



SUSI EARNSHAW

School of Academics & Performing Arts

Special Educational Needs and Disability Policy

Last updated: August 2021	Next review: August 2022
Ratified by: Julia Hammond (headteacher)	Date: 20 th August 2021

General statement and issues of Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (January 2015) and has been written with reference in addition to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Safeguarding and Child protection Policy
- Accessibility Plan as required within schools
- Teachers Standards

Aims

To work with staff and parents to identify the needs of pupils at Susi Earnshaw in order to ensure they are appropriately supported to reach their potential, and barriers to learning are overcome. As appropriate, where a pupil's SEN is financially supported by their Local Authority work as required under local offer arrangements. As appropriate, work even more carefully in partnership with parents /carers in supporting their child's education and offer guidance and support as appropriate.

Susy Earnshaw has a named Special Educational Needs and Disabilities Coordinator (SENCo), who alongside the Headteacher and Proprietor works to ensure the SEN/D Policy works within the guidelines and inclusion requirements of our own wider policies and the statutory guidance above.

We are fully committed to Inclusion. If you have a concern about how we can meet your

child's need, please make an appointment with the SENCO so that we can work together to find out how we can best meet their needs.

- We will provide an outstanding education for the young people in our community, and those who come to us from beyond, in order to transform their life chances.
- We will aim to work with a range of stakeholders, partners and collaborators to be efficient in our use of resources to the benefit of our students.
- We will give our students, the voice, skills and self-confidence to learn throughout their lives and to make a difference to their community.
- Through this policy we are pleased to meet the requirements of the Education Acts 1993 and 1996 and the SEN Code of Practice on the Identification and Assessment of SEN.
- All children should be equally valued whether or not they have special educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved where this diversity is recognised and is regarded positively.
- The education of children is a shared professional responsibility. The inclusion of pupils with special educational needs is also a shared professional responsibility.
- We aim to provide appropriate resources, both human and material, and to ensure their maximum and proper use. We aim to provide a range of professional development opportunities for all staff working with SEND and monitor and adapt the effectiveness of such strategies and ways of working as best practice evolves.
- As appropriate to age and stage, involve the child in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting their educational needs. We aim to celebrate the achievements and work of all of our pupils, including those with SEND.
- To ensure that within our planning of teaching, learning and monitoring, the potentially high achieving pupils' special need is differentiated for and appropriate intervention is made when underachieving pupils are identified.

What are Special Educational Needs or Disabilities?

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 him or her. We can identify those if s/he

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions

Pupils may have special needs in any of the following categories:

- Communications and interaction difficulties – including speech and language difficulties, Autistic Spectrum Disorder and Asperger's Syndrome

- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and / or physical needs – including hearing and visual impairment

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Other barriers to learning

- Difficult or withdrawn behaviour does not necessarily mean that a child has SEND. Where there are such concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach involving clinical services and children's social care is likely.
- Physical disability does not automatically imply SEN, though may need the school to plan carefully to ensure access to the wide span of school activities and opportunities is possible, as appropriate to reasonable financial costs.
- Attendance and Punctuality - we monitor attendance closely and will advise parents of our concerns when attendance falls below 95%.
- Health and Welfare - prolonged absence from school requires specific support from school and other agencies
- Being a Looked After Child - specific arrangements will be agreed to be in place for families seeing a placement at Susi Earnshaw's.
- Limited knowledge of English/English as an additional language (EAL) may seriously impact in progress, however by itself is not a SEND.
- Sometimes, children need to be supported for a short period of time to help them overcome a particular, transitory difficulty, for example on entry to the school outside of the normal start of academic year in September.
- Pupils transitioning from other educational jurisdictions elsewhere in the world may also need time to adapt to the new demands and requirements they face within Susi Earnshaw.

Identification & Assessment

It is the duty of all members of teaching staff to inform the SENCo of pupils about whom they have a concern regarding their access to the curriculum and progress.

It is the duty of all staff to make use of the SEN information that is made available to them, including looking at the EHCP, professionals' reports, individual care plans and CATS scores for their learners.

Parents who have concerns relating to SEN should contact the school SENCo for further advice and guidance.

Pupils on the SEN register and those of concern will be discussed by the team to ensure that timely interventions can be put in place and progress can be monitored, using a plan-do-review approach.

Details of Pupil Screening

Pupils in years 7, 8 & 9 will be screened for reading and spelling attainment and speed of writing. Where applicable, pupils will be referred to outside agencies in order for further investigations to be undertaken to ensure that their specific needs are identified. CATS testing is routinely used to give a broad indication of ability and to flag up discrepancies that may need further investigation.

