



Dame Alice Owen's School SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Agreed by the Governing Body Curriculum Committee
To be reviewed
(*reviewed every 2 years*)

October 2016
Autumn 2018

This policy, in line with the Dame Alice Owen's School Single Equality Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND)

Students with SEND have an identified difficulty in accessing learning within the curriculum and may require additional/tailored educational provision which is supplementary to, or different, from normal provision in local schools.

Dame Alice Owen's School endeavours to meet the additional needs of all learners regardless of their ability, gender, social background, ethnicity or language. We pride ourselves on our ability to work proactively in providing support for learners, whether their additional need be short term or lifelong. Our work reflects the pastoral and academic ethos of the school and aims to support students in achieving lifetime confidence and independence in learning. Our additional needs provision is dependent on a whole school approach offering an inclusive curriculum to strive for optimum progress and achievement for all students.

The following specific objectives of the SEND policy prepare each student for the next stage of his/her education:

- to identify students with SEND and ensure that their needs are met
- to enable each student to overcome or accommodate his/her difficulties
- to ensure that all learners make optimum progress and achieve full academic potential
- to ensure that students with SEND are encouraged to access all school activities

- to enable each student to maximise his/her self esteem
- to ensure that learners express their views and are fully involved in all decisions affecting their education
- to ensure effective communication between parents and school regarding their child's additional needs
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be assessed against the stated objectives and the Governing Body's Annual Report will review the implementation of the policy and the effectiveness of the provision made. Mr Adam Wharton is the named SEND Co-ordinator and Head of Learning Support (LS). Mrs Sandra Huckle is the identified Governor for LS. The Governing Body as a whole is responsible for ensuring appropriate provision for students with SEND.

The Governing Body supports the Local Authority (LA) **admissions criteria** which do not discriminate against students with SEND and our Admissions Policy has due regard for the guidance in the special educational needs and disability code of practice 2014. Parents or carers seeking the admission of a student with a "Statement of SEND/ EHCP" are advised to approach the school well in advance to ensure appropriate consultations can take place. Other students with SEND are admitted on the same admissions criteria as published annually. Students with SEND applying to sit the Governors' Entrance Examination may be granted special dispensations such as extra time or enlarged question papers if requested and deemed appropriate. Such applications should be supported by recent written evidence from an educational psychologist or another professional body such as the Dyslexia Association, or, in the case of a physical or sensory disability, from a doctor.

The school caters for a wide range of needs relating to: specific and general learning difficulties, emotional and behavioural difficulties, language and communication disorders and physical and sensory handicaps, provided that the student is considered able to access and benefit from our mainstream curriculum. As and when new buildings are added to the site the design of these will be in line with current legislation and be accessible to students, parents and visitors with physical disabilities.

The school is committed to **early identification of SEND** and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014 and the Disability and Equality Act 2010. A range of evidence is collected using standard assessment and monitoring processes, such as primary records, Cognitive Ability Tests (CATs), the Pupil Attitude to Self and School (PASS) survey and in-house testing. Subject teachers are responsible for assessing and monitoring students' progress in their specific subject and for liaising with the Head of Learning Support. This is a continuous process and where progress falls below expectations teaching staff will liaise with the Head of Learning Support.

The Head of Learning Support produces a register of students identified with SEND using information gathered from primary school records and discussions with parents and external agencies. This register is regularly updated and made available to all staff on the SIMs homepage and in the staff shared area. Comprehensive records of all students on the LS register are held securely in the school office and should be treated by all staff as Strictly Confidential. Provision Mapping outlines the additional support provided for some students on the LS Register and Risk Assessments are drawn up for vulnerable students.

Students with statements of SEND/ EHCPs will have the statutory annual review in school. Their progress and the support as outlined in their statement/ EHCP will be discussed and the report issued by the LA will be completed and sent to all relevant parties. A statement/EHCP may be discontinued by the LA when a student is deemed to have made sufficient progress. If a student is making insufficient progress, despite significant support and intervention, further advice and support from external professionals may be sought. Students and parents will be fully involved and kept informed about proposed interventions and the involvement of these agencies.

The school will liaise with the Connexions Service and other agencies to arrange Transition Plans from Years 9 - 13, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When students move to another school during Key Stage 3 and 4, their records will be transferred to that school within 15 days of the student being removed from our registers, as required under the Education (Pupil Information) Regulations 2009,

We follow the strategies in the White Paper 2007, Every Child Achieves, to maximise the potential of all students with SEND. **Inclusive access to every aspect of school life** for all students with SEND is ensured by:

- Personalised differentiation within each subject area to enable students to follow the National Curriculum using inclusive teaching styles.
- A positive view of learning difference is actively promoted. Classroom strategies for supporting students with SEND and guidelines for identification of these students being made available to teachers on the staff shared area.

- Identified students with SEND in KS3 and KS4 may be extracted from a subject for 1:1 specialist teaching within the LS Department. Each student with a statement of SEND/EHCP being allocated appropriate and flexible support.
- Raising expectations and achievements by developing teachers' skills and strategies through INSET training
- Partnership with the pastoral and academic teams in whole school initiatives.
- An Exams Access Register being compiled and made available to all staff via the staff shared area. Access Arrangements for all external and internal examinations are put in place following the QCA guidelines.

Extra-curricular support groups include a weekly Workshop where sixth formers, under the guidance of the LS Department, support weak and/or reluctant readers alongside students who struggle with basic numeracy in KS3. Weekly spelling catch-up groups in KS3 are delivered by specialist staff.

External support services play an important role in supporting the school to identify, assess and make provision for students with SEND:

- The school receives visits from the nominated area Attendance and Improvement Officer (AIO) and Educational Psychologist (EP).
- The school may also seek advice from specialist advisory teaching services.
- The Speech and Language Therapists fulfil statement of SEND requirements and contribute to the annual reviews of these students.
- To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, Common Assessment Framework (CAF) meetings which involve representation from all appropriate external agencies, are arranged. The school liaises with the Hertfordshire Youth Connexions Personal Advisor regarding all students with SEND.

The school aims to involve parents at all stages of their child's education and the LS Department encourages regular contact via email. Parents of any student identified with SEND may also contact the Parent Partnership Service for further independent support and advice. If, however, there are any concerns about provision for students with SEND initial contact should be made with the Head of Learning Support either in writing or by email. A meeting will then be arranged within two weeks and every effort will be made to resolve the issue to the satisfaction of all concerned. If, after a trial period, parents continue to have concerns further contact should be addressed directly to the Head.

Mr A Wharton
Head of Learning Support, September 2016