



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

(to be read in conjunction with the SEND Information Report)

DATE: November 2020

REVISION DATE: November 2021

COMPLIANCE AND LEGAL FRAMEWORK

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children’s Act 1989.

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (Update, Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (2015)
- The Special Educational needs and Disability Regulations (2014)
- Teachers’ Standards (2011)
- Keeping Children Safe in Education (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Supporting Students with Medical Conditions Policy

This policy was created by the SENDCO and Deputy Headteacher who is the SEND advocate on the Senior Leadership Team, in liaison with the **SEND** (Special Educational Needs and Disability)/Inclusion Governor).

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

At Sutton Coldfield Grammar School for Girls, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our students whatever their needs or abilities. Our primary focus is to enable all students to participate in a range of activities which promote intellectual, personal, social and physical development and wellbeing. This requires the delivery of a curriculum and extra-curricular activities which address equality of opportunity and are differentiated to reflect individual students’ needs and abilities.

AIMS AND OBJECTIVES

AIMS

- To enable every student to have a love of learning, a positive resilient approach and a strong sense of community.
- To encourage high aspirations and have high expectations of all students in all areas of school life.
- To assist and support every student in overcoming barriers to achieving their potential.
- To enable full access to the curriculum for all students.
- To facilitate the involvement of parents and young people in decision making.
- To collaborate with education, health and social care services to provide appropriate support.
- To ensure that students are successfully prepared for adulthood, including independent living and employment.

OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (2015).
- To identify and provide for students who have special educational and additional needs.
- To operate a “whole student, whole school” approach to the management and provision of support for Special Educational Needs and Disability.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work within the school’s Inclusion Policy. *[This originally said the SEND Inclusion Policy, but that does not exist – it is a whole school inclusion document]*

- To provide support and advice for all staff working with special educational needs students.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The law states that a child has a special educational need where their learning difficulty, or disability calls for special educational provision, namely provision different from, or additional to, that which is normally available to students of the same age.

The Code of Practice (2015) describes the four broad areas of need, however, the purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We consider the needs of the whole child, not just their special educational needs and we recognise that a student may have needs that cut across all of these areas and that the needs can change over time. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Underpinning all of our provision is the GRADUATED APPROACH cycle:



A GRADUATED RESPONSE TO SEN SUPPORT

The SEND Code of Practice (2015) requires that schools adopt a graduated response to meeting special educational needs that initially considers classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.

High-quality teaching, differentiated for individual students is the first step in responding to students who have, or may have SEND. The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the types of SEND most frequently encountered in our school.

The decision whether to make SEND provision results from the SENDCO working with the Head of Year, the parents/carers and the student, together with agencies such as the Educational Psychology Service and Student and School Support to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This information includes formative assessment and early assessment materials.

If a student is known to have special educational needs when they arrive at the school, the Head of Year 7, the SENDCO, departmental and pastoral colleagues:

- use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support that student within class;

- ensure that on-going observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning;
- ensure opportunities for the student to demonstrate their skills and understanding;
- develop a partnership with parents and students to actively involve all parties in the planning and setting of targets for learning as recorded in the pupil profile;
- regularly review the effectiveness of any interventions and make any necessary revisions.

The Governing Board has a responsibility to ensure that the following is in place:

- An appropriate member of staff (the SEND Co-ordinator or SENDCO) has responsibility for co-ordinating provision for students with SEND.
- A designated teacher who oversees provision for 'looked after' children where appropriate.
- Ensure that reasonable adjustments for students with disabilities are made in order to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure appropriate policies and procedures are in place so that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for student with disabilities.
- Publish annual information about the arrangements for the admission of student with disabilities, the steps taken to prevent children with being treated less favourably than others, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for student with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which will be made known to parents and student through a single point of access.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Regularly and carefully review the quality of teaching for any student at risk of underachievement, as a core part of the school's appraisal and performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the special educational needs most frequently encountered.

