



**DAVISON CE HIGH SCHOOL FOR GIRLS**

**POLICY AND MANAGEMENT DOCUMENT**

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

## Special Educational Needs and/or Disability (SEND) Policy

This policy should be read in conjunction with Inclusion Policy and Safeguarding Policy. This policy refers to all students with Special Educational Needs and Disability (SEND). This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools DfE Feb 2013

SEND Code of Practice 0-25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory guidance on supporting students at school with medical conditions April 2014

Teachers Standards 2012

This policy has been written by the SENCo with the SEND Governor, in liaison with the Headship Team and with input from the Parents/Carers of students with SEND.

### Key staff within the school:

Name	Position	Key Responsibilities
Mr Chris Keating	Headteacher	Overall responsibility of the provision of education for the students SEND advocate
Mrs Nicola Robertson (NASENCo Award)	SENCo	Responsible for overseeing the day to day provision for students with Special Educational Needs and/or disabilities
Mr John Thompson	Governor	SEND Governor on Governing Body who has responsibility for monitoring SEND provision
Ms Claire Heron	Assistant Headteacher	Designated teacher with responsibility for safeguarding
Ms Sarah Binney	Assistant Headteacher	In charge of Student Premium

**Our mission at Davison CE High School for Girls is 'Serve, Inspire, Achieve',** which is reflected in this policy.

Serve –means putting the needs of others before our own including:

- Each other,
- Our local community
- Our national community
- Our global community.

Inspire –means motivating others through our actions

- Becoming positive role models
- Giving every student opportunities to excel
- Providing outstanding opportunities for spiritual, moral, social and cultural development

Achieve – Means doing our very best in all we do

- Develop excellent learning and teaching,
- Providing challenge and support
- Enabling every girl to develop their God given potential

**Our Vision is that** at Davison Church of England High School for Girls, students are free to choose any faith or none, but as a Church school, we want them to flourish, to live life in all its fullness as God intended. We reflect on what God has done for us through Jesus. We model his work through our Christian values. In our school we strive to reflect these values in the way we treat one another, conduct ourselves and care for those in our community and around the world.

This policy reflects our commitment to our vision to supporting every child in our care.

At Davison CE High School, it is a prime aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Christian community, whose values are built on trust, friendship, thankfulness, hope, forgiveness and friendship. This outworks in the form of respect, love and care for all, as reflected in this SEND policy.

### **Context**

Davison is a community comprehensive school with controlled status as a Church of England school and students are admitted in line with current admission legislation. Therefore, with the exception of students with a Statement of Special Educational Need or Education, Health and Care plan (EHCP), no regard is given on application to the ability of any student.

All students are individuals and as such have individual needs. However, the school recognises that many students at some point in their school career have special educational needs that may require support particularly in overcoming potential barriers to learning.

The school believes in ensuring that all students are fully integrated into the school community and can benefit from the opportunities available. We believe that a flexible approach to the needs of the individual student is the best way to achieve our intentions.

We ensure at all times to maximise the use of our resources to meet the needs of the students and where resource is targeted at a group or a specific individual, we use that resource as efficiently and effectively as possible, for the benefit of those students.

### **Our Commitment and Aims:**

"Every teacher is a teacher of every child or young person, including those with SEND"

Working together with parents and students, all staff and governors will:

- Offer a framework to ensure that the needs of Davison students are met
- Ensure that the school informs, co-ordinates and plans for inclusion and the special educational needs of students at the school
- Promote a working partnership between parents, staff and governors.
- Outline the procedures that have been put in place to identify and provide for any special educational needs that students may have during their time at Davison
- Provide a clear description of the responsibilities of staff and governors.
- Support the establishment of an ethos which encourages, values and accepts all students whatever their individual needs
- Ensure every student has an equal opportunity to achieve success

### **We will do this by:**

- Working within the guidance provided in the SEND Code of Practice, 2014
- Ensure that students receive identification, assessment, support and intervention appropriate to their needs throughout their time at the school
- Enable a graduated response to meeting inclusion needs and SEND starting with observation and assessment, moving on to dialogue with parents and carers and then encompassing planning, teaching, resources and special provision

