



King Edward VI School

Whole School Special Educational Needs and Disabilities Policy

June 2022

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Drawn up by:	Sharon Scott – SENDCo
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Introduction

King Edward VI School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND and are responsible for their needs while in their care.

SEND provision is coordinated by the Special Educational Needs and Disabilities Coordinator (SENDCo) Ms S Scott, who is line managed by the Deputy Headteacher, Ms Tucker. We follow Department for Education (DfE) definitions and guidance. Due consideration is given to the requirements of the Disability Discrimination Act.

Principles

By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing facilities and resources, and has a significant impact on the student's ability to make progress and take a full part in school life.

These difficulties include specific learning difficulties such as dyslexia, dyscalculia, attention deficit hyperactivity disorder (ADHD) or social, emotional and mental health difficulties (SEMH). It also includes students who have been diagnosed with autistic spectrum condition (ASC) or with speech and language difficulties. It also includes students with sensory difficulties, including those with a hearing or visual impairment (HI, VI).

Special educational provision means provision **which is additional to or different from** that made for other students. We access internal and external expertise as needed to ensure progress as part of a graduated response, in line with the **SEN Code of Practice 2014**.

If a student needs provision which is additional to or different from that of their peers, they are placed on the school SEND register.

Students that have a medical need that may affect their learning (such as diabetes, epilepsy) are placed on the **Additional needs/Medical needs register**.

Teachers are made aware of the needs of their students through Go 4 Schools class registers.

Transition from Key Stage 2

Many students with SEND will have had formal assessments or diagnoses at previous school(s). The Learning Support team has developed links with feeder schools and students are visited in their Y6 class in the summer term prior to transition. For students with EHCPs the SENDCo takes part in transitional annual reviews where possible.

Identification and assessment of students with SEN

A teacher may consult the SENDCo where a student **without previously identified SEN** is not making adequate progress, describing the strategies they have tried so far. The Learning Support team will arrange monitoring, assessment and observation as needed, and, if appropriate, will arrange for further assessment or referrals.

The **Code of Practice** explains that once a student with potential SEN is identified, **four types of action are needed** to put effective support in place. These actions form part of a

cycle through which earlier decisions and actions are revisited, refined and revised, with the growing understanding of the student's needs and of what supports the student in making expected progress.

The Code states that this process is known as the '**graduated approach**'. The four actions are:

1. **Assess:** the class teacher and SENDCo should clearly analyse a student's needs before identifying a child as needing SEN support
2. **Plan:** A plan for provision is put together that may include intervention outside of the classroom. This will be time limited
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis (**High Quality Teaching**). Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the student. This requires effective liaison between teacher and support staff and should be target driven
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date, where outcomes and targets are reviewed and new targets set.

How does our school provide for children with additional needs?

Special provision for students with SEND usually means **differentiated delivery, resources or tasks managed by teachers in class settings**, without necessarily involving additional adults. It may also entail in-class support or targeted group interventions by Learning Support staff, such as Catch-Up Literacy and Numeracy, 1: 1 Elklan (speech and language support) or 1:1 dyslexia support.

Many students with SEND also have special (access) arrangements in exams, such as extra time, a reader, scribe or access to a word processor. Students for whom these arrangements may be appropriate are assessed by our Exams Assessor Mr Hurst.

In some cases, students with SEND will have foregone medical or educational assessments to identify and diagnose their areas of need, e.g., Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia or Dyspraxia. This may include access to specialist external activities that contribute to helping them make progress.

Students with SEND who have difficulty managing their own behaviour may have a Pastoral Support Plan (SPFS). This will include an outline of their difficulties, special provision and targets, and be used for monitoring and reviews. This work is carried out in partnership with the Heads of Year.

Some students who have a disability/medical need may have a Care Plan prepared with the help of the student, his or her parent/ carer, the School Nurse and other health services. Care Plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually. They are coordinated by the Medical Needs Co-ordinator Ms Kirsty Cooper.

Students with an Education, Health and Care Plan (EHCP)

Under the SEN Code of Practice, children with **complex** SEN needs may be assessed to determine whether they qualify for an **Education, Health and Care Plan (EHCP)**. The final decision for this remains with the local authority (LA). An EHCP is a **statutory document** which identifies Learning Outcomes for the child and highlights the provision needed to be put in place by the education setting in order for the child to achieve these outcomes. The SENDCo, teaching staff and Learning Support team work together to ensure that this provision is in place.

Parents and carers of a child with an EHCP are expected to attend annual review meetings and to be actively involved in the review process, including the setting of interim targets.

Partnership

King Edward VI School emphasises the importance of developing a partnership with parents, carers and students in order to plan provision and review progress. This might include:

- Discussions with teachers, Heads of Year, Heads of Department and the SENDCo
- Input into provision-planning
- Sharing details of external reports and assessments
- Participation in reviews and parents/carers' meetings

This SEND policy is reviewed by Governors annually, and the SENDCo prepares an Annual Report to governors.