



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: Special Educational Needs and Disability (SEND) Policy 2020-2021

Date of Last Review: June 2020

Date of Next Review: June 2021

Most Recent Updates:

- P4: SEND categories in the Census
- P4: Link between Quality First Teaching and School's SEND Pupil Profiles
- P4: ELSA trained Teaching Assistant
- P6: Core Panel changed to Gateway Panel
- P6: KOOTH, online counselling
- P6: Link to Student Mental Health and Wellbeing Policy
- P6: Further details on processes related to Education, Health & Care Plan (EHCPs)
- P7: Removal of reference to "Statements", now replaced by just EHCPs
- P9: Cross reference to revised Medical Needs and First Aid Policy and to Student Mental Health and Wellbeing Policy

SLT Responsible:

Ms A Hodgson, Assistant Headteacher

Other Staff Contribution:

Ms C Staples, SEND Manager

Ms S Orchard, SEND Governor

Special Educational Needs and Disability (SEND) Policy 2019-2020

This policy has been formulated in line with the SEND Code of Practice, effective from 1st September 2014 (updated January 2015).

Aims:

- Prepare each young person for adult life by developing his/her full potential
- Provide a caring, co-operative environment which fosters equality of opportunity
- Develop resilient, self-motivated young people, prepared for the challenges of future study and employment
- Enable our young people to become active, contributing and self-reliant members of society.

Definition of Special Educational Need

We observe the definition as stated in the Special Educational Needs Code of Practice 2014:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or 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 facilities of a kind generally provided for others of the same age in mainstream schools/post-16 institutions”.*

Children are not recorded 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.

Special Educational Provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority, other than special schools, in the area.

There are four categories of SEND in the 2014 Code of Practice:

- 1) Communication and interaction e.g. ASD**
- 2) Cognition and learning e.g. dyslexia**
- 3) Social, Emotional and Mental Health (SEMH) e.g. ADHD**
- 4) Sensory and/or physical e.g. Visual/Hearing impairment**

The national statutory School Census is carried out three times a year, reporting on multiple aspects of schools. For the census, the categories of special educational needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)
- ‘SEN support’ but no specialist assessment of type of need (NSA)

Inclusion Statement: Access to the Curriculum and Integration Arrangements

All students are entitled to equal access to the curriculum to achieve their potential. Students are fully integrated and if they are withdrawn for extra tuition/support, the time is carefully selected and, where possible, altered over time. The students are all encouraged to participate in the whole curriculum, including extra-curricular activities and visits and journeys (with reasonable adjustments made where required).

Students with an identified need in Years 7 & 8 receive support in the Literacy Enhancement Group (L.E.G) during form time.

Students take their guided subject preferences in Year 9, ready to begin GCSE courses in Year 10. Students are fully supported in making these decisions, guided into appropriate learning pathways to suit their learning needs.

Quality First Teaching: it is the responsibility of all classroom teachers to meet the differing needs of those within their classroom: *“high quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people”* (SEND Code of Practice, 2014). These principles underpin the School’s use of Pupil Profiles, which outline a student’s barriers to learning and share strategies with teaching staff in order to limit or remove these obstacles.

The SEND Team

The SEND team aims to:

- enhance the skills of the student to enable academic progress
- ensure that the widest possible curriculum is accessible to the students
- ensure that young people with SEND have the same opportunities as their peers for social interaction and enrichment activities wherever possible
- enable staff to meet the needs of students with SEND.

The team consists of:

- The SENCO (Assistant Head Teacher, Student Welfare & Inclusion, Designated Safeguarding Lead)
- the SEND Manager
- Teaching Assistants, including HLTAs (Higher Level Teaching Assistants) in the English and Maths faculties.

SEND Specialisms and Units

There are no special units attached to the school and no SEND specialism. Designated staff have qualifications and/or expertise in Specific Learning Difficulties, ASD, Behaviour Management and support for students with SEMH (Social, Emotional and Mental Health) including one ELSA (Emotional Literacy Support Assistant).

The school has wheelchair access to four buildings, five accessible toilets and a lift within the main school building.

Facilities

The SEND team has a designated area within the school, which includes an area for small group and individual support and accommodates the SEND office.

Resources

There is an allocated budget and the responsibility for this is held by the Deputy Head and the Head Teacher. This is used for external facilitators and agencies e.g. Educational Psychologist and external testing for speed of processing in relation to extra time in exams. The SENCO is consulted on the spending of this budget.

Arrangements for Co-ordinating Provision

The SENCO and SEND Manager follow the guidelines laid down by the SEND Code of Practice 2014.

