

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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This Special Educational Needs and Disability Policy takes into account:

- The Special Educational Needs and Disability (SEND) Code of Practice: for 0 - 25yrs (September 2015)
- The Equality Act 2010
- The Children and Family Act (April 2014)
- Teachers' Standards 2012 Section 5

- CJS Accessibility Plan
- CJS Medical Conditions, Medicines and Infection Control Policy

1. Overview

- 1.1. City Junior School (CJS) is an academically selective school catering for children of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum.
- 1.2. It is our belief that all pupils can achieve their academic potential, regardless of need. It is recognised that some pupils will require additional, specific provision to do this and it is our aim to provide this support as required. Therefore, in keeping with the Equality Act (2010), the non-statutory guidelines within the SEND Code of Practice (2015) and the Children and Families Act (2014), the school will strive to make all reasonable adjustments to support pupils with SEND.
- 1.3. It is the policy of CJS, wherever possible, to provide all pupils with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements. Whilst due recognition will be given to the SEND of any pupil, all pupils are expected to demonstrate respect for self and others; responsibility for their own learning and development; and demonstrate resourcefulness. Adherence to the school's Code of Conduct as presented in the Behaviour Management Policy is a requirement of all pupils.

2. Definition of Special Educational Needs

A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

2.1 A pupil has a learning difficulty or disability if she:

- a) has a significantly greater difficulty in learning than the majority of her peers or
- b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

2.2 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

2.3 It should be noted that under the Equalities Act 2010 'hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CJS this usually comes in the form of 1:1 or small group tutorials, if it is felt that a pupil's needs cannot be addressed in the classroom.

2.4 The SEND Code of Practice identifies four areas of need:

- **Communication and Interaction**
This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).
- **Cognition and Learning**
This includes pupils with specific learning difficulties, including Dyslexia Dyspraxia, and Attention Deficit Hyperactivity Disorder (ADHD).
- **Social, Emotional and Mental Health Difficulties**
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.
- **Sensory and/or Physical needs**
This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Pupils with such needs may require additional, on-going support and equipment to access the curriculum.

Please note, a pupil might fall into one or more of the categories listed above.

It should be noted that the school will make best endeavours to meet the requirements any individual within the context of 'reasonable adjustments' as required by the Equality Act (2010).

3. Identification of Need

3.1 Upon Application to the School

Upon application, Parents are required to inform the school of any specific learning or educational needs that their child requires. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist or medical

professional. It is important that full details are provided so that the school can assess whether or not it can implement any required arrangement for entrance exams.

Whilst the school will pay due care to a pupil's requirements upon application, should a place be offered and accepted, any subsequent adjustments will be based upon evidence of need as it is presented within the context of the school and the pupil's learning at CJS.

For pupils with SEND who transition to the Senior Schools, the Learning Support team will liaise with the Head of Year 7 / Lower School regarding transition planning and transition meetings with each pupil and their parents.

3.2 Baseline Assessment

Whole year screening takes place **at the start of each academic year**, and measures ability in **reading, mathematical skills and developed ability**. Such assessments form part of the school's monitoring and tracking of pupils' progress, and help the school identify potential needs in order to further support pupils. There is no additional preparation work to be done for these assessments.

3.3 Gathering Information

The school recognises that potential underlying difficulties might only emerge as a pupil progresses through the school. Teachers can raise SEND concerns about a pupil's learning via the school's internal "SEND Concern" referral system. In addition, the Learning Support team holds regular monitoring meetings with Heads of Year to review pupils' progress. Pupils can also make self-referrals and parents can raise concerns directly to the department or via their child's Head of Year or Form Teacher.

4. Objectives for CJS in relation to SEND

When a pupil has been identified as having SEND the school will endeavour to:

- 4.1 Ensure full entitlement and access for pupils with SEND to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2 Identify those pupils who have difficulties with learning which are significantly greater than the majority of pupils within the same age group and academic ability.

4.3 Supply information to the pupil and their parents outlining the support required and to take into consideration the views and feelings of the pupil and their parents.

4.4 Meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be completed within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside of school.

4.5 Advise and liaise with staff and parents on the identification of SEND and provide strategies for in-class support. Where necessary, the Learning Support team might recommend either an external or internal Educational Assessment.

4.6 The school has a designated governor for SEND.

5. Responsibility for Pupils at CJS with SEND

5.1 All teachers at CJS are responsible and accountable for the progress and development of all pupils in their classes, high quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEND.

5.2 CJS will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support pupils with SEND

5.3 Class and subject teachers, supported by Heads of Year and the Assistant Heads carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:

5.3.1 is significantly below that of their peers starting from the same baseline

5.3.2 fails to match or better the pupil's previous rate of progress

5.3.3 fails to close the attainment gap between the pupil and their peers (in line with their ability).

6. In School Support for SEND

When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice, the school adopts a graduated response to identification and support of pupils with SEND.

