



LORDSWOOD GIRLS' SCHOOL & SIXTH FORM CENTRE

This policy is called:	Special Educational Needs and Inclusion
It applies to:	Lordswood Girls' School & Sixth Form Centre
Person responsible for its revision:	Director for Intervention and Inclusion & Lead DSL
Status:	Statutory
Website:	LGS Website
Approval by:	Governing Body
Reviewed	Annually
Date ratified:	July 2021
Next review:	July 2022

This policy has been prepared in conjunction with the Special Educational Needs & Disability Code of Practice : 0 to 25 years document.

The School and Sixth Form Centre make provision with regard to the 2014 Code of Practice (last updated April 2020), the SEN and Disability Act (last amended 2001) and the Equality Act (2010). The implementation of the SEN Code of Practice 2014 will be through the School's SEN Policy/School Offer which is reviewed annually.

RATIONALE

Lordswood Girls' School & Sixth Form Centre (*the school*) are committed to providing an appropriate and high quality education for all students. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Lordswood Girls' School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, impairment, attainment and background. We see inclusive education as a continuing process which involves:-

- Increasing educational opportunities and achievements for all children, irrespective of their particular needs, circumstance and disabilities
- Taking positive steps to overcome discrimination and barriers to learning
- Ensuring that the needs of individual children are effectively met

DEFINITION

Children with special educational needs may have learning difficulties or physical needs that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have **significantly** greater difficulty in learning than the majority of the children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for the children of the same age – as a result of accident or injury they can no longer function at their prior levels or need help with a physical need

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

GUIDELINES

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The school will have regard to the Code of Practice when carrying out its duties toward all students with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child (See Local Offer).

Partnership with parents/carers plays a key role in helping young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents/carers of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

PRINCIPLES

The main principles underpinning the school's approach to supporting students with special educational needs are: -

- Students with special educational needs should be mainly educated **within** mainstream subject lessons. Additional lessons may be provided for individual students and for groups of students with similar needs both during and beyond the school day.
- The curriculum and its delivery should be differentiated to meet the learning needs of students.
- Students of all abilities should be valued. Their achievements must be celebrated and their self-esteem nurtured. The stigmatisation of students who are less able must be avoided.
- **All staff need to address the needs of students with special educational needs.**
- **All staff need to be aware of special educational need issues.**
- A careful process of assessment, target setting, monitoring and review is required to ensure that a student's special individual needs are met.
- Parents/carers should be involved in the support of their child's learning.
- Wherever possible the child's views must be taken into account.

INCLUSION

The school is committed to providing effective learning opportunities for all students and is guided by the following principles:

- to set suitable learning challenges
- to respond to students' diverse learning needs
- to overcome potential barriers to learning and assessment for individuals and groups of students

To achieve these, the school will set suitable learning challenges by:

- allowing students to experience success in learning,
- flexibility of approach,
- differentiation,
- planning suitably challenging work for the more able

The school will respond to students' diverse learning needs by:

- setting high expectations and opportunities for achievement for all,
- building on students' strengths,
- creating effective learning environments,
- securing their motivation and concentration,
- providing equality of opportunity through teaching approaches,
- using appropriate assessment approaches,
- setting targets for learning

The school, will seek to overcome potential barriers to learning and assessment for individuals and groups of students by:

- making provision for students to participate effectively in the curriculum and assessment activities,
- planning for SEN and providing access to learning for students

In working to overcome barriers to learning, the school will:

- provide help with communication, language and literacy, including texts in different formats, use of ICT, alternative communication aids and amanuenses;
- plan for full participation in learning activities, using specialist aids and equipment, adult or peer support when needed;
- manage behaviour by setting realistic demands and stating them explicitly;
- use positive behaviour management and provide chances and encouragement to develop skills;
- encourage and teach independent working skills;
- identify short term easily achievable goals;
- provide positive feedback to reinforce and encourage learning and build self-esteem, selecting tasks and materials sensitively to avoid unnecessary stress;
- create a supportive learning environment in which students feel safe and able to engage.

IMPLEMENTATION

Identification, Assessment & Provision

Students transferring to the school at the beginning of Year 7 may already have been identified as having additional needs by their primary school. In addition, all Year 7 students are screened during their induction using:

- NFER Cognitive Abilities Tests in verbal reasoning and non-verbal reasoning
- NFER Group Reading Test

Students whose scores in these tests give cause for concern are further tested using:

- Diagnostic Reading Analysis (DRA) to identify reading accuracy age and reading comprehension age
- British Vocabulary Picture Scale (BPVS) to give a receptive vocabulary age

Evidence from teacher observation and assessment will also be used in assessing a student's needs.

