



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

## **(Statutory Policy)**

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

Autumn 2020  
Autumn 2021

To be monitored by the Head of Learning Support

---

**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).**

**This policy aims to:**

- identify students with SEND and ensure that their needs are met;
- enable each student to overcome or accommodate his/her difficulties;
- ensure that all learners make optimum progress and achieve full academic potential;
- ensure that students with SEND are encouraged to access all school activities;
- enable each student to maximise his/her self-esteem;
- ensure that learners express their views and are fully involved in all decisions affecting their education;
- ensure effective communication between parents and school regarding their child's additional needs;
- promote effective partnership and involve outside agencies when appropriate.

### **Identification**

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 mainstream 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.

## **Review**

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).

Mr Gary Haigh is the identified Governor for Learning Support.

The Governing Body as a whole is responsible for ensuring appropriate provision for students with SEND.

## **Admissions**

The Governing Body supports the Local Authority's (LA) **admissions criteria** which does 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 an Education, Health and Care Plan (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 the 4 broad areas of need (communication and interaction, cognition and learning, social emotional and mental health and sensory and or physical need). 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.

## **Identification and records**

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) 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. Student profiles and provision mapping outline the additional support provided for some students on the LS Register and Risk Assessments are drawn up for some vulnerable students.

### **EHCP (Education Health and Care Plans) students**

Students with EHCPs will have the statutory annual review in school. Their progress and the support as outlined in their EHCP will be discussed and the report issued by the LA will be completed and sent to all relevant parties. An 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 any relevant 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.

### **External support services**

These services play an important role in supporting the school with identifying, assessing and making provision for students with SEND. These include:

- The schools linked Educational Psychologist (EP);
- Special advisory teaching services such as the speech, language and communication needs team and the hearing impairment team;
- YC Herts team;
- Private agencies, such as psychologists and therapists;
- Medical teams particularly those at Great Ormond Street.

The school aims to involve parents at all stages of their child's education and the LS Department encourages regular contact via email. Further details and links to the **local offer** can be found in the schools SEN information report, contained in the learning support area.