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## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

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**Cycle:** Annual  
**Author:** GWO  
**Committee:** Standards & Curriculum Committee

### **RATIONALE**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 years (2015) and the Equality Act (2010).

The Governing Body of Kings Norton Girls' School is committed to ensuring that all students have equality of opportunity to excel and develop as individuals. All students will have access to a high quality education and be equipped with the necessary skills to become responsible members of the community and meet the challenges of life beyond school.

At Kings Norton Girls' School, we believe that all teachers are teachers of students with SEND. We operate a 'person centred' approach to SEND provision by considering the needs of the whole child.

### **PURPOSE**

The purpose of this policy is to improve the outcome for every student with a Special Educational Need and Disability (SEND) in line with the Special Educational Needs Code of Practice (2015). This will be achieved through:

- Making SEND provision an integral part of our School Development Plan.
- Enabling identified students with SEND to reach their full potential.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- Assisting in the successful transition of SEND students to life beyond school.
- Reducing barriers to achievement in order to meet the needs of the individual, and offering alternative curricula in Key stages 3 and 4 where possible and appropriate.

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- Identifying and assessing students with SEND as early as possible, using appropriate and targeted assessments and offering relevant support and provision.
- Working in close partnership with parents/carers, whose knowledge and experience of their child is vital to success in the educational process.
- Increasing the confidence of the students with SEND and encouraging them to be involved in the planning of their own support and provision.
- Ensuring all SEND students have a One Page Profile in place (where appropriate) which includes details of their specific needs and learning strategies which is used by all staff supporting learning and is reviewed on a regular basis.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that staff are appropriately trained to meet the requirements of students' needs.
- Working in partnership with the teachers, students, parents/carers and other agencies in implementing the Code of Practice.
- Ensuring that all school developments and policies take account of inclusive principles.

**Our objectives are to:-**

- Identify and provide for students who have SEND and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a 'person-centred' approach to the management and provision of support for SEND.
- Provide a Special Educational Needs Coordinator (SENCO) who manages provision within the SEND Policy.
- Provide support and advice for all staff working with SEND students.
- Offer advice for parents/carers in relation to their child's SEND.
- Work with other professionals to provide targeted support for students where appropriate.

**PRACTICE**

**Identifying SEND**

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty means that the student has significantly greater difficulty in learning than most students of the same age. Or, it may mean that a student has a disability, which needs different educational facilities from those generally provided by schools for students of the same age, in the same area.

The SEND Code of Practice (2015) identifies four areas of need.

1. Communication and interaction: for example, a diagnosis of autism

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2. Cognition and learning: for example, well below average reading age or a diagnosis of dyslexia
3. Sensory and/or physical needs; for example, a visual or hearing impairment or a physical disability such as cerebral palsy
4. Social, emotional and mental health difficulties: for example, anxiety, depression or attention deficit and hyperactive disorder

A child could be on the Code of Practice for any of the above. They may have more than one area of need.

In order to identify students with SEND, the class teacher and SENCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This data includes high quality and accurate formative assessments which ensure an appropriate decision can be made about whether a student has a special need and how this need may best be managed. Parents/carers and students are also involved in the data gathering process before students are placed on the SEND register. For higher levels of need we may use the following services-

- Pupil and School Support (PSS)
- Physical Difficulties Support Service (PDSS)
- Educational Psychologist (EP)
- Communication and Autism Team (CAT team)
- Speech and Language Therapist (SALT)
- Decisions are made about referrals to these services through discussions with students, parents/carers, class teachers and SENCO.

Parents/carers consent will always be sought prior to any assessment by external agencies.

The following may impact on progress and attainment but do not automatically mean that the child has SEND:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman / woman

### **Managing Students on the SEND register**

- Following assessment and placement on the SEND register, a plan of support is then agreed in conjunction with the student, parents/carers and school staff. If outside agencies are involved they too take part in this planning. This support follows a cycle of ASSESS – PLAN - DO – REVIEW. Interventions are planned for an individual or groups of children.

