Special Educational Needs and Disabilities (SEND) Policy

Alcester Grammar School

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

The AGS Vision for pupils with Special Educational Needs :

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We will reach this vision through:

- Ensuring that everyone in the school; governors, staff and pupils understand the importance of early identification of pupils with special educational needs and providing for them.
- Ensuring that everyone teaching pupils identified as having special educational needs, knows about these needs and how they are to be met, monitored and evaluated.
- Giving pupils access to a broad and balanced curriculum, including the National Curriculum.
- Enabling pupils with special educational needs to receive an education which enables them to realise their full potential.

- Ensuring that there is the greatest possible degree of partnership between parents and the school in all matters to do with special educational needs.
- Securing provision for all with special educational needs from the most appropriate agency.
- Reporting to parents on the implementation of this policy for pupils with SEND and ensure that parents are notified if the school identifies that their child has SEND and/or where SEND provision is being made for their child.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on 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
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- This policy also complies with our funding agreement and articles of association. It is developed and implemented by the SENDCO, in consultation with the school Leadership Team and Governors. The policy is available on the school website

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging

curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of students of the same age, or

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The school's policy recognises and supports the principles outlined in the Code of Practice and in Warwickshire County Council's Policy: the needs of all pupils who may have special educational needs should be positively recognised and addressed.

A pupil will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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	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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Mrs. Caroline Brown.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than

others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Alysa Levene.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on their child's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Special educational needs which are identified are dealt with in a variety of ways, in order to provide a range of strategies to meet individual needs. Educational support should be provided in a staged process. The school follows the policy of Warwickshire LA in this.

Pre- transfer Identification of students with SEND takes place through the following:

- Use of information on transfer documents.
- Liaison with Educational Psychologist and/or liaison with other agencies.
- At 11 + Primary School Liaison.
- At 16+ as part of the application process
- Contact with parents prior to transfer, including information provided on admission forms.

In School Identification of students with SEND takes place through the following:

- Attendance data analysis.
- Regular academic review, e.g. progress checks, forms and reports.
- GCSE, Alis data and mock exam results.
- By Subject Teacher to Form Tutor/Head of Year/SENDCO.

- Parental information and involvement.
- Student self-referral

The Identification procedure is as follows:

- Registration of a concern to the SENDCO with evidence that a student may have special educational needs.
- SENDCO collects additional information through discussions with staff involved and examples of student's work.
- In the case of medical or other difficulty, a query can be raised with the SENDCO. Parents may be signposted to medical / other routes as appropriate.
- Students, parents and teachers are informed of any action that has been started and permission gained for referral to a specialist professional where appropriate.
- Professional report to school and parents.
- Staff are informed of any developments and are advised on how to best support the student.

Assessment for students with SEND may be made, with parental approval by the following bodies:

- The relevant County Council Social Services
- In-school specialist assessment
- SEND Supported (Specialist SEN educational consultants)
- Independent Careers Advisor
- Educational Psychologist
- CAMHS (Child and adolescent Mental Health Services). This is now RISE in Warwickshire.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- 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 pupil starts at school, so support can be put in place as early as possible.

8.2 Links with Other Schools and Transition Arrangements

At time of transition the school will work with previous settings and/or next settings to ensure as smooth a transition as possible.

For students arriving in Year 7 the Learning Support Coordinator/SENDCO will gather relevant information about students and invite some to an additional transition morning.

For students arriving in Year 12, as much prior information will be sought as possible via liaison with the previous setting and information shared by the student and parents/carers.

8.3 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.4 The graduated approach to SEND support

A copy of the SEND register, Additional Needs register and Access Arrangements register are available electronically as a secure online document to all staff. Any changes/updates after the start of the academic year are then circulated.

Wave 1

- The 1st "Wave" of SEND provision comes from the subject teacher within an ordinary lesson when the pupil needs support through greater than normal adaptation, modification of materials, and individualised work. Teachers are responsible for the progress and development of the pupils in their class through high quality teaching, differentiated for individual pupils.
- A learning support assistant may be asked to modify materials for use in class.
- A learning support assistant may work with the pupil in class as part of a group or might withdraw a small group including the pupil for part or all of a lesson.
- Provision will involve the Form Tutor / HOY supporting the student through discussions and monitoring the student's homework, organisation and progress.

- The SENDCO will check that there is a systematic and consistent provision across all subject areas.
- The SENDCO will offer advice and support to students and parents as necessary.
- The SENDCO will maintain an ongoing record of action.
- Progress will be reviewed at assessment times.
- Pupils who are fully supported via Wave 1 interventions may be added to our Additional Needs Register to inform staff. If this is the case all staff will be made aware of the pupils needs and suggested reasonable adjustments via a pupil profile.