Early identification of weaknesses will enable interventions to be put into place to address these. Baseline data will be compiled which will allow a picture of need to be documented in preparation for any concessions which may be required at a future date. During the end of year examinations, we require children to change colour pen after 45 minutes of the hour exam are complete, and this assists in highlighting whether time pressure is impacting upon exam performance.

Pupils identified as having special educational needs be recorded on the SEN register along with data about their need type/s, level of support required, services involved, strategies that support them and targets. This information is shared with staff, and their progress will be monitored by the SENCo as part of the routine reporting structure.

Teaching & Support for learners with SEN

A graduated whole school approach will be used to meet the learning needs of all pupils. Quality first inclusive teaching is the basis for ensuring that all pupils are able to access the curriculum, achieved through excellent classroom teaching. Where the needs of a pupil have been identified, differentiated resources will be provided and support will be given within an inclusive teaching environment.

Teaching and Learning Assistant (TLA) support will be implemented where applicable to ensure that funded pupils with a statement of special educational needs (or Education Health and Care Plan) are able to access the curriculum.

Specialist teaching intervention may be introduced where it is felt a pupil would benefit from specific additional support. Literacy and numeracy support lessons can be given by specialist teachers.

All pupils on the SEN register, including those with EHCPs, can expect regular progress reviews. Annual Reviews will be carefully planned and will involve the wider team around the child and the family. Teaching and Support will always be discussed at these meetings.

All pupils on the SEN register will be in receipt of provision or resourcing that is above and beyond what is normally required by pupils and all of these supporting mechanisms will be carefully reviewed.

Examples of targeted SEN resourcing may include such things as:

- A shared or individual teaching assistant in class
- Access to a specialist group for literacy, numeracy or exam support
- Specialist testing or teaching (for example dyslexia or social skills support)
- Individual classroom observation and support from an EP, SALT, OT or the SENCO.
- Targeted lunchtime provision
- Mentoring or other support for SEMH
- Referral to services such as CAMHS or for statutory assessment
- Designated equipment, software or aids that facilitate learning

Examination Access Arrangements (EAA)

Pupils with Special Needs may be entitled to access arrangements. It is the parent's responsibility to notify the school that they request reasonable adjustments to the tests to be considered for their child.

Applications for adjustments are made within the summer term prior to testing. Evidence from recent (no more than 12 months old) professional reports will be needed and the parents may be asked to arrange this testing. Access arrangements can help learners to overcome the difficulties and disadvantages that arise as a result of needs such as ADD, Dyslexia, slower processing, visual stress and learning difficulty.

For GCSE examinations

Following the screening of year 9 pupils for reading and spelling attainment and writing speed, those who require further assessment will be referred to the SENCO.

Where applicable and where standard score subtest results are 84 or below, relevant EAA will be granted, in accordance with the JCQ regulations (JCQ 2015). Pupils and parents will be informed of the outcome of all assessments.

Other bodies with whom we work

Our School work together with, health and social care bodies, local authority support services and voluntary sector organisations, to ensure we meet children and young people's SEND and support their families. These agencies include ASEND (SEND consultancy, Training and Recruitment) CAMHS (Child and Adolescent Mental Health Service), Grief Encounters (Helping children through bereavement).

Our Approach to Supporting Needs

In keeping with the ethos of the school and the foundations underpinning the SEN policy, our aims and principles are:

- To identify and assess SEN at the earliest opportunity through thorough transition procedures when students arrive
- To closely liaise with feeder schools to gather comprehensive information about students and their needs.
- To identify and assess SEN at the earliest opportunity through baseline assessments and careful ongoing assessment and monitoring of all children.
- To monitor the effectiveness of interventions through clear ongoing assessment procedures and record keeping.
- To monitor the groups represented on the SEN/D register.
- To involve children with SEN/D in all aspects of school life.
- To provide appropriate training for staff so that this policy and the accompanying procedures and strategies can be implemented with maximum effect.
- To consider the learning environment as part of the process of identifying special educational needs, thereby creating an environment that meets the needs of each child.
- To ensure access to a broad and balanced curriculum through appropriate differentiation, so that, children with SEN are supported in their learning.

- To maximize the learning and achievements of children with SEN during their time at the School.
- To establish and maintain good systems of communication between professionals from outside agencies, teachers, teaching assistants and other staff members.
- To take a collaborative approach to children's needs, making clear the expectations of all partners in the process.
- To work in partnership with parents to support their child and bring in external professionals where appropriate. Where a child has an EHCP, targets will always be discussed with the child, presenting the objectives in an accessible and appropriate way and taking the child's views into account.
- To ensure all staff know and understand the procedures for identifying children with SEN.
- To ensure adequate resourcing for SEN.

Complaints

Parents of children with SEND wishing to make complaint about the provision made at the school should in the first instance contact the headteacher. Further details of our formal complaint's policy and procedure can be found on the school's website.