

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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This policy reflects the requirements of the *Children and Families Act 2014* and the *SEN and Disability Code of Practice 0-25 years (SEND Code 2015)*.

This policy should be read alongside the Accessibility Plan which outlines how the school ensures access to the curriculum, education, benefits, facilities, services and information provided or offered by the school.

### Definitions

Special Educational Needs: pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools

Disability: A physical or mental impairment which has a substantial and long term adverse impact on a person's ability to carry out normal everyday activities.

Not all pupils are disabled by their SEN and vice versa.

*SEN Code of Practice 2015*

The purpose of both policy and practice at Benenden in supporting SEND pupils is to ensure they have as full access to the curriculum and facilities as possible, and that there is as minimal an impact as possible of their SEND on attainment and engagement.

The SEND Code of Practice: 0 to 25 years (2015) makes it clear that "**High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN**". Regular training is provided to help all staff identify and support such pupils.

**There are 4 stages to our support for students with SEND: Assess, Plan, Do, Review.**

### Identification and Assessment (ASSESS)

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Students with SEND may be identified in a number of ways:

- They may enter the school with an Individual Education Plan, Educational Psychologist report or previous history of SEND needs or provision at a previous school.
- They may be identified through our entry exams, MidYis testing or cohort screening as potentially having SEND.
- They may be flagged by teaching staff as potentially having SEND at any point during their school career – it is not unusual for problems to emerge in the Sixth Form as the curriculum demands increase, for example.

Where a student is identified as potentially having SEND, they will be referred to the SENDCo who will liaise with teachers to decide whether further assessment is needed and, if so, parental consent sought for such assessment. This is done either through our appropriately qualified staff (who need a Level 7 qualification or equivalent) or through an approved chartered Educational Psychologist known

to the school. The school will provide to parents a list of chartered EPs known to the school. Parents are not able to provide a privately sourced EP report as evidence for access arrangements but any information about learning challenges and support strategies will be passed onto a student's teachers where appropriate.

There will be one of three outcomes to an assessment:

- No SEND problem identified in which case the student will continue to be supported through the usual processes of class teaching and tutoring, but kept on the radar in case of further issues.
- SEND issue identified, student added to the SEND register, but no specialist 1:1 or group support required or requested by parent - in which case the student will continue to be supported through the usual processes of differentiated class teaching and tutoring, but carefully monitored.
- SEND issue identified, student added to the SEND register and specialist support via 1:1 or group lessons provided in addition to differentiation in the classroom.

The outcome of any assessment will be communicated to parents (with a student's permission where she is over 16) and parental agreement is always required for chargeable specialist support.

### **PLAN**

The SENDCo, in association with her specialist team, the student's tutor & Hm and the relevant Head of Year, will draw up a plan of support. This forms the basis of an IEP, known at Benenden as "teaching points". This outlines the support required in the classroom and online learning to ensure the student can access the curriculum and achieve her potential. The Teaching Points are communicated to all the student's teachers who are required to take account of it in their planning, delivery and assessment.

### **Provision (DO)**

#### ***Levels of support***

A girl assessed as having Special Educational Needs that require her to have additional support - and in some cases extra time or other concessions in examinations - can be provided with support in a number of ways. NB: Level 1 is provided for all students who are identified as needing support for SEN.

**Level 1** – Teaching Points/IEPs are drawn up by the SENDCo or SEND tutor with a specialist qualification. The teaching points suggest helpful teaching strategies specific to the student and are made available to her teachers. The teachers will ensure they are familiar with the teaching points and, where appropriate to the lesson, implement these in the classroom (including online lessons where appropriate) and prep as part of their differentiation strategies. The student's progress is reviewed yearly by a member of the academic support department through a PAR (Pupil Annual Review). Informal reviews take place throughout the term as teachers raise concerns directly with the SENDCo. The SENDCo also reviews reports and exam results.

**Level 2** – A small group support session of thirty minutes, provided regularly for a short period of time, where guidance on a range of learning strategies is provided by a member of staff with either a qualification in Specific Learning Difficulties or experience in an appropriate academic subject. Students with similar additional needs will be grouped together.

**Level 3** – A chargeable thirty minute or longer 1:1 lesson each week with a tutor who has a qualification in Specific Learning Difficulties. In this lesson, the student will be given an individually tailored programme of support and will be encouraged to apply these strategies to classwork and prep which can be taken to the one to one lesson.

- **Level 1** support is provided to all students who have been assessed as having a specific learning need.
- **Level 2** support is offered to all students assessed as having a specific learning need (they or their parents may decline this).
- **Level 3** support may be requested by parents or recommended by the school as the most appropriate provision – there is a charge per session for this.

The entitlement to examination concessions (Extra Time, use of a computer etc.) is independent of the level of support that a girl chooses to receive. It is entirely related to the level of need and difficulty identified, and is dependent on the school having evidence that the concession is needed as well as qualifying scores from the in-house assessments carried out, or from an approved EP report. This evidence comes from a collection of class work and examinations. Girls on extra time are required to change pen colour in timed school tests and examinations when their extra time starts so their use of this concession can be monitored. Teachers are required to allow for students with access arrangements in normal class work and testing wherever practicable.

