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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Author:	GCA
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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 through Preparation for Adulthood. We strive to ***open a world of opportunities*** while ensuring all demonstrate ***respect*** and ***courage*** in order to ***flourish***.

At Kings Norton Girls' School, we believe that all teachers are teachers of students with SEND. High quality teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEN. Teaching is adapted to respond to strengths and needs of all students. It is about the day-to-day interactions that take place in the classroom and the teaching adaptations used to engage, motivate and challenge learners to enable them to be successful. We operate a 'person centred' approach to SEND provision by considering the needs of the whole child. This provision is co-created with all stakeholders including student, parent/carer and school staff as part of our graduated approach to SEND.

PURPOSE

The purpose of this policy is to improve the outcomes 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 and self-review.

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- 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 and preparation for adulthood.
- Identifying and reducing barriers to progress and achievement in order to meet the needs of the individual student.
- Adopting the graduated approach to SEND support to ensure early identification of SEND needs and so the assess, plan do and review model of SEND provision can be followed.
- Working in close partnership with parents/carers, whose knowledge and experience of their child is vital to success in the educational process.
- Empowering students with SEND and encouraging them to be involved in the planning of their own support and provision.
- Offering opportunities for students with SEND to self-advocate and take on roles of student leadership.
- Ensuring all SEND students have a One Page Profile in place (where appropriate) which includes details of their specific needs and suggested teaching adaptations which support learning. This 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 SEND provision by considering the needs of the whole child and ensure that provision is co-created with all stakeholders including student, parent/carer and school staff as part of our graduated approach to SEND. Provide a Special Educational Needs Coordinator (SENCO) and an assistant SENCO (non-teaching) who manages provision within the SEND Policy.
- Provide support and advice for all staff working with SEND students as part of our whole school development and Self-Review.
- Offer advice for parents/carers in relation to their child's SEND.
- Work with other external professionals to provide specialist and targeted support for students where appropriate.

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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 adaptations 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
2. **Cognition and Learning:** for example, well below average standardised score for reading 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, significant levels of anxiety, depression or attention deficit and hyperactive disorder (ADHD).

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

At KNGS special educational provision is underpinned by high quality teaching. In order to identify students with SEND a range of holistic information is gathered about the student. This will include progress data, attendance data, student behaviour data and any other relevant information 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. As part of the assess, plan, do and review model we may need to conduct further diagnostic assessments of a students difficulties so appropriate support can be put in place. 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 SEND team. .

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

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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).
- Poor attendance and Punctuality
- Health and Welfare concerns
- English as an Additional Language (EAL)
- Being in receipt of Student Pupil Premium
- Being a Looked After Child or Post Looked After Child (LAC)
- Being a child of Serviceman / woman

Managing Students on the SEND register

- SEND support follows a cycle of ASSESS – PLAN - DO – REVIEW. Following assessment and placement on the SEND register, a plan of support is co-created with the student, parents/carers and relevant school staff. If outside agencies are involved they too take part in this planning. This The support may include planned, targeted short term interventions for an individual or group of children.
- The SENCO, Assistant SENCO Learning Support Assistant (LSA) 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 appropriate adaptations to best support them. This profile is co-created with the student, parent/carer and school staff.
- If required, interventions for support take place and are monitored by school staff. The SENCO, Assistant SENCO and other relevant school staff will monitor the impact of interventions.
- Support is reviewed and success is evaluated as appropriate. A decision is then made about the next steps of support.

SEND Support Provision plans

In some cases, it may be deemed necessary to create a SEND Support Provision plan for students with more complex needs that require some or all of the following

- significant levels of regular teaching and/or support of a teaching assistant to address individual targets;
- daily highly structured learning opportunities;
- frequent access to small groups or individualised teaching;
- additional support required to ensure an integrated learning experience;
- support to ensure equal access and social integration opportunities during the school day;

- additional curriculum activities/arrangements that need to be in place within or outside of the usual learning environment for the child or young person to achieve.

A SEND Support provision plan (SSPP) allow us to build up a picture of need and provision over time as well as to support effective information sharing with teachers, students, parents/carers and outside professionals working to support the child's additional needs.

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 so they no longer need additional support, then the student may exit the SEND list. A decision to remove a student from the list will be made by reviewing relevant information and data and following consultation with subject teachers, pastoral and SEND 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 48 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/carers 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 may be assessed for appropriate exam access arrangements in line with their normal way of working. Assessments for exam access arrangements take place at the start of year 10. The SENCO assesses students for access arrangements with the support of an external assessor when 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

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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 setting. It is the responsibility of the SENCO to complete any post-16 questionnaires about additional support students have received with administrative support. The SENCO and SEND team also liaises with outside agencies to support the successful transition of SEND 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 as part of our whole school development and self-review.
- Any school staff who requires additional support to meet the needs of students with SEND is given support from SEND team, pastoral team, Line managers, Heads of Faculty, Senior Leadership Team, and appropriate external agencies.
- Staff training needs are identified through self-review and include learning walks and lesson observations.. 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 with support of the SEND team and outside agents where appropriate.
- 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 a learning support assistant or specialist staff.
- High quality teaching meets the needs of all students, and builds in high expectations for all students, including those with SEN. Teaching is adapted to respond to strengths and needs of all students. Additional intervention and support cannot compensate for a lack of high-quality teaching.
- The Headteacher, Special Educational Needs Co-ordinator (SENCO), assistant 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 students. In order to do this effectively, 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 Cartin Kings Norton Girls' School, Selly Oak Road, Birmingham. Ms Cartin completed the national SENCO Award 2017(Birmingham University) and has also completed the CCET and AAC Intensive qualification in psychometric testing. Ms Cartin is also an Assistant Headteacher and operates as a member of SLT.

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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. This policy is reviewed annually. We may not annually consult with parents/carers if there are only small amends being made but will always consult parent/carers on significant changes to policy.

The SEND link Governor is Ms Karen Reynolds.

Other Relevant Polices and Documents

- Safeguarding and Child Protection Policy
- Accessibility Audit and Plan
- Medical Needs Policy
- Data Protection and Freedom of Information Policy
- Behaviour for Learning Policy
- Anti-bullying Policy
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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 adjustments are 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. Where appropriate we have consulted with Physical Difficulties Support Services

Ref: Accessibility Audit and Plan

4. Bullying

- Vulnerable students are offered additional support 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