The Role of the Special Needs and Disability Coordinator (SENDCO)

There is a named SEND coordinator for the school and a named link Governor for Inclusion who has termly meetings with appropriate staff to monitor inclusion and accessibility, although the Governing Body as a whole is responsible for making provision for students with special educational needs. (see appendix 1)

The SEND coordinator (SENDCO), together with the Deputy Headteacher (Student and Staff Development) and the Governing Board, play a key role in helping to promote inclusive practice, determine the development of the Special Educational Needs policy and coordinate appropriate provision to raise the achievements of students with special educational needs. The key responsibilities of the SENDCO include:

- overseeing day-to-day implementation of the SEND policy;
- liaising with and advising colleagues, advising on the graduated approach to providing SEND support
- coordinating the provision for students with special educational needs, including those who have EHC plans;
- overseeing the maintenance of all records of students with special educational needs;
- liaising with parents of students with special educational needs;
- contributing to the in-service training of staff;

- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies;
- liaising with the Headteacher and Governing Board to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

TRAINING and RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The calendar for professional development is arranged annually, linked to the school's Development Plan and will reflect training needs of staff to equip them to deliver an inclusive curriculum tailored to the needs of our students.

Monitoring Student Progress

Teaching staff may conclude that the strategies they are using with a student are not resulting in the student learning as effectively as possible. In these circumstances they consult the SENDCO directly or via their Head of Year, to consider appropriate action. The starting point is a review of the strategies being used and how they might be developed. Evaluation of these strategies may lead to the conclusion that the student requires help beyond that which is normally available within that particular class or subject. Consideration will then be given to helping the student through a range of interventions

It is the SENDCO who should ensure that assessments are carried out to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers;
- prevents the attainment gap growing wider;
- is similar to peers starting from the same attainment baseline, but less than the majority of the peer group;
- matches or betters the student's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in student's behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training or employment.

STUDENT PROFILES

Provision/action that is additional to or different from that available to all students will be recorded in an individual profile. This will often be written by the SENDCO and /or Heads of Year but always in consultation with students, parents, carers and teachers. It may also involve consultation and advice from external agencies. The profile will set targets for the student and will detail:

- the short-term measurable and achievable targets set for, or by, the student;
- the teaching strategies to be used identified from the student's pattern of strengths and weaknesses and the student's learning style;
- the provision to be put in place;
- when the plan is to be reviewed.

The Student Profile is reviewed at least every six months and the outcomes recorded. Students participate fully in the review process. Teaching staff are consulted and their feedback, together with assessment data, forms part of the review. Parents / carers are invited to participate in the target setting and review process and also to discuss success and/or exit criteria.

EDUCATION, HEALTH AND CARE (EHC) PLANS

For a few students, the support and interventions given by schools may not be sufficient to enable the student to make adequate progress. It may then be necessary for the school in consultation with parents and the external

agencies involved, to consider an Education Health Care Plan. Sutton Coldfield Grammar School for Girls meets its duty to respond to the local authority within 15 days, if it is named on a student's EHC plan.

- The school ensures that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place in to meet them.
- The school requests a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's needs significantly change.

Reviewing an EHC plan

Sutton Coldfield Grammar School for Girls:

- Cooperates to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensures that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seeks advice and information about the pupil prior to the annual review meeting from all parties invited.
- Sends any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperates with the local authority during annual reviews.
- Prepares and sends a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensures that a review of a student's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEN AND DISABILITY TRIBUNALS

Sutton Coldfield Grammar School for Girls will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

CRITERIA FOR EXITING THE SEND REGISTER

Following review at the end of a cycle, it may be agreed that a student no longer requires intervention or to continue to be included on the SEND database, the database will be amended to show that there was a need but that there is no longer a need. The student will continue to be monitored in line with the school's assessment and monitoring processes and concerns raised may trigger the cycle to recommence.

