

November 2014 – This policy is currently under review

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
SPECIAL EDUCATIONAL NEEDS POLICY

1 STATUS & SCOPE

Application: This policy applies to all students, parents and staff at Colchester County High School for Girls. Copies of the policy are available on request, in the School's prospectus and the policy is published on the School's website.

Policy status: This policy has been approved by the Headteacher and the Governing Body of the School. It takes into account the *Special Educational Needs: Code of Practice* (DfES/581/2001), Department for Education and Skills (DfES), November 2001 (the **Code**). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (**SEN**) decisions will be informed by the Code.

The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010.

Accessibility: This policy can be made available in large print or other accessible format if required.

2 PRINCIPLES

The School's approach to SEN and learning disabilities will operate within the following five principles:

- i. a child with SEN should have their needs met;
- ii. the needs of children with SEN will normally be met in mainstream schools or settings;
- iii. the views of the child should be taken into account;
- iv. parents have a vital role to play in supporting their child's education;
- v. children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

The School and the Governing Body of the School will act in accordance with Appendix C of the School Funding Agreement, which is set out at Appendix 1 to this policy.

3 DEFINITIONS

Special Educational Needs: Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

Learning difficulty: Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (See Disability Equality Policy);

Special Educational Provision means for children of two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools, in the area.

SEN Coordinator (SENCo): This is a member of staff in the School who has responsibility for co-ordinating SEN provision in the School. The School has one SENCo, responsible for the day-to-day operation of the SEN Policy at CCHS

The responsibilities of the SENCo include:

- liaising with and advising fellow teachers
- coordinating provision for students with SEN
- monitoring provision for students with SEN through regular feedback from colleagues and parents and meetings as necessary
- overseeing the records on all students with SEN
- liaising with parents of students with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating the responsibilities in Appendix C of the School Funding Agreement. (Appendix 1)

Colchester County High School is a school that provides education mainly for children who do not have SEN. The School is "mainstream", as opposed to a special school, which would provide education solely for children with SEN.

4 POLICY STATEMENT

The School is committed to:

- Providing a caring environment within which students can learn and develop their full potential;
- Stressing the importance of the National Curriculum requirement that all students have access to a broad, balanced and differentiated curriculum;
- Stating how the school values the contribution and achievements of all, highlighting the importance of all students experiencing success and thereby raising self-esteem;
- Maintaining high expectations by staff for all students and emphasising the involvement of all staff in responding to the needs of all students;
- Seeing students as individuals with differing interests, knowledge and skills;

- Seeing support as entitlement for students who need it, rather than as a special addition to their education

Training: Staff will be regularly up-dated on all SEN issues via Staff meetings and Staff briefings. The SENCo will also up-date relevant staff directly in some cases. The SEN register will be up-dated and circulated at least twice a year.

Consultation: We will consult with parents about their child's learning difficulties / SEN and ensure that teachers are given any necessary information about a child's learning difficulties / SEN and that teaching practices are appropriate.

5 IDENTIFICATION

Screening test: Screening tests for learning difficulties / SEN are carried out on admission as the School contacts each student's Primary Headteacher to discuss the individual's health, social, emotional and academic background. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process.

Outcome of tests: If the outcome of a test or any other circumstances gives us reason to think that a child may have a learning difficulty / SEN, we will report and consult with parents as necessary and make recommendations.

Formal assessment: If the test results indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask parents to agree to their child being formally assessed by an Educational Psychologist or a speech and language therapist.

6 PROVISION

Students known to have SEN: If a student is known to have SEN when they arrive at the School, the Headteacher, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student;
- identify and focus attention on the student's skills and highlight areas for early action to support the student within the class;
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning;
- ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme;
- involve the student in planning and agreeing targets to meet their needs;
- involve parents in developing and implementing a joint learning approach at home and in school.

Inclusive schooling: The School will follow the guidance in *Inclusive schooling: children with special educational needs* (DfES/0774/2001) Department for Education and Skills (DfES), November 2001.

Graduated approach: The Code recommends a graduated approach of action for children with SEN which is in addition to or different from the differentiated curriculum normally provided. The School's approach is explained in the table below. However, each case will be considered on an individual basis and where necessary action taken outside of the "graduated approach".

| Stage of provision | Action involved | Who is involved |
|-----------------------------|---|-----------------|
| School Action (SA) | <ul style="list-style-type: none"> • Action additional to or different from that provided in the normal differentiated curriculum • Possibly Individual Education Plans (IEPs) and reviews of IEPs. | SENCo |
| School Action Plus (SA+) | <ul style="list-style-type: none"> • If there is no progress at SA, SA+ will be arranged with provision additional to or different from that provided in SA, this will include the engagement of outside experts • Individual Education Plans and reviews of IEPs will normally be expected | SENCo |
| Statutory Assessment | <ul style="list-style-type: none"> • If no progress is being made at SA+, a request for statutory assessment can be made to the Local Authority by the Headteacher / parents / services such as Educational Psychologist / Speech and Language Therapy (SALT) / Occupational Therapy. • LA meets and reviews advice and reports from professionals. • Statutory Assessments will apply to very few students. | SENCo |
| Statement of SEN | <ul style="list-style-type: none"> • LA issues statement based on evidence provided by above agencies. • Individual Education Plans and reviews of IEPs • Annual Review of the Statement of SEN. | SENCo |

Resources: The School will allocate resources to SEN students based on need, but in accordance with any funding via The School Funding Agreement with respect to students with a Statement of SEN.