Wave 2

- Movement to 'Wave 2' is actioned when, despite high quality teaching in Wave 1, progress is still not being made.
- The pupil requires significant support through considerable individual help, modification of materials and curriculum differentiation. The subject teacher and the SENDCO liaise and record interventions made.
- At this stage a pupil may be placed on the SEND register. Parents will be notified of this.

Wave 3

- Long term interventions organised by the SENDCO. For example, requesting an Education, Health and Care assessment.
- External agencies will be involved following consultation with parents (where appropriate).
- An Education, Health and Care needs assessment should not be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with early years providers and schools.
- A referral for an Education, Health and Care needs assessment will not always lead to an EHCP.

Education and Health Care Plans (EHCP)

- The purpose of an EHCP is to make special educational provision to meet the special educational needs of the pupil to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.
- A Review of the EHCP must take place annually. This usually takes place at school. The pupil, their parents, the Principal, Head of Year and representatives from the Health Services, Social Services and the LA should be invited.

8.5 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.6 Providing Access to a Broad and Balanced Curriculum

This is the aim for every student. The school adopts a flexible and positive approach to individuals with SEND, assessing the needs of each individual and aiming to provide, as far as possible, the means to access such a curriculum. These means will vary from student to student e.g. support teaching, extra tuition, teaching strategies, use of IT and other technology.

Integration Arrangements: The school's policy for students with SEND is to enable integration into the whole life of this community so far as is reasonably practicable and compatible with an individual's learning needs and the efficient use of resources and efficient education of other students.

8.7 Resources

Delegated funds for students with statements or EHCPs:

These funds are used in a variety of ways, e.g. 1:1 Learning support assistant provision in lessons or purchase of special equipment to meet the precise requirements on an individual's EHCP and to achieve the agreed objectives.

Other resources (Socio-economic and SEND Funding):

The principles governing the school's allocation of resources are enshrined in the statutory duty that the governing body must "do their best to secure that the necessary provision is made for any pupil who has SEND".This broadly divides into two strands:in response to an individual need, or in response to school need: These are broader needs which, while related to meeting individual needs, enable a greater range of provision. For example: resources for SENDCO's non-contact time; adaptations to premises; additional support for the gifted; buying specialist consultancy on specific issues (e.g. dyslexia).

8.8 Record Keeping

Records pertaining to SEND are kept in the student's record file by the SENDCO

A register of those involved in SEND provision is kept by the SENDCO. A copy is available for consultation as a secure online document. The SENDCO keeps the SENDCO module of the SIMS.net database up to date.

8.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Monitoring by the SENDCO
- Level of staff awareness of SEND pupils in school
- Level of staff awareness of SEND stages and procedures
- Holding annual reviews for pupils with EHC plans
- Gathering feedback from the pupil and their parents/carers
- Degree of student access to a broad and balanced curriculum.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The principal and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Individual: training is available for the SENDCO to develop his/her skills and knowledge through the school INSET funds. Termly meetings with Warwickshire advisors and SENDCOs enable current developments to be discussed.

Whole staff: all staff need sufficient awareness of SEND to be able to recognise the problems, implement strategies and seek further help where relevant. They also need awareness of the strategies for adaptation, and training/information which enables them to deal effectively with specific individual SEND. Staff are also trained to be aware that additional barriers can exist when recognising abuse and neglect in children with SEN and disabilities through Safeguarding training as appropriate.

INSET can be provided by External Support Services, Health Services and Social Services

Where external agencies are used it is the SENDCO's responsibility to ensure effective liaison between various agencies. This may be through case conferences or through designation of a lead professional who takes on this role.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services (such as the visual and hearing impairment teams)
- Educational psychologists
- School nurses
- Child and adolescent mental health services (CAMHS/RISE)
- Social services
- Speech and Language Therapists

13. Admission and accessibility arrangements

13.1 Admission arrangements

These are covered by the admissions policy which is reviewed annually and is in line with the School Admissions Code (2021).

13.2 Accessibility arrangements

The school has three three-storey blocks with lifts. There is a lavatory with disabled access on the ground floor near the Theatre, in the Sports Hall and on the ground floor of each of the three-storey blocks. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. The school does not house any alternative provisions for SEND.

14. Complaints about SEND provision

Any parents or students who wish to register a complaint about the provision made for that student should first contact the SENDCO. If the matter remains unresolved then the school's complaints procedure can be followed.

If the complaint about provision concerns external agencies, then the SENDCO will liaise with the parents to follow the external agencies complaints procedure.

15. Monitoring arrangements

This policy will be reviewed by School Governors **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.