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- The SENCO, Learning Assistant or a member of the pastoral team may create a One Page Profile (OPP) to ensure that teaching staff are aware of the student's needs and strategies to best support them. This profile is created in collaboration with the student and parent/carer.
- If required, interventions for support take place and are monitored by school staff. The SENCO monitors interventions.
- Support is reviewed and success is evaluated as appropriate. A decision is then made about the next steps of support.

### **Criteria for exiting the SEND list**

If a student makes accelerated progress and the barrier to learning is removed or gap between them and their peers has closed sufficiently, then the student will exit the SEND list. A decision to remove a student from the list will be made using internal data and standardised testing and following consultation with subject teachers, the learning support team, the student and parents/carers.

### **Supporting students and families**

- The SENCO can be contacted via email or telephone. The SENCO aims to reply within twenty-four hours.
- Parents/carers are guided towards the Birmingham Local Offer via the school's website.
- We welcome and gather parents/carers views and feedback through parent/carer forums and questionnaires. We also welcome face to face or other forms of communication.
- We take into account reports written by other professionals and implement any strategies recommended where there are resources available within the confines of the school.

### **Exam Access**

- Students who are currently on the SEND list or those who have been on this list during the previous twelve months are assessed for appropriate exam access arrangements at the start of year 10. The SENCO assesses students for access arrangements (with the support of an external assessor if necessary) and it is the SENCO's responsibility to inform parents/carers and students of the outcomes of assessments. The exams officer then works in conjunction with the SENCO to monitor the implementation of these arrangements. All teachers are made aware of students who have access arrangements through staff CPD, School Information Systems (SIMs), One Page Profiles and/or Intervention Profiles.
- Reports in relation to access arrangements written by other professionals will be considered but not necessarily implemented unless the directions are in line with the student's 'normal way of working' within school.

### **Transition Support**

- Liaison with primaries prior to starting at KNGS is an important first step to us supporting students with SEND. Parents/carers are consulted about specific

needs prior to students' arrival and where possible the school seeks to meet these needs.

- Transition is supported within school through communication of a student's OPP. If a student leaves, their SEND records are sent to the new school. It is the responsibility of the SENCO to complete any post-16 questionnaires about additional support students have received. The SENCO also liaises with outside agencies to support the successful transition of vulnerable students from class to class, across key stages or to another school, including Secondary School and Post 16 and 19 provision.

### **Supporting Staff**

- In order to maintain and develop the quality of teaching and enable an appropriate response to the strengths and needs of students, all staff are encouraged to undertake training and development.
- Any teacher who requires additional support to meet the needs of students with SEND is given support from Senior Leadership Team, the SENCO and appropriate external agencies.
- Staff training needs are identified through lesson observations either at a departmental or SLT level. Student needs also dictate staff training needs; for example, staff may need additional training to support the needs of a visually impaired student. The SENCO arranges this.
- The school's SENCO regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Additional training and resources are sourced for the SEN team from outside agencies for example Pupil and School Support, Education Psychology services and Communication Autism Team.

### **Who is responsible**

- The class teacher.
- All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching.
- The Headteacher, Special Educational Needs Co-ordinator (SENCO) and the Senior Leadership Team have responsibility for ensuring the implementation of the Special Educational Needs (SEND) Policy.
- SEND Governor - The (SEND) Code of Practice 2015 states there should be a member of the governing body with specific oversight of the school's arrangements for SEND. This role includes:-
  - Helping to raise awareness of SEND issues at governing body meetings.
  - 'As with other areas of Governance, the SEND Governor has an important role in being a critical friend regarding the strategic use of funds and resources for SEND pupils. In order to do this effectively,

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the SEND Governor must be made aware of strategic aspects of funding and resourcing for SEND.'

- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school in conjunction with the SENCO.
- Helping to review the school's policy on provision for students with SEND.
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice

### **Dealing with complaints**

At Kings Norton Girls' School we will always work closely with parents/carers to try and solve any worries or complaints they have about their child. All complaints will be dealt with promptly and in line with the school communications procedure.

