



Special Educational Needs and Disabilities Policy

September 2018
Review Schedule: Annual

RATIONALE

The Governing Body of Dame Elizabeth Cadbury School is committed to ensuring that the necessary provision is made for every student in the school community; we are a truly comprehensive school. The school is passionate about inclusive education for all and welcomes a diversity of culture, ethnicity, sexual orientation, religion and intellectual ability, striving to meet the needs of all young people from 11- 19 with a learning difficulty, disability, disadvantage or Special Educational Needs and Disabilities.

Dame Elizabeth Cadbury believes that all children with a Special Educational Need or disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. Dame Elizabeth Cadbury strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges and support
- Meet the students' diverse learning needs
- Remove barriers to learning

OBJECTIVES

Provision for students with SEND is a matter for the whole school. In line with the Revised Code of Practice (2015), Dame Elizabeth Cadbury will:

- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum
- Provide for the individual needs of all students with SEND and support their participation in mainstream education in order to maximise their achievement and progress
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed and evaluated
- Take the views and wishes of the young person into account
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's progress and development

CONTEXT

A child is defined as having SEND if he or she has a learning difficulty and /or disability, which calls for a special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcome for every child with SEND in all areas outlined in the Special Educational Needs and Disabilities Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of Teaching and Learning development across school
- Ensuring that appropriate Teaching and Learning strategies are in place across school for students with SEND
- Working to enable 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
- Working to enable identified students with SEND to reach their full potential
- Working to enable successful transition of SEND students from their previous educational establishment and beyond their life in the school
- Working to remove barriers to achievement and progress at all key stages to meet the needs of the individual
- Arranging specialised provision, where appropriate, to meet the needs of students with SEND with low-level achievement and progress

- Identifying, providing for, challenging and supporting high prior attaining students
- Ensuring that a SEND link Governor is in place to work alongside the SENDCO and that all governors, particularly the SEND Governor, are up to date and knowledgeable about the school's SEND provision and national SEND agenda
- Full Governing Body involvement in the future development and monitoring of this policy

STAFFING AND PROFESSIONAL DEVELOPMENT

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Governors every three years in accordance with the school's review cycle.

APPENDICES

SPECIFIC ROLES & RESPONSIBILITIES: Appendix 1

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

TRANSITION ARRANGEMENTS: Appendix 3

ACCESS ARRANGEMENTS at Dame Elizabeth Cadbury: Appendix 4

SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

The **Special Educational Needs and Disabilities Coordinator (SENDCO)** is responsible for:

Students

- Using baseline data to identify and monitor all students with SEND
- Informing teaching staff of students' SEND and the provision needed
- Maintaining the school provision map
- Ensuring the correct provision is in place for all students with SEND
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND
- Ensuring that access arrangements are in place, when required, for internal assessments, internal examinations and external examinations
- Coordinating smooth transition from feeder schools, and to further and higher education establishments – attending and organising meetings where appropriate
- Conducting Annual Reviews and monitoring the progress of students with an EHCP
- Liaising with parents and carers of students with SEND through parents' evenings and interim meetings where appropriate
- Monitoring and supporting the on-going development of outstanding provision and outcomes in the School's Believe Centre.

Staff

- Overseeing development and performance management of Learning Inclusion Leaders
- Overseeing training where necessary and leading the Learning Inclusion Leaders
- Staying up to date and fully briefed on evidenced based research; ensuring the most effective strategies are chosen and implemented according to the culture and ethos of the school.
- Liaising with Heads of House and the School Governor with responsibility for SEND
- Working collaboratively with the Believe Centre Team and Heads of House to ensure the correct provision is in place for all students
- Acting upon referrals from teaching staff
- Arranging and delivering appropriate training on SEND for teaching staff

Other Responsibilities

To liaise with outside agencies including the Educational Psychologist Service, the Pupil and School Support Services, Physical Disability Support Services, Advisory Teachers for Hearing and Visually Impaired students, Speech and Language Team and Forward Thinking Birmingham In addition the SENDCO may liaise with Social Services, Health, Educational Welfare Officer and the Careers service and with any outside agency who may offer help and advice to support the needs of our pupils to achieve and make progress in line with national expectations.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the SEND department, Believe Centre Team, and by Quality First Teaching that includes rigorous and robust strategies to ensure all pupils achieve
- Using any additional adults in the classroom effectively to ensure all pupils make consistently good progress.
- Ensuring that all students with SEND are supported and challenged enough to make expected progress or above expected progress
- Ensuring that schemes of work are appropriate for the needs of all students they teach
- Tailoring teaching and/or resources to meet the needs of pupils to that all are able to achieve
- Setting achievable targets for individual students and evaluating the success of these targets
- Contributing to the Annual Review of students with an EHCP
- Referring students who are having difficulties to form tutors, Heads of House and the SENDCO

