



# Special Educational Needs and Disability Policy

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# **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

**(Written in accordance with the Special Educational Needs Code of Practice 2014)**

## **Persons Responsible for (SEND) Provision at QPHS.**

- **Marc Howens:** Special Educational Needs and Disability Co-ordinator.
- **Sue Pearson:** SEND Governor.

## **1. Introduction**

- 1.1 The 2014 SEND Code of Practice puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/ or support. All children and young people are entitled to an education that enables them to make progress so that they:
- achieve their best
  - become confident individuals living fulfilling lives
  - Make a successful transition into adulthood, whether into employment, further or higher education or training.
- 1.2.1 Queen's Park High School will work within the guidance of the SEND Code of Practice 2014 to:
- Identify and provide for students who have Special educational needs and Disability (SEND) alongside students who do not have SEND.
  - Provide a Special educational needs and Disability Co-ordinator
  - Provide support and advice for staff working with students working with SEND.
  - Inform parents when they are making an Special educational provision for a student
  - Use a graduated approach based on four steps: Assess, Plan, Do, Review.
  - Prepare an SEND information report (School Offer)
- 1.3 A child with Special needs is defined as one having:
- A significantly greater difficulty in learning than the majority of children of the same age and/or
  - A disability which prevents the child from making use of educational facilities provided for children of the same age within the same area.
- 1.4 The four broad areas of need are:
- Communication and Interaction
  - Cognition and Learning
  - Social, emotional, and mental health difficulties
  - Sensory and/or physical needs

## **2. Admission Arrangements**

The Local Authority (LA) admissions policy applies to all students.  
All students are integrated fully into all aspects of school life, academic and social.

### **3. Identification and assessment**

3.1 To assist in the identification of students with Special educational needs and Disability (SEND), the following procedures are used:

- Information is forwarded from the partner primary school via school records and liaison visits to the Primary School by the Head of Key Stage and/or SEND Co-ordinator.
- Literacy screening of Year 7 students takes place at the start of Year 7. Relevant Primary School scores and date are also used as indicators.
- Open Evenings, Parents' Evenings, visits prior to entry, or at the Year 7 'meet the tutor session' in September provide parents/carers/students an opportunity to raise any issues/concerns.
- All year groups - Regular meetings take place with the Pastoral Team and SEND co-ordinator to consider student progress, to review individual action plans and to discuss the possibility of any emerging SEND for any student.
- All year groups – Half termly referral system take place with the SEND Managers and Teaching Assistants to discuss any concerns for those students with previously identified SEND, as well as those with emerging SEND, as identified from subject departments.
- Multi Agency meetings or Team Around the Family (TAF) meetings.
- Listening to the concerns of parents/carers.

3.2 Should further investigation be needed, more detailed assessment is undertaken, action plans may be produced, and outside agencies consulted, with the knowledge and permission of parents.

3.3 Progress is monitored and reviewed both in the social and academic areas by Form Tutors, Subject Teachers, Heads of Key Stage, Curriculum Team Leaders with the SENDCo at regular intervals. SIMS is used to track progress and highlight areas of difficulty. SISRA is used to highlight areas of under achievement. Concerns, where relevant, may be communicated to parents. Likewise, parents can communicate their concerns at any time to school staff. Interim assessments and written reports to parents are sent home for all students at regular intervals in the school year.

3.4 A confidential list of names of those children who have Special needs is compiled and this information is disseminated to all teaching staff via the Learning support SEND register in the Staff Shared Area of the IT system. Students with SEND can also be identified using the SIMS and Edulink app. Student profiles are written for all students with EHCP and Top Up Funding and for those who are high level SEN K. Both the register itself and the Special information pages are working documents and may be amended as students' individual needs change.

### **4. Curriculum and Differentiating work**

4.1 All pupils should have access to a broad and balanced curriculum and one which sets high expectations for every student, whatever their prior attainment. At Queen's Park High School teachers carry out appropriate assessments from which they set deliberately ambitious targets.

Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to remove barriers to student achievement. In many cases such planning will mean that pupils with SEND will be able to follow the full school curriculum.

- 4.2 All teachers are teachers of SEND, and therefore it is they who differentiate the work for the class/student as necessary. Teaching assistants will assist, but under teachers' directions. Teaching assistants have the knowledge of our students but not necessarily of individual subjects.

## **5. Special Intervention**

- 5.1 Where children do not respond to differentiation and do not make adequate progress, where possible the school will provide Special or different intervention to that normally available to all students of the same age.
- 5.2 SEND Support could be further assessment, Special or different teaching materials or a different way of teaching and it might sometimes, but not always, be Special one to one adult support. All students at SEND support (coded as K) receive a specific intervention programme or access arrangements for examinations and testing.
- 5.3 SEND support could also be where school intervention alone has not helped the child to make adequate progress, and the school asks for outside advice from the LA's support services, or from health or social work professionals such as speech and language therapists, occupational therapists or a medical diagnosis and report giving recommendations.
- 5.4 Most children will have their special educational needs met by their school through SEND support, but that will not be possible all the time. If a child's needs cannot be met through SEND support, the LA may consider the need for a statutory assessment made by a parent/carer or school and if appropriate, makes a multi-disciplinary assessment to consider the need for the provision of an Educational Health Care Plan. The school will follow the Graduated Approach, based on four steps: Assess, Plan, Do, Review.
- 5.5 Other students are only recorded on the SEND register at SEND support if the school is providing interventions (including access arrangements) that are Special to or different from those provided as part of the school's differentiated curriculum and strategies.

## **6. Exits**

Occasionally a student will have an individual card to allow them to leave a lesson.

## **7. Medical Conditions**

Queen's Park High School supports students, at school, with medical conditions which may negatively affect their ability to access all aspects of school life. Where students also have SEND their provision is planned and delivered in a co-ordinated way with an action plan.

## **8. Student Support/Class Support Provision**

- 8.1 Teaching assistants support specific students, mostly those with an Education Health Care Plan. In class support is offered to children, within the limits of resources available in school. Setting which occurs in core subjects helps place children in groups of like ability.
- 8.2 Teaching assistants are unlikely to sit throughout the lesson with one student.
- 8.3 It is the school's policy to not always have the same Teaching Assistant (TA) allocated to the one student, as this can create overdependence and can have implications if for example the TA is unavoidably absent. In some cases, a student with an EHCP will have a named TA for ease of contact, but anyone from the whole team will always assist when necessary.
- 8.4 When TAs are in the lesson, they assist the identified students from the SEND register under the guidance of the class teacher. Teaching assistants prioritise the support of EHCP students on school trips.
- 8.5 Each curriculum team is responsible for children with special needs in its own subject area.
- 8.6 Special help in the classroom may be offered by Sixth Form students.
- 8.7 Students with Special educational needs and Disability may also be awarded specific examination access arrangements.
- 8.8 SEND support provides a support service for students experiencing emotional health issues. Referrals are usually made jointly by the Pastoral Team.
- 8.9 Queen's Park High School ensures that all students are provided with careers guidance.
- 8.10 Queen's Park High School provides support around the different transition phases. (Between Key Stages/Higher Education/Training).