



KING HENRY VIII SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

July 2023

| Name of policy | Date reviewed | By whom | Next review | Responsibility |
|----------------|---------------|--|-----------------------|----------------|
| SEND | July 2023 | C E Brindley SENCO M B Cuthbert Deputy Head | Annually July 2024 | C E Brindley |

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1. Context

Introduction - LEGISLATION

This policy is based on the Special Educational Needs and Disability Code of Practice 2015 and takes into account the following documents: Special Educational Needs and Disability Regulations 2014; The Equality Act 2010, the Children and Family Act 2014; SEN (Personal Budgets) Regulations 2014 and Teacher Standards 2012.

Please read this alongside the Foundation Policies for Safeguarding, Admissions and Anti-bullying and the school policies on Behaviour, Teaching and Learning, EAL, Able, Gifted and Talented, Accessibility and Medical Policy.

Headlines from the SEND Code of Practice 2015

- Statements of SEN have been replaced by Education, Health and Care plans (EHC plans) that can be used to support children from birth to 25 years. For students who go to university, this support ends on their transition.
- All other children with SEND are categorised as having known as 'SEN School Support'. A single register is kept incorporating all students with SEND within each year group. These children are closely monitored, and their progress tracked each term. They may also have additional specialist tuition or teacher support.
- There are four broad categories of SEND
 - Communication and Interaction (e.g. Autism Spectrum, Language difficulties)
 - Cognition and Learning (e.g. Dyslexia, Dysgraphia, Dyscalculia)
 - Social, Emotional and Mental Health (e.g. ADHD, ADD, Attachment Disorder)
 - Physical and Sensory (e.g. Visual or Hearing Impairment, Sensory Processing Disorder)

We have students in all these categories of SEND

- We work closely with parents and children to take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- Parents are invited to be involved in planning and reviewing SEND provision for their child.
- All children benefit from inclusive and responsive teaching to enable us to meet the pupil's individual needs: this means that classroom teachers must assess, plan and teach all children at the level that allows them to make progress with their learning. In addition, the Learning Support Dept. provides support within the KS3 year groups when required. Alongside this additional support is provided for pupils on a reduced curriculum.
- We have high expectations of all our students and work with them to help them reach their full potential.

A Definition of SEND

Under the Equality Act (2010), "a person is disabled if they have a physical and/or mental impairment which has a substantial and long term effect on their ability to carry out day-to-day activities".

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disability Code of Practice: 0-25 years, (DfES January 2015) says children have a learning difficulty if they:

“A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream or mainstream post-16 institutions.”

Mission Statement

‘The school is a caring partnership of young people, their parents and staff. It aims to develop to the full, the potential of its students, in order that they may lead rich and responsible lives, both as individuals and as members of society’

2. Purpose

At King Henry VIII School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment that caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of life.

King Henry VIII School adopts a ‘whole school approach’ to Special Educational Needs (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with Special Educational Needs and Disabilities can fulfil their potential and achieve optimal educational outcomes alongside their peers.

A number of pupils will have Special Educational Needs and Disabilities (SEND) requiring more specialist support over a longer period; they are listed on the SEND register. We place a very high priority on the need to provide the best possible education for such children, and no less than for children who display no learning or other difficulties.

Pupil’s additional needs will be regularly reviewed. Pupils will be placed on the SEND register for the duration of the support needed.

3. Aims

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To ensure there is support for teachers to meet the learning needs of all pupils.

4. Responsibility for the coordination of SEND provision

The governing body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without EHC Plans, is adequate and secure.

Special needs provision is planned, monitored and reviewed by the SMT. In particular the Headmaster, Mr Dearden and Deputy with Pastoral/Safeguarding responsibilities, Dr Cuthbert. The Deputy with Curriculum responsibilities, Mr Sewell, may also be involved in curriculum related decisions.

Mrs Brindley is Head of Learning Support, Mrs Webb is the Assistant SENCo, there are two full time LSAs and specific administration support from Mrs Cox.

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility, which ensures that each pupil is given every opportunity to fulfil their potential within the daily classroom situation.

5. Arrangements for co-ordinating SEND provision

The Head of Learning Support produces and updates details of all pupils on the SEND Register.

All staff access:

- The King Henry VIII School SEND policy
- The SEND Register
- Individual Strategy Sheets for appropriate pupils
- Practical advice and information about particular special needs

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up to date information about all pupils with SEND.

This will enable subject teachers to provide for the individual needs of all pupils with the support of their Head of Department and Learning Support. If teachers have a concern about a child's learning needs and they are not on the SEND register they must submit a school referral form to the Head of Year.