They:

- Oversee the day-to-day operation of the school's SEND policy
- Liaise with and advise other staff e.g. via the individual students SEND Pupil Profiles
- Co-ordinate provision for students with special educational needs, including those with complex needs
- Maintain a SEND list and records on all students with special educational needs
- Liaise with parents of students with identified special educational needs, including at the point of transition from primary to secondary school
- Generate Pupil Profiles for students on the SEND list
- Review Pupil Profiles with students and parents/carers
- Contribute to the in-service training of staff
- Liaise with external agencies
- Oversee special Access Arrangements in liaison with the Examinations Team
- Provide termly updates to Governors on the progress of students with SEND and developments in SEND, at a school, local and national level

Identification, Assessment, Provision and Monitoring

The school follows the guidelines of the new Code of Practice issued in 2014 (updated 2015). It also follows the criteria adopted by Bromley Local Authority (LA) for identifying SEND and publishes an Information Report, updated annually on the School's website in line with statutory requirements.

Students may be identified by parents or primary schools on transfer to the school, or they may be identified by staff once attending the school. However, students from primary schools not in the Bromley LA must meet Bromley's audit criteria for SEND on transition.

The school assesses the whole of Year 7 on entry using a range of measures, including NFER Cognitive Abilities Tests (CATs). This enables the identification and support of the higher ability and less able students from early on in their secondary career. Reading and spelling progress is assessed again for identified students in subsequent years as required, to monitor progress and identify those who may need special arrangements in external examinations.

The following are in place for identification, assessment, provision and monitoring:

- A dedicated Transition Co-ordinator leads all aspects of transition from local primary schools to Chislehurst School for Girls
- Initial testing for all Year 7 Cohort (outlined above)
- Students identified at transition as not having made expected progress receive additional support in literacy and numeracy (e.g. Literacy Enhancement Group)
- With reference to the Bromley Local Authority Criteria, students are identified from the results of tests and included on the SEND list
- All students' progress is monitored at the key Assessment Points and any additional areas of concern are raised with Heads of Faculties, Directors of Studies and the SEND Team and classroom-based interventions planned by subject teachers (Quality First Teaching)
- Students with SEND will be prioritised from Year 9 onwards in the allocation of 1:1 Careers Education Guidance from an impartial external facilitator, in order to prepare for adult life
- Pupil Profiles are created in consultation with parents/carers and students, focusing on practical solutions to remove barriers to learning; these are shared with staff
- Opportunities for review include parents' evenings, SEND events e.g. Coffee Mornings and 1:1 meetings as requested/required.

If further investigation is required, the SEND team will:

- Re-assess using initial testing materials
- Screen for possible specific learning difficulties using a range of specialist software as appropriate e.g. dyslexia
- Obtain guidance and intervention from external facilitators e.g. Educational Psychologist, CAMHS, Sensory Support Team
- Refer to external agencies as required e.g. CAMHS, the Phoenix Centre, G.P
- Work with the borough Educational Psychologist to draw up a Pupil Resource Agreement (Bromley Borough only) in order to apply for additional funding to meet an individual student's needs
- Respond to requests for information related to Education, Health and Care Plans or initiate assessments for EHCPs with the local authority's SEND team – see Statutory Assessments below.
- Liaise with Bromley ISAT (Inclusion Support Advisory Team)

- Make applications to the Borough's Gateway Panel where appropriate, for additional support e.g. short term severe medical needs

In addition to this, the school will arrange testing for public examination concessions for relevant students at appropriate times and liaise with the school's Examinations Team about individual provision.

Social, Emotional, Mental Health Needs (SEMH)

Students with SEMH difficulties are supported by Form Tutors, Pastoral Support Officers, Year Co-ordinators and Directors of Studies through monitoring, mentoring and student reports. Additional support can be provided in the following ways:

- Short-term support with the School's Family Liaison Officer
- Referral for in-school counselling
- Referral to a "Mindfulness" group (see www.mindfulnessinschools.org for more information)
- Referral to external agencies e.g. CAMHS, Bromley Wellbeing Service, specialist counselling organisations, "Early Help" organisations such as Bromley Children's Project, Home Tuition and Hospital Service
- Mentoring by members of the Senior Team
- Access to KOOTH, online counselling service

Where staff/students/parents or carers have a concern around social, emotional and mental health needs, a referral form is completed which will lead to an initial "triage" appointment with the student, in order to assess need and refer to the appropriate support, either in school or externally. Where the concern is more serious or at the level of an emergency, referrals are made direct to external services e.g. CAMHS or parents/carers are advised to seek immediate advice from G.P or present at Accident & Emergency.