If at all possible, concerns and complaints should be handled and resolved informally. The complaint should usually first be raised verbally or in writing with the person concerned. A communications process is available on our website which clarifies who might be best placed to deal with the informal complaint.

Should informal attempts to resolve the issue be unsuccessful and the person raising the complaint wishes to take the matter further then a formal complaint should be made in writing to the Headteacher unless the complaint is about the Headteacher, in which case it should be referred to the Chair of Governors.

Complaints policy is available on the school website.

### **Reviewing the policy**

In line with the Code of Practice 2015 this document will be reviewed annually. All stakeholders will be involved in this process through informal discussions.

### **Monitoring and Evaluation**

- SENCO evaluates practice in conjunction with staff, students and parents/carers; this is on-going.
- SEND governor reports to the Standards and Curriculum Committee annually.

The SENCO is Ms Gemma Woodward, Kings Norton Girls' School, Selly Oak Road, Birmingham. Ms Woodward completed the national SENCO Award 2017(Birmingham University) and has also completed the CCET and AAC Intensive qualification in psychometric testing. Ms Woodward is also an Assistant Headteacher and operates as a member of SLT.

This policy was written collaboratively between the SENCO, SLT, the SEND governor, parents/carers and students. Contributions from parents/carers and students have been included following questionnaire responses and parent/carer meetings.

The SEND link Governor is Mrs Ursula Doerry.

### **Other Relevant Policies and Documents**

- Safeguarding and Child Protection Policy
- Accessibility Audit and Plan
- Medical Needs Policy
- Data Protection and Freedom of Information Policy
- Anti-bullying Policy

### **APPENDIX 1: GLOSSARY OF TERMS**

CAT- Communication Autism Team

EAL- English as an Additional Language

EP- Educational Psychologist

LAC- Looked after Children

PSS- Pupil and School Support

PDSS- Physical Difficulties Support Service

SALT- Speech & Language Therapist

SENCO- Special Educational Needs Coordinator

SEND- Special Educational Needs and Disability

SLT- Senior Leadership Team

## **APPENDIX 2: ASSOCIATED POLICIES IN BRIEF**

### **1. Meeting the Medical Needs of Students**

We support children's medical needs in a number of ways:-

- We have a team of staff who are first aid trained. This does not include the administration of medicines.
- Our School Nurse produces 'Healthcare Plans' for all students with specific medical needs.
- All members of staff attend annual training on a range of medical issues, e.g. epilepsy, diabetes, allergies, asthma.
- All students needing regular medication are expected to bring their prescribed medication into reception where it is stored safely.
- There are clear systems in place for off-site visits to ensure that all staff are fully aware of all students who have medical needs.

*Ref: Medical Needs Policy*

### **2. Storing and managing Information**

All data is stored in accordance with the School Data Protection Policy. Manual data and records for current students will be stored where it is not accessible to anyone who does not have a legitimate reason to view or process that data. Electronic data is stored in a similar way.

*Ref: Data Protection and Freedom of Information Policy*

### **3. Accessibility**

#### **Statutory Responsibilities**

- Kings Norton Girls' School in accordance with the SEN and Disability Act 2001 has an accessibility plan in place which is reviewed every three years.
- Kings Norton Girls' School works in partnership with students and adults with additional needs to remove barriers to learning. The support of outside agencies also helps school to identify possible barriers and solutions.
- All students have access to curriculum, after school clubs and visits. The individual needs of students are assessed and reasonable support is implemented so that the student can access all activities.
- The school site has been adapted as far as is reasonable to meet the needs of students with physical needs. This work has been carried out with input from the Physical Difficulties Support Services

*Ref: Accessibility Audit and Plan*

### **4. Bullying**

- Vulnerable students are offered a pass for the inclusion room at break and lunch time. This is particularly important for those girls with autism who may find unstructured times confusing and disorientating.
- Bullying of all learners is dealt with by following the school's Anti Bullying Policy.

*Ref: Anti-bullying Policy*