



ELIZABETH GARRETT ANDERSON SCHOOL

**SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY
(SEND)**

All EGA policies are GDPR compliant. Please see separate policy for details.

Elizabeth Garrett Anderson School is committed to meeting the needs of all its students and ensuring they make progress in all aspects of their learning. This is in line with our aspiration to remove barriers and help students learn and achieve without limits.

1. Aims and Objectives

The Children and Families Act 2014 came into force in September 2014¹. This policy is based on this Act as well as the Department for Education's SEND Code of Practice (June 2014)². Code defines SEND in the following terms:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

And

"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"

a) Overall objectives

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Executive Headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.
- The Executive Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

¹ <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

- All staff will ensure children with SEND can join in the activities of the school, together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

b) Specific objectives

For specific targets for each academic year please see the attached SEND action plan.

2. Roles and responsibilities

The Executive Headteacher, Ms. Jo. Dibb is ultimately responsible to the Governors for ensuring that appropriate provision is made for pupils with special educational needs. The Executive Headteacher maintains an overview and supports the implementation of the SEND policy and procedures through regular liaison with the Associate Headteacher Ms. Carley Stephenson (Line manager of SEND) who in turn liaises with the SENCO.

The school has a nominated SEND governor responsible for SEND – Ms. Serena Kern-Libera. The governor has an overview of the day-to-day organisation of the department, and visits the department and observes lessons where support is provided.

The day-to-day management of special educational needs is delegated to the SENCO Janette Goss. You can request a meeting with the SENCO by phone. **0207 837 0739 ext. 239**. Our Special Education Needs Co-ordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. The SENCO works closely with the Executive Headteacher and governing body.

The Role of the SENCO in Supporting Pupils with Special Educational Needs

They are responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Overcoming barriers to learning and sustaining effective teaching
- Managing the teaching assistants team
- Overseeing the records of all children with SEN and Disability
- Liaising with parents of children with SEND
- Planning successful movement (transition) to a new class group or school
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Ensuring information is shared with all staff about SEND and medical needs.
- Liaising with external agencies including the LA's support and educational psychology services, health services, and voluntary bodies
- Monitoring the progress of students with SEND and liaising with HOFs to identify under achievement and appropriate intervention.

The SENCO leads on provision at KS4 and KS3

The Role of the Head of Faculty in Supporting Pupils with Special Educational Needs

The Head of Faculty is required to:

- Support the identification of pupils with special educational needs;
- Have written reference in the faculty policy to the needs of pupils with special educational needs and to ensure adequate differentiation is present in each lesson;
- Monitor the progress of pupils with special educational needs;
- Liaise with the SENCO on all matters relating to those pupils who cause concern;
- Monitor the implication of the Learning and Teaching policy with reference to the pupils with special educational needs.

The Role of the Head of House Pastoral Manager in Supporting Pupils with Special Educational Needs

The Head of House and Pastoral:

- Have an overview of which pupils have special educational needs
- Liaise frequently with the SENCO through referral forms or directly through the Learning Support representative on the Pupil Support Panel;
- Monitor the progress of pupils with special educational needs.

The Role of the Higher Level Teaching Assistant in supporting all pupils.

We expect the following best practice:

- At the direction of the SENCO / Head of Faculty or relevant post holder plan and organise learning activities and interventions.
- Helping to develop and prepare resources
- Planning and implementing strategies for teaching and learning for individuals and groups of pupils, taking into account their Special Educational Needs.
- Monitoring the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress.
- Analysing cohort data for a subject to identify progress concerns
- Delivering intervention classes to accelerate learning and progress
- Evaluate the impact of interventions

The Role of the Teaching Assistant in supporting all pupils.

We expect the following best practice:

- Supporting teacher input (i.e. supporting the effective inclusion of all children in high quality lessons)
- Supporting learning in group work (i.e. small-group intervention programmes).
- Supporting the learning of individuals (i.e. specific targeted approaches for individual children identified as requiring SEND Intervention. For further information see policy on effective deployment of Teaching Assistants.
- Meeting the mobility and medical needs of identified individuals, with appropriate training.

3. Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such, EGA adopts a “whole school approach” to SEND that involves all staff adhering to a model of good practice (outline e.g. based on a Quality First Teaching model, using the “Achievement for All” framework). The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

4. Special Provision

Here at EGA all pupils attend mainstream lessons with the appropriate support. However, pupils are withdrawn for specific interventions as required. The type of intervention may vary depending on pupil’s needs. (See School Information Report) In Years 9, 10 and 11 pupils may choose to take a vocational course with literacy and numeracy support for one or two of their options within Learning Support’s Foundation Learning Programme.

The school building is accessible to all. For pupils with significant physical or medical need a full risk assessment and a Health Care Plan is completed in discussion with the pupil, parents and other relevant professionals. See Supporting ‘Pupils with Medical Conditions at School policy’.