The school adheres strictly to the JCQ requirements regarding access arrangements: a qualifying score of 84 or below is needed on tests relating to reading accuracy, reading speed, reading comprehension speed, writing speed and cognitive processing plus evidence of need supplied by teaching staff or the SENDCo. If either of these elements is missing, access arrangements will not be granted. Once granted, the appropriateness of the concessions is kept under review.

We would anticipate that in some cases, continuing support would equip the student with appropriate strategies to manage their additional learning need and thus the level of support identified as being needed may reduce over time. Some students will continue to benefit from individualised or small group support throughout their school career.

### Provision Map

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> <li>• <b>Quality first teaching</b> – differentiated curriculum, planning, activities, delivery and outcomes.</li> <li>• Access to a computer/laptop, ipad or electronic assisted technology.</li> <li>• Visual aids – coloured paper, overlays, visual timetables.</li> <li>• Teaching points</li> <li>• Subject Clinics.</li> <li>• Group Academic Support Sessions</li> <li>• PSHE/ACE programme – Study and Revision skills</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Academic Support Sessions – Ongoing Curriculum Support</li> <li>• 1:1 Academic Support Sessions – Short Course</li> <li>• 1:1 Subject Specific Support Sessions</li> <li>• Group sessions</li> <li>• Support from Student Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological referral</li> </ul>

Communication and Interaction	<ul style="list-style-type: none"> <li>• <b>Quality first teaching</b> – Flexible teaching arrangements, structured school and class routines, differentiated curriculum delivery, differentiated outputs.</li> <li>• <u>Tutor System</u></li> <li>• <u>HM support in Boarding Houses</u></li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Academic Support Sessions</li> <li>• Extended tutor/HM/HoY support</li> <li>• School Mentoring System</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language referral</li> <li>• Psychological referral</li> </ul>
Emotional, Behavioural & Social	<ul style="list-style-type: none"> <li>• <b>Quality first teaching</b> – whole school reward system, whole/class rules, whole school behaviour policy</li> <li>• <u>HM support in Boarding Houses</u></li> <li>• Tutor system</li> <li>• School mentoring system – Big Sister, House mother.</li> <li>• PSHE/ACE programme</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Academic Support Sessions – classroom strategies</li> <li>• Extended tutor/HM support</li> <li>• HoY support and monitoring</li> <li>• Independent listener.</li> <li>• School Counsellor</li> <li>• GP referral – Med Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological referral.</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• <b>Quality first teaching</b> – Flexible teaching arrangements.</li> <li>• Access to a computer or other technologies to aid access to the curriculum. Availability of resources – writing slopes, pens, seating wedges</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Academic Support Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• OT referral</li> <li>• Physiotherapist referral</li> </ul>

### **Personalised Curriculum**

Any student at Benenden with SEND is entitled to access the full curriculum. However, in some cases, we might recommend or agree with a parental request to adapt the curriculum to allow more time for core skills to be consolidated. For example, a student with SEND may opt not to take Latin, or to study just one language. This is agreed on a case by case basis with the student’s wellbeing and overall achievement and engagement being the driving factors.

### **Pupils with an EHC from their Local Authority**

Where an LA concludes that a child with a statement of special educational needs or Education, Health and Care Plan (EHC) should be placed into an independent school and names the school in the statement/EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child’s statement/EHC plan is made. This will include paying the fees charged by the independent school. The day-to-day practical responsibility of making provision rests with the school. Inspectors should check that schools are playing their part in making the provision set out in the statement/EHC plan. In this case, the EHC will be reviewed annually with the Local Authority. If the school is named in the statement/EHC plan, the provision specified in the statement/EHC plan must be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the statement/EHC plan, but it is good practice for the school to check that the review takes place, and the school must co-operate with the LA in the review process.

### **Monitoring (REVIEW)**

The SENDCo and her team, HoDs, Heads of Year and SMT will regularly review the quality of learning and teaching for pupils at risk of under-achievement, and those on the SEND register, and review teachers' understanding of strategies to identify and support pupil with SEND. This is done through work scrutiny, lesson observation, pupil questionnaire and conversation, close analysis of reports as well as analysis of examination results.

Individual student progress of those on the SEND register happens through the school's normal monitoring processes: tutor meetings, cohort reviews, report and exam analysis, parents' meetings. In addition, the file and progress of every student on the SEND register is reviewed annually by her SEND teacher and/or the SENDCo to assess the impact of the support being provided.

The reviews allow us to gauge and monitor the student's progress with a view to either maintaining, increasing or decreasing the support sessions they attend.

### **Monitoring of this policy**

This policy is monitored through:

- Visits to the department
- Scrutiny of processes
- Work scrutiny
- Observation of recorded lessons
- Analysis of exam results
- Analysis of reports
- Scrutiny of assessments
- Surveys of students and parents.

Responsibility for monitoring of the SEND policy lies with the SENDCo, and the Deputy Head Academic.

Reviewed AEH: 9 June 2020

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