The school aims to:

- liaise closely with the pupil, their parents and staff to identify needs accurately and effectively and provide appropriate support
- adopt a pupil central approach to its provision and support
- liaise with outside agencies, as appropriate, to further support pupils as required.
- provide specialist in-house cognitive assessments as and when appropriate in consultation with a pupil, their parents/guardians and teaching staff
- liaise with pastoral staff to support the social and emotional well-being of pupils with specific needs or learning difficulties
- collaborate with subject teachers to ensure the needs of pupils with SEND are met
- monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- support students to:
 - to develop effective learning habits, including study and revision skills
 - to further support and develop reading and writing skills
 - to develop problem solving strategies
- specialist specific learning difficulties (dyslexia) teaching, as and where appropriate
- provide staff with relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning
- provide ongoing CPD for staff

6.2 Learning Support List and Monitoring List

The school's Learning Support List provides teaching staff with an up-to-date record of pupils in the school who have identified SEND. It details their areas of need and provides advice on appropriate teaching strategies.

The Learning Support team also keeps a record of pupils who may have received support or intervention from the department but who do not meet the criteria for the Learning Support List. This list may also include students with SEND who responded well to intervention and as a result their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from tracking lists.

As the school adopts a graduated response and "plan, do, review" approach to its work, these lists are reviewed and updated regularly.

6.3 Personalised Learning Plans

A Personal Learning Plan (PLP) may be prepared in collaboration with the key stakeholders depending on the pupil's level of need. A PLP will reflect a pupil's strengths and areas of need

and provide specific teaching strategies to meet the particular needs of the pupil. PLPs should be regularly reviewed and updated, in line with guidance from the Code of Practice.

6.4 External Specialist Reports

In some cases, an external Educational Psychologist (EP) or other professional may be required to assess a pupil. The school may advise parents/guardians of the benefits of such support and the benefits of the school liaising closely with such professionals. Parents/guardians should share professional reports with the school in order to establish and agree support in school.

Please note that when parents/guardians are advised to seek assessment by an outside professional, or engage a Specialist Teacher to assist their child beyond the scope of the extra help available from the school, any charges arising will be borne by the parents/guardians and not by the school. For bursary funded pupils who require an external assessment, CJS may be able to offer financial assistance.

7. Educational, Health and Care Plans (EHC Plans)

For a prospective pupil with an EHC Plan, the school will consult the pupil's parents/guardians and, where appropriate, their current school and Local Authority to ensure that the provision can be delivered by the School.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in a Plan.

8. Role of the Learning Support Team

The Assistant Heads (Pastoral and Academic) share overall responsibility for SEND provision across the entire school and have the following key responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with all the relevant staff who teach/support pupils with SEND
- Advise on the graduated approach to provide a pupil with SEND

- Management of the SEND budget
- Liaising with parents of pupils with SEND.
- Liaising with internal professionals, such as the School Counsellor and School Nurse, as appropriate to support the needs of pupils
- Liaising with external professionals, including educational psychologists, medical professionals and professionals from other schools and/or institutes of education to support the needs of pupils as appropriate.
- To work with SLT and the Head to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To provide support and training for staff to ensure they have the ability to identify SEND and adapt their teaching if necessary to provide differentiated quality first teaching.
- To attend regular training and INSET sessions relevant to the role
- To regularly meet with the school Pastoral Team.

9. Medical Conditions

The school's Pastoral Team, including the school nurse, is involved in the care of pupils with any serious medical conditions. Please refer to the 'Medical Conditions, Medicines and Infection Controls Policy' for further information.

10. Mental Health

The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning.

11. Resources and Diagnostic Testing

The Learning Support Team has a range of resources to develop the skills of pupils and it is the role of the Learning Support Team to keep informed of any new resources that will be beneficial to the school.

For further, more specialist advice, parents/guardians may be asked to take their daughter to a recommended professional, for example, an Educational Psychologist for assessment.

12. Evaluation of SEND Provision

The school's Learning Support team liaises regularly with the Deputy Head, Heads of Year, Form Teachers, the School Nurse and School Counsellor.

The school's SEND Policy is updated regularly and adjustments made as appropriate and when necessary.

Annual lesson observations of teachers should include recognition and evaluation of SEND provision.

It is the aim that additional SEND support provided is monitored, adjusted and reviewed with pupils, parents/guardians, and relevant staff.

Currently SEND support is measured in the following ways:

- Subject assessments
- Internal and external examinations
- End of term reports
- Parents' Evenings
- Personal Learning Plans
- Diagnostic testing
- Book looks
- Learning Walks
- School leavers destinations

13. Arrangements for Dealing with Complaints

Any serious complaints relating to SEND provision will be dealt with using the school's Complaints Procedure.

Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the Learning Support Team, staff, parents and pupils as appropriate.