PREPARING FOR ADULTHOOD

Sutton Coldfield Grammar School for Girls meets its duty to secure independent, impartial careers guidance for students, including:

- Preparation for adulthood in the planning meetings with students and parents from Year 9.
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

****Newly added to tie in with the current Examinations Policy:**

ACCESS ARRANGEMENTS

In order to meet the needs of students with SEND when taking examinations, the SENCo will liaise with the Examinations Officer at the school and agree any relevant and fair access arrangements, following guidance from the Joint Council for Qualifications (JCQ) in their "Access Arrangements and Reasonable Adjustments" document https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_reqs_20-21_FINAL.pdf. The student's pupil profile, any assessment documents and their normal way of working will be taken into account when making these arrangements and the student will be consulted throughout and advised accordingly. The Examinations Officer will process the application to the JCQ once the SENCo has gathered the necessary evidence.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in which case the SEND Code of Practice (2015) is followed.

FUNDING

Sutton Coldfield Grammar School for Girls allocates the appropriate amount of core per-student funding and notional SEND budget outlined in the local offer for the SEND provision of its students.

Personal budgets are allocated from the local authority's high needs funding block and the school continues to make SEND provision from its own budgets, even if a student has an EHC plan.

LOCAL OFFER

Sutton Coldfield Grammar School for Girls cooperates with the local authority and local partners in the development and review of the local offer.

MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated in line with the school's procedures.

STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and GDPR.

CONFIDENTIALITY

The school will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.

REVIEWING THE POLICY

The policy is subject to an annual review or sooner should there be changes in legislation or practice.

ACCESSIBILITY

Details of the Accessibility Plan are available on the school website. This provides information on how the school complies with the statutory requirements.

DEALING WITH COMPLAINTS

Concerns or complaints regarding SEND should be communicated to the SENDCO or the Deputy Headteacher / SEND advocate in the first instance and resolved informally where possible. If this attempt at resolution is

unsuccessful or a person is dissatisfied or wishes to take the matter further then the formal Complaints Procedure should be followed (available on request from the school).

BULLYING

All forms of bullying are unacceptable and will not be tolerated. Students are actively taught about tolerance, celebrating difference and diversity through the PSHE programme, assemblies and the wealth of activities offered during the school day. Every person has the right to be safe and happy in school. Please refer to the Anti-bullying and Behaviour for Learning policies available on the school website for further information.

This policy should be read in conjunction with other school policies including Anti-Bullying, Safeguarding and Child Protection, Equal Opportunities, Behaviour for Learning and Supporting Students with Medical Conditions

For further information on SEND at Sutton Coldfield Grammar School for Girls please refer to:

- **The school's SEN Information Report on the school website or on application to the school.**
<https://www.suttcold.bham.sch.uk/page/?title=School+Policies&pid=40>
- **The school's admission arrangements on the school website, or on application to the school.**
<https://www.suttcold.bham.sch.uk/page/?title=School+Policies&pid=40>
- <https://www.birmingham.gov.uk/localoffer>

Appendix 1**ROLES & RESPONSIBILITIES**

Name	Role
Mr M. Cannan	Link Governor for Inclusion and SEND
Dr B Minards	Headteacher
Miss C. Flannery	Deputy Headteacher (Student and Staff Development), Acting SENDCO, SEND Advocate, Designated Safeguarding Lead
Mrs L. Vincent	SENDCO (National Award for SEN co-ordination) SEND Advocate, Deputy Designated Safeguarding Lead

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Special Educational Needs Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved November 2020. To be reviewed in November 2021.

Policy/project lead and Author of Equality Impact Assessment:

Claire Flannery

Outline of main aims of this activity/policy/project:

- To assist and support every student in overcoming barriers to achieving their potential.

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

- To assist and support every student in overcoming barriers to achieving their potential by fully accessing the curriculum offer

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is NOT required****Full impact assessment is not required**

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, maternity/paternity, sexual orientation etc.

Name: C Flannery Date: November 2020