Individual Education Plans (IEPs): If the parents and the School decide that a student should receive SA, receive SA+, apply for a statutory assessment or a statement of SEN, the School will work with the parents and other agencies if appropriate in order to employ strategies to assist progress. Such strategies which may be written in an IEP, will include:

- the short term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and / or exit criteria
- outcomes (to be recorded when the IEP is reviewed).

IEPs will be reviewed at least twice a year.

7 STATUTORY ASSESSMENTS & STATEMENTS OF SEN

Statutory Assessments (Assessment): The School (as well as the parents) can ask the LA to arrange an Assessment of the student. The School will always consult with parents before exercising this right. If the LA refuses to make an Assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Statement: Where a prospective student has a Statement of SEN (**Statement**), we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the Statement can be delivered by the School. We will co-operate with the LA to ensure that annual reviews of Statements are carried out as required.

8 WELFARE & EXAMINATIONS

Welfare needs: The School recognises that students with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints: We need to know immediately if a student's progress or behaviour causes a parent concern so that we can devise and agree a strategy with the parent and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEN provision should refer to the School's complaints procedure.

Examinations: Students who have been diagnosed as having a learning difficulty / SEN may be eligible to apply for extra time to complete internal examinations and public examinations. Parents are asked to liaise with the SENCo in good time with respect to this.

9 RECORD KEEPING

Records from previous schools: Primary schools are required to transfer to secondary schools records for all students within 15 school days of students ceasing to be registered at the school. The School will make full use of this information in determining the provision for students with learning difficulties or SEN.

SEN Records: The SENCo has responsibility for ensuring that records are properly kept and available as needed.

10 MONITORING & REVIEW

Annual review: The Governing Body will, on at least an annual basis, consider and report to parents on the effectiveness of the School's work on behalf of students with SEN. They may wish to consult support services used by the School, other schools and parents. The

Policy No. A9

governing body will advise the School as to whether any amendments to the policy are required.

SEN Governor: The Governing Body may wish to appoint a Governor with specific responsibility for liaising with the SENCo and monitoring SEN in the School.

Policy Review This policy will be reviewed at least every 5 years or following statutory changes if sooner.

Policy Date: April 2012

Review Date: April 2017

Date Approved: July 2012

APPENDIX I

School Funding Agreement Appendix C

Arrangements for students with Special Educational Needs (SEN) and disabilities at Colchester County High School for Girls

Duties in relation to pupils with SEN

1. The Governing Body of the Academy Trust must comply with all of the duties imposed upon the governing bodies of maintained schools in:
 - Part 4 of the Education Act 1996 as amended from time to time¹;
 - The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time;
 - The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2008 as amended from time to time².

2. Notwithstanding any provision in this Agreement, the Secretary of State may (whether following a complaint made to him or otherwise) direct the Academy Trust to comply with an obligation described in this Annex where the Academy Trust has failed to comply with any such obligation.

3. Where a child who has SEN is being educated in the Academy, those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have SEN, so far as is reasonably practicable and is compatible with:
 - (a) the child receiving the special educational provision which his learning difficulty calls for,
 - (b) the provision of efficient education for the children with whom he will be educated, and
 - (c) the efficient use of resources.

4. In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 (as amended from time to time), the Academy Trust must ensure that the Academy's website includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being

¹ Currently these duties are in sections 313 (Duty to have regard to the Special Educational Needs Code of Practice 2001); 317 (Duties in relation to pupils with special educational needs), 317A (Duty to advise parents that special educational provision is being made); and 324(5)(b) (Duty to admit the child where a school is named in the statement).

² These Regulations are amended by The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 (SI 2009 No 1387).

treated less favourably than other pupils; and the facilities provided to assist access to the Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Equality Act 2010³).

Admissions

5. The Academy Trust must ensure that pupils with SEN are admitted on an equal basis with others in accordance with its admissions policy. Nothing in this Annex shall require the admission of a student who does not meet the required academic standards.
6. Where a local authority (“LA”) proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, it must give the Academy Trust written notice that it so proposes. Within 15 days of receipt of the LA’s notice that it proposes to name the Academy in a statement, the Academy Trust must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child’s inclusion would be incompatible with the efficient education of other children, the Academy Trust must have regard to the relevant guidance issued by the Secretary of State to maintained schools.
7. If the Academy Trust determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA’s notice, notify the LA in writing that it does not agree that the Academy should be named in the pupil’s statement. Such notice must set out all the facts and matters the Academy relies upon in support of its contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) the Academy Trust cannot take reasonable steps to secure this compatibility.
8. After service by the Academy Trust on the LA of any notice (further to paragraph 7 above) stating that it does not agree with the LA’s proposal that the Academy be named, the Academy Trust must seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees with the Academy Trust. If the LA notifies the Academy that it does not agree with the Academy Trust’s response, and names the Academy in the child’s statement, the Academy Trust must admit the child to the school on the date specified in the statement or on the date specified by the LA.
9. Where the Academy Trust consider that the Academy should not have been named in a child’s statement, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to reconsider.
10. The Secretary of State’s determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
11. If a parent or guardian of a child in respect of whom a statement is maintained by the

³ For the meaning of ‘disabled’, see section 6 of the Equality Act 2010.

local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of the Academy in the child's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.

12. Where the Academy, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the Academy Trust shall admit the child to the Academy notwithstanding any provision of Annex B to this agreement.