- Attending training sessions on teaching students with SEND provided by the SENDCO or other members of staff
- Using Learning Inclusion Leader support available in lessons appropriately and liaising with the Learning Inclusion Leader in advance of how best to support an individual or individuals in a lesson. Joint planning is heavily promoted across the school.
- Ensure evidenced based research is implemented according to the culture and ethos of the school to promote excellent achievement for SEND pupils.

The Headteacher, with responsibility for SEND, SENDCO and the School's Senior Leadership Team has the responsibility to ensure the implementation of the SEND Policy.

The appointed **Governor for SEND** plays a vital role in ensuring that SEND stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for students with SEND.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Appendix 2

SEND

If a student, despite quality first teaching and classroom differentiation at classroom level, is not making the expected progress and is displaying characteristics/behaviours of a student with a specific SEND, then the student will be referred to the SENDCO. If, after observation and assessment, the pupil is deemed to have specific SEND, intervention or teaching strategies will be put in place to support the student and the student will be placed on the SEND register and monitored. Teaching staff will be made aware of the individual needs of students through a Pupil Profile found via the SEND Register on the Desktop of all staff computers. It is at this stage that outside agencies may become involved and a School Support Plan will be drawn up by the school in collaboration with the outside agency. The progress of the student will be monitored each term.

Education, Health and Care Plan (EHCP)

An EHC Plan may be considered for an individual if, despite interventions at specialist support level, a student continues to make little or no progress and/or the student's SEND characteristics/behaviours are not improved or worsen. At this stage an Interactive Factors Framework intervention will take place if it is deemed the pupil's needs are many and/or complex, to ensure all aspects of support have been considered. Then the application for an EHC Plan will take place in full consultation with parents/carers, the SENDCO and relevant outside agencies. When an EHC Plan is awarded to a student the SENDCO will work with the Special Educational Needs and Disabilities Support Services to monitor and review student performance in line with their EHC objectives. An Annual Review will be held each year. Parents/carers and outside agencies will be invited and involved fully in the review meeting. If any concerns are raised during the year then an Emergency Annual Review may be held which usually looks at a change of placement.

ADMISSION ARRANGEMENTS Appendix 3

Students with SEND are admitted within the normal admissions procedure of the school. Parents and students are invited to view the school along with all other parents on a Welcome Evening, or on a private visit through appointment (See admissions statement)

TRANSFER ARRANGMENTS

The SENDCO and Believe Centre staff will liaise closely with all feeder primary schools in the area, to meet and obtain information regarding students with SEND who wish to transfer to Dame Elizabeth Cadbury in year 7. The SENDCO will aim to attend the year 6 Annual Review of statemented/EHC students transferring to Dame Elizabeth Cadbury to ensure a smooth transition between schools. Additional transition days and transition programmes will be planned and delivered for pupils with specific SEND as required.

SEND pupils moving on to further education are supported through our internal careers service and externally through our careers advisor. Pupils with an EHC Plan are supported through this service from Year 9 to ensure their pathway to further education is effective in supporting their needs. Any provision and access arrangement information is passed on to colleges and Sixth Forms as requested.

SPECIAL PROVISION AND FACILITIES

Facilities include disabled toilets, access to first aid, specialist Learning Inclusion Leaders, resources for students with specific SEND.

ACCESS ARRANGEMENTS - Appendix 4

Access arrangements available to pupils include:

- Reader
- Scribe
- Extra time for processing
- Extra time for writing
- Prompt
- Separate room
- Laptop

Pupils who are eligible for access arrangements are those for which this is deemed to be their normal way of working. Evidence of this needs to be collated as part of their assessment e.g. in the case of needing a scribe a pupil may take a test both with and without a scribe and a comparison of their results would show significant difference with a scribe present. Further to this they will be assessed by a qualified assessor and results of the assessment confirm the access arrangement is needed.

If the assessment confirms the need for access arrangements, a Form 8 will be completed by the assessor alongside the SENDCO. The Form 8 will then be submitted alongside the Exams Officer to enable registration with the exam boards and then filed alongside all evidence supporting the access arrangement.