6. Admission arrangements

Pupils with special educational needs are admitted to our school according to the same criteria as other pupils if admission is compatible with:

- I. The provision of efficient education for the children with whom he/she will be educated;
- II. The efficient use of resources.

Should any child already have identified SEND then parents are expected to provide relevant reports and other documentation directly to Learning Support.

Any child who, during the admission procedure, appears to have SEND, may be further assessed so that the school can, where possible, aim to provide the appropriate intervention on arrival. Entrance to the school is subject to an entrance examination and possibly a taster day or interview.

7. Identification of pupils' needs

A child's needs may become apparent through:

- Information from any previous schools
- Admission procedures, e.g. the entrance exam
- Through expression of parental concerns
- Teaching in the classroom; often identified by subject teacher or pupil themselves
- Screening procedures in the junior age range, e.g. reading and writing abilities, SATs (or the equivalent) at KS2, assessments in Maths and English
- Internal assessment from Year 7 onwards, starting with baseline testing
- Inconsistencies in baseline assessment and current attainment/end of year exam results
- Further investigative assessments undertaken by Learning Support
- Specific recommendations arising from a formal assessment by an Educational/Clinical / Child Psychologist

8. Working in partnership with parents

Parents have a vital role in the identification of and support for pupils with special educational needs. Every effort is made to work in partnership with parents at every stage and we believe that parents play an integral role in supporting their children with aspects of school life such as homework and personal organisation. Contact with parents may be made by email, phone, teams, letter, informal or formal meeting.

9. Education Health Care Plan Assessment

When a pupil's needs are extensive and unable to be met by intervention within the school, a referral for an Education Health Care Plan assessment may be made to the Local Authority. The school recognises its duty to make provision required by any EHC PLANS. The school will only admit pupils for whom it is knowingly able to make the provision required by the EHC PLANS. Should an EHC PLAN be issued, the pupil's targets will continue to be outlined in a Strategy Sheet, which will regularly reviewed. The EHC PLANS will be reviewed annually.

10. Facilities for pupils with SEND

King Henry VIII School has dedicated Learning Support Areas, used as a teaching area, an area for supervised learning and a base for LS staff. The spaces offer teaching areas, access to computers, workspace for pupils and a quiet area.

11. Resources and Individual Support Programmes

All identified students are monitored and have a strategy sheet in place- these are individually tailored to their need and discussed with the student, parents and relevant school staff.

Some specialist support may require individual funding, which is discussed with parents as necessary, and only when specialist knowledge within school has been exhausted. For pupils with an EHCP, funding is requested from the LA and negotiated on an individual basis. There

is also access to a school counsellor and well-being mentor to support SEMH needs. The school nurse may also support those pupils with physical/medical needs as appropriate.

Learning Support Interventions

A small number of pupils may require a reduced curriculum and specialist learning support. Arrangements for this level of support are monitored to ensure that the child's access to the wider curriculum is not unduly affected.

Strategy Sheets

Complementing the register are individual Strategy Sheets. Many of the students, often with an identified need, have a specific range of strategies which should improve their learning in the classroom. A Strategy Sheet summarises the background, pupil's voice strengths and areas of concern for a student, suggests strategies to aid learning, and notes any ongoing specialist provision and examination arrangements. These are reviewed on an annual basis, or updated as appropriate. Parents and pupil are involved in the content, and asked to approve before the information goes to all the student's teachers.

12. Exam Access Arrangements

Applications for Exam Access Arrangements in public examinations are made for pupils in Year 9 or above. The application is made to JCQ (or Cambridge Board) following assessment (now in house with Specialist Teacher Mrs Webb) or an Educational Psychologist's report supporting the needs for Access Arrangements.

Current JCQ guidelines focus firmly on the evidence of need, and necessity of building a history of provision. JCQ guidelines are strictly adhered to, and documentation held ready for inspection at any time. Applications are only made for arrangements if all criteria are met, both for evidence of need and assessment scores (where appropriate), following approval from the Head of Learning Support.

13. Staff Training

Special Educational Needs and Disability is included in the general INSET budget of the school. Learning Support contributes to these staff inset sessions as appropriate and advises staff towards recommended training courses in SEND (and other domains) provided by outside agencies. All new staff have a bespoke induction session related to learning Support.

14. Transition

The school recognises the importance of close contact with other schools as pupils with special educational needs move between the stages of education or move home.

15. Links with other agencies

The school can supply information to parents regarding referral to outside agencies for assessment, for example, educational psychologists, and speech and language therapists, CAMHS. Learning Support and the school nurse liaise with outside agencies.

The local offer can be found: www.coventry.gov.uk/localoffer