



Whole School Special Educational Needs and Disabilities Policy

June 2018

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 (SEN/D). 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 SEN/D and are responsible for their needs while in their care.

SEN/D provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCo) Ms S Scott, who is line managed by the Deputy Head teacher. We follow Department for Education (DfE) definitions and guidance. Due consideration is given to the requirements of the Disability Discrimination Act.

Principles

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty.

Difficulties such as specific learning difficulties, conditions like diabetes, epilepsy, AD (H)D complex behavioural, emotional or social difficulties and mental health disorders are among the disabilities that might be classed as SEN/D if they have **significant** impact on the student's ability to make progress and take a full part in school life.

Special educational provision means interventions **which are 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.

We follow DfE guidance when we review progress, update targets, and define, manage and map special provision.

Identification and assessment

Many students with SEN/D will have had formal assessments or diagnoses at previous schools. Our Learning Support team has developed links with our feeder schools and liaises with them to help identify students with special needs who will be joining King Edward VI School. Students and their class teachers are visited during their final year prior to transition and the SENDCo takes part in transitional annual reviews.

A teacher may consult the SENDCo where a student without previously identified SEN/D is not making adequate progress. The Learning Support team will arrange monitoring, assessment and observation as needed, and, if appropriate, will arrange for further testing or referrals.

Provision

At King Edward VI we have a policy of individual planning and recording for all students, and deliver personalised learning initiatives. Provision-mapping for students with SEN/D is therefore an integral part of our whole-school management system. Every student has individual targets whether or not they have SEN/D, and we record outcomes for every student.

For students with SEN/D our provision mapping also:

- Identifies additional or different provision **and its costs** for students with an Education and Health Care Plan (EHCP)
- Links provision to individuals
- Monitors and reviews provision and students' individual targets.

How does our school provide for children with additional needs?

Under the Code of Practice, children with **complex** SEN may be assessed to determine whether they qualify for an **Education, Health and Care [EHC] plan**. Based on the evidence it has gathered as part of the EHC needs assessment, the local authority will decide whether a child will be issued with an EHC plan. The support outlined in these plans is decided in collaboration with the local authority (LA) and other professionals such as speech and language therapists, occupational therapists, physiotherapists or someone from CAMHS (Child and Adolescent Mental Health Services).

The **Code of Practice** explains that once a 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:** parents notified and included in decisions about SEN support available
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis (**Quality First 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 are targets are reviewed and new targets set.

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without necessarily involving additional adults. It may also entail in-class work or targeted group interventions by Learning Support staff. Areas for involvement include literacy and numeracy catch-up groups, work on areas like social skills, speaking and listening, addressing learning gaps, boosting achievement or exploiting strengths. Many students with SEN/D also have special (access) arrangements in exams, such as extra time, a reader or access to a word processor. Students for whom these arrangements may be appropriate are assessed by our centre assessor.

A small number of students with SEN/D will have been assessed as needing specific support and allocated additional funding (HTN funding) for dedicated provision or resources. These students may be assisted in class by Learning Support staff, or withdrawn from class for specialist teaching or social skills programmes.

In many cases, students with SEN/D will have had medical or educational assessments designed to identify their areas of need. This may include access to specialist external activities that contribute to helping them make progress.

Students with SEN/D who have difficulty managing their own behaviour may have a Pastoral Support Plan (PSP). 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 College who lead the process.

Some students who have a disability 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.

Students for whom English is an additional language, have access to a specialist HLTA, whose responsibility is to coordinate provision and maintain an overview of individual progress.

5. Resources

Funding for students with SEN/D is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding may be for the most severe levels of need in mainstream schools through High Tariff Needs funding (HTN). The bulk of this funding is already allocated to schools for existing named students. Any allocations made during the year are intended primarily for students with newly identified needs or who have recently entered the school system. Our SENDCo manages the termly evidence based process.

6. Partnership

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

- Discussions with teachers, Heads of College, Assistant Head teachers, Heads of Department and the SENDCo
- Inputs to provision-planning
- Sharing details of external reports and assessments
- Participation in reviews and parents/carers' meetings

Parents and carers of students with a formal EHCP (previously Statement of SEN) are always asked to attend annual review meetings and to be actively involved in the review process, including the setting of agreed targets.

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