal way of working and reflect the support given to the candidate in the centre, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- internal school tests/examinations and mock examinations.

Applications for access arrangements require both core evidence (defined as the quantitative data from the assessor's report) and supplementary evidence (evidence of normal way of working within the centre and a sample of internal school test/mock examination papers showing the application of extra time (by way of changing pen colour when using extra time) or comments and observations from teaching staff clearly demonstrating the need for 25% extra time, why the candidate needs extra time and how he/she uses the extra time awarded).

Assessments undertaken before the start of Year 9 are not valid for determining the need for extra time in GCSE and/or GCE A-level examinations. In both cases, assessment data from Year 9 and above are required.

When progressing to Year 12 and 13, the SENDCo must be able to demonstrate that 25% extra time is still needed by the candidate for A-level examinations using recent evidence that 25% extra time continues to be the candidate's normal way of working.

Applications must be processed and approved before an examination or assessment, no later than the published deadline, which occurs in February during the year of the examination.

A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application. An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

Candidates are not permitted under JCQ regulations to have extra time on the basis of English not being the candidate's first language. However, a bilingual translation dictionary may be provided. The candidate must have an impairment in their first language, which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

The JCQ and the awarding bodies can only enter into discussions over access arrangements with the candidate's centre and not with parents/carers.

11. Monitoring, reporting and reviewing pupils

Senior Schools

The Learning Support Team will monitor pupil progress, in order to review provision periodically, using the following sources of information:

- ongoing assessment scores in spelling, reading accuracy, reading comprehension, punctuation and grammar tests carried out within learning support lessons;
- achievement grades provided from teachers in key subjects;
- school reports;
- information provided by pupils themselves;
- information provided by parents/carers.

Written reports by the Learning Support Team are issued as part of the main school reporting schedule. The progress of each pupil can be reviewed during parents' evenings.

If a pupil is in receipt of an EHCP (specifically on the grounds of education), the SENDCo will monitor progress and organise the review.

Junior School

The SENDCo will draw up a Student Profile to suit the pupil's needs, and this will be discussed with all parties. The profile will be reviewed during parents' meetings twice a year to monitor the progress of each child. An end-of-academic-year report will be completed, which will form the basis for provision for the new academic year. Internal assessments will also be monitored to check the pupil's progress across the school year.

If a pupil is in receipt of an EHCP (specifically on the grounds of education), the SENDCo will monitor progress and organise the review.

12. Record keeping

The SENDCo in each school will maintain records associated with pupils' Special Educational Needs and Disabilities and these are shared across the schools so that the best provision can be provided for pupils. These will be shared with teachers where necessary to enable them to provide appropriate support. The pupil records include:

- information from a previous school;
- information from parents/carers;
- summary of contact with parents/carers;
- comments from staff regarding pupil strengths and difficulties;
- pupils' perceptions of strengths and difficulties;
- information from outside agencies;
- information from screening test results;
- information on progress;
- information relating to any access arrangements in place.

In accordance with the Schools' Retention of Records Policy, records may be retained for a period from the pupil's date of birth for up to 35 years, with such records to be risk assessed on an individual basis.

13. Complaints procedure

In accordance with the Complaints Policy, if a parent/carer has a complaint, then an informal resolution should be attempted between the SENDCo and the parent/carer with the support of the Director of Teaching and Learning or Head of Junior School where appropriate. Should an informal resolution not be possible, then the complaint should then be addressed formally to the Principal. The Principal will investigate the complaint and take appropriate action in accordance with the Complaints Policy.

14. Other relevant policies

This policy should be read in conjunction with the following policies:
Accessibility Policy
Access Arrangements Policy
Admissions Policy
Anti-bullying Policy
Assessment, Marking Feedback and Reporting Policy
Complaints Policy
Curriculum Policy
English as an Additional Language Policy
Equal opportunities Policy (for staff and pupils)
Exams Policy (and associated policies)
Junior School Policy on Learning and Teaching, Marking, Feedback and Assessment Policy
Senior Schools' Learning and Teaching Policy
More Able, Gifted and Talented Policy
Outings and Residential Trips Policy and Procedure
Safeguarding and Child Protection Policy

Retention of Records Policy
Whole School Behaviour Policy