



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy applies to all pupils, including the EYFS.

This policy has been developed with regard to the Equality Act 2010, Special Educational Needs and Disabilities Act (SENDA), 2001, the Children and Families Act, 2014, the SEN and Disability Code of Practice, 0-25 years (SEND Code 2015), the Code of Practice for SEN (58112001) and the 1996 Education Act, the JCQ Access Arrangements and Special Consideration, the Early Years Guide to the 0-25 SEND Code of Practice and Transition to the new 0-25 SEN and disability system March 2015.

The policy is reviewed on an annual basis by the Senior Leadership Team and the SEND co-ordinators (Whole School and EYFS).

In line with the School's overall aims, Leicester High School for Girls believes that all pupils should be educated to the full extent of their potential, as well as having the same rights of access to a broad and balanced curriculum which offers equal opportunities for all. This should take account of all individual needs and differences.

As a School, we follow the various acts and policies aforementioned, namely the Equality Act 2010, Special Educational Needs and Disabilities Act (SENDA), 2001, the Children and Families Act 2014, the SEN and Disability Code of Practice, 0-25 (SEND Code 2015), the Code of Practice for SEN (58112001) and the 1996 Education Act and the JCQ Access Arrangements and Special Consideration. This means that, as a school, we will always attempt to meet the needs of our pupils, through reasonable adjustment, although there could be the occasion where our resources will not be able to achieve this.

The processes of how we attempt to achieve this may be found in the Staff Handbook which details the School's other policies. The SEND Policy works in conjunction with all of these other policies.

The fundamental principle of the School's policy is to provide an inclusive education for all, with a clear emphasis on high-quality teaching and differentiation.

DEFINITION OF SEND

The Code of Practice determines that a child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Special educational provision means:

- For children of three or over, educational provision which is additional to or otherwise different from the educational provision made generally for the children of their age in school.

Children have special educational needs if they:

- Have significantly greater difficulty in learning than the majority of children of the same age;



- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school

TYPES OF SPECIAL NEED

- Communication and interaction
- Cognition and learning, specific learning difficulties/dyslexia/dyscalculia/dyspraxia
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

The term 'special educational need' may refer to any of the following: a relatively low achiever, underachiever, a specific learning difficulty e.g. dyslexia, speech difficulties, physical difficulties, social, emotional or behavioural problems, sensory impairments and medical conditions which impact upon progress. Some of these needs will be addressed by the SENDCo and acted upon by all staff. More physical and health needs will be addressed through care plans written by the School Nurse and will be followed by all staff and regularly reviewed. There may also be a need to include outside agencies with specialist knowledge.

IDENTIFICATION OF PUPILS WITH SEND

It is essential that any pupil who may have special educational needs/disabilities is identified as early as possible allowing appropriate intervention.

Where a pupil is admitted to the School with a statement of SEN, arrangements will be made to ensure their needs can be met, prior to starting. Where a child has or requires an educational health and care plan (EHC Plan), the School will work with the young person, their family and any other agencies to assess, evaluate and plan for meeting the child's needs.

The School is committed to doing all it can do to ensure each pupil has the best provision for their individual needs.

An annual review will take place of all such plans; this will include provision of an individual education plan (IEP).

Pupils on the SEND Register will be monitored by the SEND Coordinator, and examination performance at GCSE and A level will be evaluated against expectation and peer performance. Subject teachers will monitor on-going progress and report to the SENDCo, with a view to appropriate further support.

Where there is a special need identified, pupils are supported with their transition to new classes, for example, where SEND pupils move from EYFS to Year 1, Year 5 to Year 6, Year 11 to Year 12.

Pupils may be identified by a teacher in a number of ways:

- School data/records
- Teacher observation and assessment
- EYFS profiles



- Use of baseline assessment
- Use of MidYIS, YELLIS, Alis
- Progress in Maths and English
- Speech and language difficulties
- Sensory impairments (hearing and visual)
- Immature motor skills
- Medical information
- Concern of parents
- Specific SpLD screening tools- e.g. LUCID
- Tests and school examinations
- Pupil's own perception of difficulties
- Examples of pupil's work over a period of time
- Making little progress in a specific area despite differentiated learning opportunities.

SEND and EYFS

When School is funded by the local authority to deliver early education places for pupils with special needs, the School will ensure:

- The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- There is a clear approach to identifying and responding to SEND.
- In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the *SEND Code 2015* for gathering information and seeking "Early help" (see *Working Together*), if appropriate. The cycle of action: assess/plan/do/review should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an EHC assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEND support.

ROLES AND RESPONSIBILITIES

Governors

The 1996 Education Act reiterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

Staff

All staff have a shared responsibility of addressing the needs of all pupils in accordance with the Policies and Acts mentioned in paragraphs 1 and 3.

SENDCo in the School is Mrs Pat Oaten; in the EYFS, it is Mrs Jyoti Jethwa.



Sponsor update	PO/JJ
School Committee review	
Leadership Team review	September 2023
Governor Committee review	Education September 2023
Next update	Annual September 2024