Special Educational Needs and Disabilities Policy

Applies to:	All pupils
Author (s)	SR/CWL
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Introduction

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.

The policy is reviewed on an annual basis by the Senior Leadership Team and the SEND coordinator (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 into account all individual needs and differences so that "Every girl is known, valued and inspired to be her best." (Vision Statement 2025/26)

The staff handbook details our process 'assess - plan – do review' (APDR). The SEND policy works in conjunction with all 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 adaptive 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.

As outlined in the 2015 Code of Practice, Leicester High School for Girls categories SEND into the following areas of need:

a. Cognition and Learning
b. Communication and Interaction
c. Social, Emotional, Mental Health (SEMH)
d. Sensory and/or physical

All students' needs will be met by teaching and Support Staff supported by the SENDCo and Leadership Team.

Identification of Pupils with SEND

It is essential that pupils with potential special educational needs or disabilities (SEND) are identified as early as possible to enable timely and appropriate intervention.

Where a pupil is admitted to the school with an identified or likely special educational need, arrangements will be made to ensure provision is in place either prior to entry or at the earliest opportunity thereafter.

For pupils with an Education, Health and Care Plan (EHCP), the school will work closely with the young person, their family, and relevant external agencies in accordance with the 'assess–plan–do–review' (APDR) cycle. EHCPs will be reviewed annually, and learner profiles and plans will be devised where appropriate.

Pupils on the SEND Register will be monitored by the SENDCo, and academic performance at GCSE and A levels will be evaluated against subject predictions and peer outcomes. Subject teachers will monitor progress on an ongoing basis and report to the SENDCo and Deputy Head Academic, ensuring additional support is provided where necessary.

Pupils may be identified by a teacher in several ways:

- School data/records
- EYFS profiles
- Use of Aptitude data
- Speech and language difficulties
- Immature motor skills
- Concern of parents
- Tests and school examinations
- Examples of pupils' work over a period
- Teacher observation and assessment
- Use of baseline assessment
- Progress in Maths and English
- Sensory impairments
- Medical information
- Special SpLD screening tools –e.g., LUCID
- Pupil's own perception of difficulties
- Managing little progress in a specific area despite adapted 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' (APDR) 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 for addressing the needs of all pupils in accordance with the Policies and Acts mentioned in paragraphs 1 and 3.

The SENDCo in the school is Mrs. Sarah Rastall; in the EYFS, it is Mrs. Jyoti Jethwa.