COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

A9. SEND POLICY

COMMITTEE	Curriculum & Student Matters
NOMINATED GOVERNOR	Laurence Jones
SLT RESPONSIBLE	Kristian Kidby SENCO, Year Leader Y7
REVIEW	Every 2 Years, although it may need to be reviewed yearly in the current climate of statutory changes
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A9. SEND POLICY

1. Principles

The school's approach to SEND operates with the following underlying principles:

- The school aims to give every student the opportunity to develop their potential to the full. It recognises too that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- The school is committed to ensuring all students receive their full entitlement to a broad, balanced and relevant curriculum, including CEIAG, regardless of their needs or disabilities.
- The school & all staff believe that every teacher is a teacher of every child or young person, including those with SEND.

The school has a designated Special Educational Needs Co-ordinator (SENCO) who is a member of the Senior Leadership Team. The SENCO will co-ordinate, implement and monitor SEND provision across the school to support students and staff. They will be able to communicate to the Principal* relevant and current information on any student with special educational needs. The SENCO will ensure staff training needs are met. They will communicate staff strategies they need to employ to ensure students' needs are met. The SENCO is supported by a nominated Governor.

* The term 'Principal is used to identify the person with responsibilities of headship within each Academy who may be referred to locally as Headteacher, Principal, Executive Headteacher, Executive Principal, Head of School or Associate Principal.

2. Aims and objectives

The school is committed to:

- Promoting a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum
- Enabling all students to become part of our school community irrespective of their individual needs
- Recognising the value of each student and their potential to progress in all areas when individual needs are addressed.
- Enabling all students to develop personally, socially, morally and spiritually, in order to make a successful transition into adulthood, as well-rounded, confident individuals. This includes full participation in the Careers Programme.
- Maintaining high expectations by staff for all students and emphasising the involvement of all staff in responding to the needs of all students.

Objectives

1. To identify and provide for students who have special educational needs, additional needs or a disability.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs students.

3. Legislation and guidance

This policy complies with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students 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 students 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
- The Governance Handbook, which sets out governors'/trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At Colchester County High School for Girls, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

The school recognises that 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 them and as defined in the SEND Code of Practice 2015. The school accepts that a young person has a **learning difficulty or disability** if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for use of others of the same age in mainstream schools or mainstream post 16 institutions.

High quality first teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

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. Special educational provision is underpinned by high quality teaching.

5.2 Disability

Students 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 students 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 students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the students particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students 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 do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students 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 one 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 students 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. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit 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 student becoming withdrawn or isolated.

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

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs K Daniels – kdaniels@cchsg.com

They will:

- Inform any parents that their child may have SEN and then liaise with them about their child's needs and any provision made
- Work with the Principal and SEN 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 students with SEN, 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 students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN 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 students with SEND up to date and accurate
- With the Principal, 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 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 SEN information report and any updates to this policy
- With the Principal 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

6.2 The Local 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 student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students 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 on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a 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 SENCO 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 students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mr Laurence Jones - ljones@cchsg.com

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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal

The Principal will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 students 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 students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, 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 SENCO, 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 SENCO 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 differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching 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 SENCO to review each student'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 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 student and the school
    - Listen to the parents' concerns and agree their aspirations for their child

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 student on the SEND register will always be given the opportunity to provide information and express their views about the student'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 SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student

The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student

Students 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 student:

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

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

7. SEND Information Report

The school publishes a SEND 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 students with SEND and assessing their needs

The purpose of the identification of a SEN or Disability need is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student, which include not just the special educational needs or disability of the student.

All teachers are responsible and accountable for the progress and development of all of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN or a disability. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through its School Self Evaluation Process. Members of staff are formally observed every year & where problems are identified robust support is immediately put in place; many more informal observations happen throughout the academic year through learning walks. Work scrutinies are regularly carried out as part of the quality assurance process in Departments and by SLT.

The school is committed to making certain all teachers are including all students in all lessons & differentiating where appropriate and necessary. Staff will be regularly up-dated on all SEND issues via Staff Meetings, Staff briefings and by email. The SENCO will also up-date relevant staff directly in some cases. The SEND Register is up-dated and circulated termly by email. CPD training around differentiation and other SEND training is regularly offered to staff & departments as part of a CPD programme.

8.2 Consulting and involving students and parents

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

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

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

8.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess:

The SENCO will carry out a clear analysis of the students' needs. Information about a student's needs may come from a number of sources including:

- Year 7 transition information from Primary School
- Cognitive Abilities Test data
- Screen tests e.g. Lucid Exact Reader for reading
- Progress Check and examination result reviews
- Observations and work scrutiny
- Teacher feedback
- Parental concern
- Student self-referral
- Form Tutor or Pastoral concern
- EHCP or One Plan Review.