Please see the School's policy on Student Mental Health and Wellbeing for further information.

Education, Health and Care Plans

Statutory assessment; Education, Health and Care Needs Assessment

If a child or young person has a learning difficulty or a disability and parents/carers believe that the school is not able to provide the help and support which is needed, then a request should be made in writing to the Local Authority for an EHC needs assessment. The Local Authority must respond to this request within 6 weeks.

As part of the initial decision making, or if the Local Authority agrees that there are grounds for an EHC Needs Assessment, they will contact the School who will forward all the necessary information to the relevant authority, including:

- Academic attainment and progress

- Information about the nature, extent and context of the student's needs
- Information on actions already taken by the school to meet the student's needs
- Information from external agencies e.g. Educational Psychologist reports, CAMHS, medical professionals

If the Local Authority refuses to carry out an assessment, parents/carers have the right to appeal against this decision. The Local Authority's letter will give details on how to initiate this process.

The Independent Parental Special Education Advice (IPSEA) can be contacted for information and advice on all aspects of EHCPs: for more information, see www.ipsea.org.uk

Students with an Education, Health and Care Plan (EHCP)

Once an Education, Health and Care plan is in place, the school will support the student following the recommendations and guidance outlined in the document.

Students with an EHCP will have their progress reviewed in the following ways:

- By their subject teacher on a regular basis, and specifically at each Assessment Point
- At Parent's Evenings
- By the Guidance and SEND Teams at each Assessment Point
- At individual professional meetings as required (Team Around the Child)
- Once per year at a Formal Review Meeting (Annual Review) to which all relevant parties are invited to attend and contribute.

Involvement of Students with EHCPs

The students are involved in the writing and the review of their targets. With support, they identify their areas of progress and continued difficulty and choose some learning or behavioural targets to work towards.

Partnership with Parents and Students

Parents are encouraged to work with staff to support their child with advice given. They are kept informed of progress and provisions made and take part in the generation and review of Pupil Profiles. Students are also encouraged to actively participate in this process.

Parents of Year 6 students are invited to share information and concerns about their child at the meeting held in the Summer Term prior to admission. The SENCO/SEND Manager attends all Open Evenings and Parents' Evenings, and are available for consultation on a 1:1 basis or through informal events held in the school e.g. SEND coffee mornings.

Links with Other Schools

Chislehurst School for Girls has established positive links with other mainstream and special schools within the Local Authority via the borough's SENCO Forum and Emotional Health Forum

and has links with other Local Authorities, working closely with them when appropriate. When a student leaves, their SEND information is sent to the receiving school or college.

A transition programme is operated with the relevant primary schools to support the transition of students with statements of Special Educational Need/EHC Plans.

Role of the Governors

Governing Bodies have a legal duty to have regard to the Code of Practice on Special Educational Needs. The SEND link Governor for 2020-2021 is Mrs S Orchard.

The Governing Body will:

- do its best to secure that the necessary provision is made for any student with SEND
- ensure that all teachers likely to teach a student with a statement of SEND are informed of their needs
- ensure that when a child begins receiving provision for SEND, parents/carers are informed
- ensure that teachers in the school are aware of the importance of identifying and providing for students with SEND
- consult with the Local Authority and other bodies over special needs provision where this is desirable
- ensure that admission arrangements do not discriminate against disabled students
- ensure that the school does not unlawfully discriminate against a disabled student in the education or associated services provided for, or offered to, students at the school
- ensure that a student with SEND joins in school activities with students who do not have such needs, so far as is reasonably practical and compatible with the student receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources

Role of the Head Teacher

Many of the Governors' duties are delegated to the Head Teacher who, as the nominated 'responsible person', manages all aspects of the school's work, including provision for students with Special Educational Needs. She will ensure that the necessary action is taken in order that the responsibilities of the Governors are met.

Evaluating Success

The criteria used for monitoring the success of the SEND Policy is that expected progress is made by all students, and all students have access to an appropriate curriculum and fulfil their potential.

Complaints

Please refer to the School's complaints procedures. Further information about sources of support are also include in the SEND Information Report.

Other relevant School Policies and documentation:

Admissions Policy of the School 2020-21

The full Admissions Policy is published annually on the School's website.

Students with an Education, Health and Care Plan or EHCP (previously referred to as a Statement of Special Educational Needs) are managed under a separate process through the Local Authority's SEND Team. Contact should be made direct to the Local Authority in the first instance.

SEND Information Report

Medical Needs and First Aid Policy

Child Protection Policy

Student Mental Health and Wellbeing Policy

Equal & Diversity Policy

Accessibility Plan