



# Edenfield Girls' High School

## SEND Policy

## **Aims and context**

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63 – 65 of the Children and families Act 2014. At EGHS, we believe that high quality differentiated teaching underpins progress for all pupils, including those with SEND. We believe SEND pupils perform best, and enjoy their learning most, when they receive appropriate support from their teachers.

It is important to ensure we adapt the following:

- Dignity – acting with respect for oneself and others
- Resilience – determined and hardworking to overcome challenges

Social Responsibility – making a positive contribution to our school and our local, national and international community

- Curiosity – having the desire to know more and develop a life-long love of learning
- Ambition – aiming high and striving to fulfil our academic and creative potential
- Compassion – being kind, caring, friendly and supportive of everyone in the community

We believe everyone has the following rights:

- The right to TEACH
- The right to LEARN
- The right to DIGNITY
- The right to FEEL SECURE

### Policy objectives

- Identify and provide effective support for pupils who have special educational needs and/or disabilities and other related needs.
- Work towards the guidance contained in the SEND Code of Practice 2014.
- Operate a ‘child-centred’ approach to the management of SEND.
- Have a special educational needs and disabilities co-ordinator (SENDCo) who will manage the implementation of this policy across school.
- Provide appropriate advice and support for all staff working with SEND pupils.

- Ensure all teaching staff are involved in planning for and meeting the learning needs of SEND pupils.
- Ensure all staff are responsible and accountable for the progress and development of the SEND pupils in their class.
- Ensure the school liaises effectively with appropriate professionals and outside agencies in order to meet the needs of pupils and staff.
- Develop and maintain partnerships with parents /carers; all parents are regarded as equal partners in the support of SEND pupils.
- Ensure access to an appropriate curriculum for all pupils.
- Ensure all pupils are safe and adequately safeguarded.

#### Identification, assessment and review procedures:

All pupils in Year 7 are screened on entry to the school for potential difficulties in reading & spelling. This is done through an exam, CAT tests and interviews and liaising with the feeder school. Staff are encouraged to refer individual pupils to the SENDCo if they have concerns regarding their learning, emotional well-being or physical needs. It is their responsibility to ensure pupils, known to be a 'cause of concern' in their pastoral cohort / subject area are referred for consideration. Parents/Carers of pupils who are identified on the SEND Register will be called to a meeting to discuss. They will be referred to the GP for an appropriate assessment.

Pupils will be given Pupil Passports which highlights their needs. Parents will be co and their needs will be reviewed annually. Pupils who have an EHC Plan have an annual review meeting in line with the Code of Practice requirements. Diagnostic testing informs access arrangements for both internal and external assessments. All documentation regarding an individual's SEND needs is held securely. Electronic documentation is stored on restricted access software or network space, in line with school policy and data protection legislation. Paper copies containing personalised data are stored securely in the office. Access to this information is available for all staff as appropriate.

Communication between home and school is valued. All parties involved with the pupil are invited to offer advice and attend review meetings.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will advise staff on individual pupil's needs, facilitate pupil review meetings and summarise the recommendations as appropriate. The SENDCo contributes to decision-making with regard to whole school issues. A range of intervention programmes are delivered to groups and individual pupils across all years to facilitate inclusion and mainstream integration. A range of approaches to develop independent learning are used to ensure a measure of challenge and support for SEND pupils. NB: As a school we strongly

believe that it is the class teacher who is responsible for the progress of all pupils in their classes, including those with specific educational needs. In the majority of circumstances, TAs are deployed to classes rather than attached to specific pupils. As per the SEND Code of Conduct, we believe it is the qualified teacher who is best placed to provide the subject specific support needed to ensure SEND pupils access the curriculum, learn and progress. Specialist facilities which assist access to the school for pupils with SEND Liaison with outside agencies is integral with regard to supporting individual pupil's special educational needs and disability. Pupils with disabilities will be accommodated for within the capabilities of our school's budget, resources and physical layout. Resources will be provided for pupils in accordance with EHCP objectives and are located in the school office. The school believes that SEND pupils should be integrated into mainstream lessons wherever possible. We believe that all learners learn best when they have access to the class teacher and the opportunity to work with, support and be coached by their peers. In certain circumstances, the school may take the decision to incorporate 1-2-1 and small group sessions as part of a SEND pupil's timetable.

#### Access to the curriculum

Pupils on the SEND Register are, as all pupils, entitled to a broad and balanced curriculum, including National Curriculum arrangements and Religious Education. We believe in appropriate support through adaptive teaching, setting, in-class support (if appropriate) and withdrawal for specific intervention programmes at designated times, with parental agreement. Inclusion in all curriculum subjects is encouraged in all but extreme cases, as are strategies to support access to the whole school curriculum including greater use of technology to aid and enhance pupils' learning and motivation.

Learning and Teaching styles are adapted in order to offer a variety of appropriate strategies to enhance SEND pupils' individual learning ability and progress. Small group and 1:1 tuition may be offered to those experiencing learning difficulties of an extreme nature within the confines of the current academic timetable. As stated previously, withdrawal from mainstream classes will only be considered in specific circumstances. Our overriding belief is that the pupils learn best when they have access to our highly qualified specialist teaching staff.

#### Inclusion of pupils with SEND

SEND pupils will be as fully included into the life of EGHS as far as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra curriculum activities before school, at break and lunchtime will provide further opportunities for inclusion.

#### Criteria for evaluating the school's SEND policy

The school will evaluate the success of the SEND policy against the School Development Plan. The SENDCo will evaluate and review targets within the Departmental Improvement Plan on an annual basis.

## Complaints procedure

Concerns or complaints raised by parents/carers are normally dealt with directly through telephone calls or conversations with the SENDCo and/or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the Deputy Head responsible for SEND, the Head Teacher and/or the school's Governing Body. When necessary, parents/carers will be supported in taking concerns to the Local Authority.

## External Support

Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils. Pupils who experience difficulties with school attendance for medical reasons are supported through appropriate alternative providers, such as the attendance officer at Lancashire County Council, and when required, special arrangements are made for all external assessments according to need. Partnership with parents The Code of Practice places great emphasis on the involvement of parents and the contributions that they can make to assessments and support strategies. EGHS welcomes the involvement of all parents and has a history of encouraging full parental involvement. Pupils and parents are invited and encouraged to attend reviews as appropriate.

Last reviewed by

Deputy Headteacher

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