The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the students need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan:

- Using the information acquired decisions are then made by the SENCO in liaison with colleagues regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Strategies will be discussed and agreed with parents and the student and put into place
- A SEND Student One Plan will be formed along with a Student Passport which will outline strategies and individual targets which will be shared with all relevant teaching staff ensuring consistency of approach
- Changes are reported on the SEND register.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do:

- All of the planning is in place & being actioned
- Teachers informed of updates/changes on the SEND register and Student Passport.

The student's subject teacher retains overall responsibility for their progress. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**
The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review:

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4 Levels of provision

When the school decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCO and the pastoral team. It is important to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
The views and opinions of parents and students are crucial to decisions made about the SEN support put in place.

Stage of provision	Action involved	Who is involved
School Intervention	Provision within the normal differentiated curriculum - high quality teaching and reasonable adjustments Internal review within the progress check cycle.	All teachers
SEN Support Students who need Additional School Intervention & Support (SIMS code K)	Students receiving SEN support will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, the school will consider involving an external specialist as soon as possible. The provision for these students is funded through the school's notional SEND budget.	SENCO

Stage of provision	Action involved	Who is involved
Education Health Care Plan (EHCP) Formerly students with a Statement of SEN (SIMS code E)	Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students 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).	SENCO

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

The SEND Governor meets with the SENCO officially twice a year on Governor Link Days, but informal contact is maintained throughout the course of the academic year.

Evaluation and monitoring arrangements as part of the School Self Evaluation Process promote an active process of continual review and improvement of provision for all students.

9. Training and resources

- The school will allocate resources to SEND students based on need, but in accordance with any funding via The School Funding Agreement with respect to students with an ECHP.
- The SEND training needs of all staff are arranged though the SENCO and the SLT member responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training relevant to the context of identified SEND students.
- When specific training is needed to support the needs of an individual student training is delivered to all members of staff who are involved with the student on a regular basis.
- Where possible the school involves the support of external providers to support training needs
- All new members of teaching staff & trainee teachers meet with the SENCO as part of their induction; this is to allow the SENCO opportunity 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 school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENCO is part of a Secondary School SENCO network within the local area.
- The SENCO holds (or is in training for) the National SENCO Award

10. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission arrangements for students with SEND

The school is a selective grammar school. Decisions on the admission of students with an EHCP are made by the Local Authority and in line with our admissions policy which can be found on the school website. The admissions arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admission arrangements.

12. Supporting students and families

- Parents can view the school's SEND Information Report on the school website (Appendix 1)
- Parents can view other available additional support services from Essex County Council via their online directory, including their 'Local Offer' (http://www.essexlocaloffer.org.uk/) or their appropriate county council.
- The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.
- Parents can contact the SENCO to discuss concerns regarding their child, regardless of whether they have SEND status. The school is committed to supporting all parents and students with any SEND concerns.
- If SEND students require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCO. The school is bound by the rules and restrictions of the examination boards and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements, they must speak to the SENCO.
- Information about SEND students is shared with all staff on the SEND Register; updates to the SEND register are issued to all members of staff.
- If a SEND student transfers to a new school the SEND team will contact the new school or education provider to share all appropriate information prior to transition.
- The Pastoral Team have a very good transition phase in place for the transition to Year 7; this includes contact and /or meetings with parents and students with SEND, primary school SENCOs

and Year 6 teachers. The SENCO or a Pastoral representative will attend the Annual Review for any Year 6 student due to join the school who has an EHCP.

13. Supporting students at school with medical conditions

- The school recognises that students at the 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 will comply with its duties under the Equality Act 2010
- Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs as well as their special educational provision.
- Students who have complex medical conditions are registered on the school's medical list & have an Individual Healthcare Plan, which is regularly reviewed. (See Policy A45 Supporting Students with medical Conditions)

14. Complaints about SEND provision

The same arrangements for the treatment of complaints at Colchester County High School for Girls are used for complaints about provision made for special educational needs and disabilities. The Complaints Policy can be accessed on the school website.

15. Links with other policies

- AT2 Safeguarding Policy
- A10 Disability Equality Scheme & Accessibility Plan
- A5 Anti -bullying Policy
- A1 Admissions Policy
- A45 Supporting students with Medical Conditions
- A58 CEIAG Policy
- 16a Relationship and Sex Education

APPENDICES

Appendix A9a SEND Information Report for the current year (see separate document revised in September each year)