English as an Additional Language (EAL): The identification and assessment of the additional educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Assessment

As they progress through the school students on the Additional Needs Register will be regularly reassessed to ensure that progress is taking place. Parents will be kept fully informed. Where necessary, outside support services will be used to assess students' needs and give advice.

Formative assessment of the progress of SEND students will be made through the following procedures:

- Regular reviews with Review Tutors
- Teaching Assistant records

Summative assessment will generate the following records:

- Pupil Profile Reviews
- Profiles (for all students)

The school seeks to integrate these systems so that the procedures for SEND students are embedded within whole school procedures.

Provision

Provision for students with additional educational needs is a matter for the school as a whole. All teachers are teachers of students with special educational needs. **Teaching such students is a whole-school responsibility, requiring a whole-school response.** Central to the work of every subject teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with additional educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

The school will adopt a graduated response to meeting special educational needs. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's subject teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The review tutor and/or their achievement co-ordinator will keep parents informed and draw upon them for additional information. The Director of Intervention & Inclusion if not already involved, will become involved if the teachers and parents feel the child would benefit from further support. The Director of Intervention & Inclusion will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within a Pupil Profile, provision map and in some instances, on the Education and Health Care Plan (EHCP). Half-termly targets will be set by subject areas and the Intervention and Inclusion team and the progress will be reviewed regularly.

The Pupil Profile will include information about:-

- the broad area of need from the Code of Practice
- a Special Educational Need summary
- specific adjustments that are always required
- the teaching strategies to be used to support the student
- examination access arrangements (if applicable)
- students' likes and strengths

The Pupil Profile will only record that which is **additional to or different from** the differentiated curriculum provision and will focus on a small number of individual targets to match the student's needs. In most cases, this review will take place once a term and involve the student and parents/carers.

If the Pupil Profile review identifies that support is needed from outside services, we will consult parents prior to any support being put in place. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new Pupil Profile. The new strategies within the Pupil Profile will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

Where a request for a statutory assessment is made to a LA, the student will have demonstrated **significant cause for concern** and the school will provide written evidence to the LA detailing:

- the school's action through Pupil Profiles for the student
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- levels of attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by the social services or education welfare service

When the LA receives a request for a statutory assessment, it must decide within twelve weeks whether to carry out such an assessment. The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the young person's special educational provision through an **Educational Health Care Plan**.

An **Educational Health Care Plan** will:

- include the student's name, address and date of birth
- include details of all of the student's special needs
- identify the special educational provision necessary to meet the student's special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the student
- include information on non-educational provision

All students with an **Educational Health Care Plan** will have short-term targets set for them that have been established after consultation with parents and the young person and include targets identified in the statement of educational need. These targets will be set out in a Pupil Profile and be implemented, at least in part and as far as possible, in the normal classroom setting.

All EHCPs will be reviewed at least annually with the parents, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHCP. The annual review will focus on what the student has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the student's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan. This will involve advice and guidance from the school's independent careers advisor.

ROLES & RESPONSIBILITIES

The role of the Governing Body

The Governing Body has responsibility for ensuring that:-

- they are fully involved in developing and monitoring the school's SEND policy
- all governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is continually monitored
- the school's SEND policy is monitored by the SEND Governor – Sueb Jabbar

The role of the Headteacher

The Headteacher is responsible for:-

- the day-to-day management of all aspects of the school's work in providing for students with special educational needs.
- personnel with responsibility for SEND including job descriptions, conditions of service

The role of the Director of Intervention and Inclusion – Mrs L Colvin-Grieve

The Director of Intervention & Inclusion is responsible for:-

- raising awareness of SEND issues throughout school
- making arrangements for the screening and identification of students with SEN
- co-ordinating provision for students with EHCPs and those identified as having additional needs which cannot be met without additional interventions in the main stream classroom
- making arrangements for target-setting days which will address Pupil Profiles and include reviews with parents and the appropriate outside agencies, together with the relevant Achievement Co-ordinator
- collating information, maintaining the Additional Needs Register and overseeing records;
- monitoring delivery of Pupil Profiles to include lesson observation
- liaising with and advising colleagues
- supporting the teaching and learning of students with SEND
- liaising with parents
- liaising with outside agencies and LA
- liaising with SEND link governor and the Governing Body
- liaising with schools, including feeder primaries together with the Year 7 Achievement Co-ordinator
- overseeing the deployment of teaching assistants
- developing the role of teaching assistants
- developing the roles of teaching staff and review tutors with regard to needs of SEND students

The role of Lead Professionals

Lead Professionals are responsible for:-

- incorporating the school's Additional needs policy into departmental practice
- monitoring and reviewing policy and practice with regard to SEND provision
- ensuring appropriate curriculum provision and delivery
- ensuring resources are in place to support provision for special educational needs
- communicating special educational needs issues to and from the department
- providing a departmental context to Pupil Profile targets
- raising awareness of departmental responsibilities towards special educational needs issues
- planning for children's full participation in learning and in physical and practical activities
- setting a half-termly target for SEND students