5. Access to the Curriculum

The curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and the SENCO will keep regular records of the pupils’ SEND, the action taken and the outcomes.

There will be a flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts. Often pupils with SEND may be taught in smaller class sizes.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Pupils with significant needs may be supervised at break times/mealtimes.

6. Providing the Graduated Response: SEND Support

The school offers a differentiated curriculum when a pupil fails to make progress and shows signs of difficulty in some of the following areas:

- Acquiring literacy and numeracy
- Presenting persistent behaviour needs
- Emotional and social difficulties
- Has sensory or physical problems
- Communication or interaction difficulties

The school follows an “Assess, Plan, Do and Review” approach. Assessments will allow the child to show what they know, understand and can do, as well as identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping or an Individual Support or Pupil Passport), detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The plans will become outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map on SIMS (System Information Management System) or Individual Support Plan or Pupil Passport. Parents and children will be involved in developing these. The plan will also set out review arrangements. Where more than one agency is involved, the school, in discussion with parents and other agencies, will initiate a team around the child to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests and where necessary, pupils referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses. Additionally, the progress of any child receiving exceptional needs funding, or with an Education Health Care Plan or EHCP will be reviewed annually.

7. Accommodation

The Learning Support department has a suite of rooms on the 5th floor designed to deliver a range of interventions and BTEC vocational courses.

8. Access Arrangements for Examinations and Alternative Accreditation

The Learning Support department will liaise with teaching and pastoral staff and the examinations’ officer about appropriate considerations for access arrangements for GCSE examinations and other accredited qualifications for individual pupils. The department will arrange support but at times the school may have to provide additional examination

invigilation to enable the department to provide the level of support required, especially during the G.C.S.E examination period.

9. Information Communication Technology

The department recognises the significant role Information Communication Technology has in supporting pupils with special educational needs in the mainstream classroom, nurture groups, homework clubs, lunchtime clubs and withdrawal groups. The department will continue to review information on new educational software and other technology for pupils with specific learning needs. This information will be shared with the appropriate personnel in school.

10. Admissions

Pupil Admissions during the Academic Year

The school admissions administrator will ensure:

- The SENCO receives appropriate information on all new admissions and attends admission interviews where appropriate.
- The SENCO is notified when the pupil's file arrives in school

The SENCO will review this information and suggest the appropriate assessments and interventions.

11. SEND Specialism

The SEND department has staff experienced in the following areas:

Use of Information Communication Technology to support learning; the teaching of numeracy and literacy skills; working with the bilingual learner; curriculum development, an example being the development of inclusive resources to support teaching and learning; assessing and teaching pupils with specific learning disabilities; supporting pupils with hearing, visual and language communication needs; behaviour management; delivering a range of literacy and language interventions. The faculty has a specialist dyslexia teacher and three Elklan trained staff. Speech, Language and communication skills in secondary classrooms.

12. Resources

The school is allocated a notional SEND budget. The school supplements this with £40,000 of funding from the base budget / Pupil Premium funding. The principles which guide the governing body in allocating resources are; SENCO and Pastoral Support recommendations along with Teacher Assessments identifying concerns around pupil progress and outcomes.

13. Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often a crucial factor in achieving success. For identified students on SEND support, pupils and parents will be invited to participate in Structured Conversation to support each pupil's progress. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between parents and

the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

14. Multi-agency Working

Regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. pupil referral units) or Vocational Courses at local colleges.
- Outreach Support services, hearing and visual impairment, Samuel Rhodes Outreach Source, Richard Cloudesley Service
- Educational Psychologist
- Child Adolescent Mental Health service
- Health Service (school nurse, dietician, therapists)
- Families First
- Counselling Services
- Other agencies/Human Resources which are available through new projects and initiatives

15. Arrangements for the Treatment of Complaints

Here at Elizabeth Garrett Anderson School, it is our vision that special needs provision is most successful when the school, pupils and parents work in partnership. However if there are queries or concerns raised, the SENCO should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put into place or the situation rectified.

Following this consultation and if the situation is not resolved the parent/carer should contact either Ms. Tina Southall (Associate Headteacher) or Ms. Sarah Beagley (Associate Headteacher). If the situation is still not successfully resolved, it is advised the parent/carer should contact the Executive Headteacher, Ms Dibb. If the matter is still not resolved, it is advised the parent/carer should send in a written complaint to the SEND Link Governor, c/o The Executive Headteacher's P.A., Ms. Evelyn Markey (E-mail: evelyn.markey@egas.islington.sch.uk).

If there is still an unsatisfactory outcome the parent/carer will be advised to contact the Special Education Needs Department @Islington and follow its complaints procedure.