The role of Subject Teachers

Subject teachers are responsible for:-

- preparing **differentiated curriculum materials and delivering them**;
- completing relevant special educational needs pro formas/documentation
- monitoring progress of students with additional educational needs
- being fully aware of the school's procedures for identifying, assessing and making provision for students with additional educational needs
- helping children to manage their behaviour and to take part in learning effectively and safely

The role of Review Tutors

Review Tutors are responsible for:-

- setting targets with students, where appropriate, which support progress toward the targets in their Pupil Profile
- reviewing progress towards targets with students at regular review sessions
- helping students to manage their emotions, particularly trauma or stress, and to take part in learning
- liaising with subject tutors as the need arises
- liaising with parents at review sessions and/or parents' evenings

The role of Teaching Assistants

Teaching Assistants are responsible for:-

- working collaboratively with subject teachers to support the learning of groups of students with SEND
- monitoring and reviewing Pupil Profiles with the Director of Intervention & Inclusion, Review Tutors and/or subject teachers, including attendance at review and target-setting interviews
- supporting students with learning needs as directed by the Director of Intervention & Inclusion
- maintaining records
- monitoring student progress
- assisting with drawing up Pupil Profiles for students with EHCPs and statements; liaising with staff, outside agencies and parents
- contributing to the review process

The role of outside agencies

Outside agencies are responsible for:-

- providing additional specialist input for students with additional needs that cannot be met in mainstream classroom without their intervention, including monitoring of individual student's progress
- supporting individual student's needs and advising appropriately
- provision of in-service training

PARTNERSHIP WITH PARENTS

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs. A named governor, Sueb Jabbar, takes a special interest in special educational needs and is willing to talk to parents.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

ADMISSION ARRANGEMENTS

All students are admitted to the school in accordance with the Admissions policy, determined by the Governing Body.

Feeder primary schools are contacted in the summer term to identify SEND students who are coming to the school in September. Information is collated for distribution to all staff via the Achievement Co-ordinator for the Key Stage or the Director of Intervention & Inclusion where appropriate.

ACCESS FOR DISABLED STUDENTS AND ADULTS

Access for students or visitors with mobility difficulties is restricted to the ground floor where toilet facilities are also available.

MONITORING & EVALUATION

This policy will be reviewed biennially but updated whenever required.

The school will evaluate the effectiveness of its SEND policy and provision using the following indicators:

- the total numbers of students with additional learning needs
- the number of students successfully moving from the Additional Needs Register
- student outcomes at the end of KS4 and 5
- the number of students acquiring EHCPs during the year
- the number of referrals made to external agencies
- the levels of additional support given to SEND students
- the proportion of school funding spent on SEND provision and resources
- the amount of Professional Development relating to SEND
- Post-16 destinations of students with EHCPs

DEALING WITH COMPLAINTS

Parents who wish to complain should do so initially to the Director of Inclusion who will investigate and attempt to resolve the matter. Should this prove unsatisfactory, the Headteacher will be informed and the matter dealt with by her. If the situation remains unresolved the Headteacher will bring the matter to the attention of the SEND Governor. If no resolution is found, the matter will be dealt with under the Trust's Complaints Policy. It is hoped, however, that by working in partnership with parents such situations will be avoided.

LINKS WITH OTHER POLICIES

Behaviour policy <https://drive.google.com/file/d/1j4P3pnnY4krQdIw0XYOV7G6E7do0pgql/view>

Equality policy <https://drive.google.com/file/d/15Cp6C2dexOpsv8o5RShDiWAncujrcJY8/view>

APPENDIX

SUPPORT SERVICES

The School has access to the following external support services: -

- Pupil and School Support Service (PSS) – N Stimson
- Educational Psychology Service (EPS) – R Mulcare
- Visiting Teacher Service (Hearing Impairment) – D Vincent
- Visiting Teacher Service (Visual Impairment) - R Elliot
- Visiting Teacher (Dyslexia) - Mrs R Shoebottom
- Physical Difficulties Support Service (PDSS) – J Stroud
- Speech and Language Therapy Service (following referrals)
- Education Welfare Service - A Gray
- Children’s Services (CASS)
- LACES (Birmingham Virtual School) - H Bennett
- SEN Parent Partnership Service (SENDIAS)
- Police
- Nursing Service
- James Brindley School (Birmingham), Whiteheath Education Centre (Sandwell) – following referrals
- Children’s Hospital
- Forward Thinking Birmingham (FTB)