16. Workforce Development

In-service training needs related to special educational needs will be identified by the Executive Head teacher in consultation with the staff and will be incorporated into the staff development plan. This is reviewed regularly.

17. Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEND through regular assessment data collections
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

18. Relationships to other Policies

This policy should be read in conjunction with the policies on; safeguarding, teaching and learning, the school curriculum, equality, assessment, accessibility, supporting pupils with medical needs and school Information report and recording and reporting. The accessibility plan and the School Information Report are integral to this policy.

This policy is reviewed annually. Next Review: Summer term 2019

Appendix 1

SEND broad areas of need.

- **Communication and Interaction**
E.g. Speech, Language and Communication Needs (SLCN) Autism Spectrum condition (ASC)
- **Cognition and Learning**
E.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Global Developmental Delay, Dyslexia, Dyscalculia and Dyspraxia.
- **Social, Emotional and Mental Health Difficulties (SEMH)**
E.g. Attention Deficit Hyperactive Disorder (ADHD), Depression, Eating disorders, Attachment disorder.
- **Sensory and/or Physical needs**
E.g. Vision Impairment (VI), Hearing Impairment (HI) or a Multi-sensory Impairment (MSI) or Cerebral Palsy (CP) Epilepsy.
- **Medical need**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan.

Appendix 2

The Effective Preparedness and Deployment of High Level Teaching Assistants.

- Be punctual and ready for all lessons.
- Model and promote a positive Growth Mind-Set, motivating all students to work to their very best.
- Follow the school's dress code.
- Plan and prepare lessons with teachers in your specialised area, participating in all stages of the planning cycle, including lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare differentiated resources for learning and assessment in accordance with lesson plans and in response to student's needs, ensuring these are incorporated into the subject's schemes of work.
- Organise and safely manage the appropriate learning environment and resources.
- Keep up to date with relevant changes in your subject area.
- Monitor student's participation and progress and provide written and oral constructive feedback using the growth mind set model with students in relation to their progress and achievement.
- Plan, teach, assess and evaluate small group interventions in your subject area as required by the HOF, in discussion with your Line Manager, Associate SENCO or SENCO. Provide the HOF/Line Manager with data to show the impact of the intervention for each student.
- Attend cross curricular faculty meetings and specified line management meetings.
- Support teaching staff with reporting students' progress and achievements at parents meetings which are usually held outside school hours.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts, including attending events, organising activities during lunchtimes and after school in line with school policies and procedures.
- Promote the inclusion of all students, including those with specific needs, both in lessons and enrichment activities.
- Use behaviour management strategies, in line with the school policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Manage other teaching assistants and undertake recruitment, induction, performance management, training and mentoring for other Teaching Assistants.
- Participate in relevant continuing professional development.
- Support the role of parents in students learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Participate in staff meetings and training days/events as required.
- Recognise and challenge any incidents of racism, bullying, harassment or victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual or individuals understand it is acceptable.
- Understand and implement school Child Protection procedures and comply with legal responsibilities.
- Any other duties required by the class teacher, Head of department / Faculty, SENCO or Senior leader which is within the scope of the post.
- HLTA must have or are working towards HLTA status.

Date of this policy: June 2018

Review date: June 2019

Appendix 3

The Effective Preparedness and Deployment of Teaching Assistants Policy

Our expectations, Teaching Assistants should:

- Support the subject teacher to establish a safe environment.
- Be punctual and ready for all lessons.
- Add value to learning for named students.
- Model and promote a positive Growth Mind-set, motivating all students to work to their very best.
- Model positive behaviour for learning, including listening to the teacher when it's time for whole class teaching.
- Follow the school's dress code.
- Observe and report on student performance to the class teacher and SENCO
- Contribute, support the planning and delivery of teaching and learning activities, to which area they are attached to. Ensuring the work is adequately differentiated to ensure accessibility and challenge and use a range of different questioning strategies.
- Contribute to the evaluation of teaching and learning activities.
- Develop, use and improve their subject knowledge to support teaching and learning in a specific curriculum area.
- Deliver and evaluate teaching and learning activities to individuals/small groups under the guidance of teaching staff.
- Actively contribute to student learning by facilitating small group sessions
- Contribute to the wider school life, including attending events, organising activities during lunchtimes and after school.
- Develop professional relationships with colleagues.
- Communicate effectively and constructively with parents when requested to do so.
- Be responsible for own performance, acting upon feedback received.
- Participate in relevant continuing professional development.
- Pass on concerns about a student's learning onto the appropriate member of staff, subject teacher, tutor or if it is a safe guarding concern direct to a designated Child Protection Officer.
- Any other duties required by the class teacher, Head of department / Faculty, SENCO or Senior leader which is within the scope of the post.

Date of this policy: June 2018

Review date: June 2019