- Ensure support is available to enable students to have access to a broad and balanced curriculum and to perform and achieve to the best of their ability
- Enable parents to engage with the school as key partners in their child's education
- Support the work of Davison in partnership with other appropriate agencies e.g. school nurse, educational psychologist, advisory support teachers, speech and language therapist, occupational therapist and the Children's Trust to ensure student needs are met
- Support the provision of In-service training (INSET) to fulfil the ongoing needs of teaching and support staff and governors
- Ensure that progression into and on from Davison is a smooth process whatever the student's needs

### **Identifying Special Educational Needs:**

There are four broad areas of special educational needs outlined by the Code of Practice (2014);

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

It is the school's policy in line with the Code of Practice to use a graduated response to identify students' inclusion and SEND as efficiently and effectively as possible. Students in their first term in school will not normally be considered as having inclusion or SEND, unless this has already been identified at a previous school or by an external agency. This is to ensure that they have some time to adjust to the school's routines and environment.

The school has a programme of assessment and a record keeping system. This includes:

- Progress and attainment of individual student targets
- Key Performance Indicators
- Comprehension/spelling/numeracy testing
- Statutory and non-statutory tasks
- On-going form tutor and subject teacher assessments and observations

These enable students with inclusion or SEND to be identified and to be subsequently monitored.

### **Provision for Special Educational Needs and/or Disabilities:**

Initial assessments and records received from previous schools attended, together with our own assessment data, will help us to consider each student's needs and to plan for additional input or special arrangements. Students with additional or special educational needs and/or disability will be recorded on our SEND register which is made available to all staff. As special educational needs are identified, appropriate support programmes will be devised.

- 'Wave 1': full access to the National Curriculum suitably differentiated to take account of each individual's needs and taught in classes by subject specialist teachers.
- 'Wave 2': small group literacy and numeracy teaching is offered to Year 7, 8 and 9 students who are not meeting their age-related expected levels of progress in reading and spelling, and/or Mathematics.
- 'Wave 3': personalised literacy/numeracy teaching is offered to students in Years 7, 8, 9, 10 and 11 if their literacy/numeracy levels are a significant barrier to learning.
- In-class support from Learning Support Assistants with expertise in both curriculum subjects and individual needs.
- Social and emotional nurture group work focusing on social skills and friendship for targeted individuals at transition and throughout Key Stage 3 and 4.

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- Bespoke individual support and mentoring for students' social and emotional well-being for targeted students.
- Access to key staff with whom trusting relationships can be developed so that students can share their concerns.
- Access to a trained and qualified school counsellor.

All students on the SEND Register receive a Supporting Our Students (SOS) Profile with targets that are specific, measurable, attainable, relevant and achievable within the time specified. Parents are invited to the SOS Review where targets are agreed with students. SOS targets are made available to all staff. These targets are reviewed at least twice a year and teachers are asked to comment on whether the student has met each target. A copy of the SOS Profile is sent to all Teachers. Their subject teachers through the school target setting procedure set students who are on SEN Support. The subject teachers monitor these targets. All teaching and support staff are able to access this profile.

All meetings with parents are confidential and details of a student's inclusion support or SEND will only be discussed internally with school staff unless parental consent is sought.

### **Involving specialists**

If a student continues to make less than expected progress due to SEND, in spite of the use of evidence based approaches and well matched interventions, further support can be sought through other agencies such as the Education Psychology Service, Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS). At all points, parent/carers will be involved with the process.

### **Education, Health and Care Plans**

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Where, as a school we have taken the relevant action to identify, assess and meet the needs of a student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://westsussex.local-offer.org/>

### **Support for students and their families:**

West Sussex County Council maintain the Local Offer which is a directory of all the advice and services available for students with special educational needs and their families in the West Sussex area.

The Local Offer can be accessed on <https://westsussex.local-offer.org/>

Further information on SEND Information for Davison can be found at

<http://www.davison.w-sussex.sch.uk/Our-Local-Offer>

Our school admissions policy can be found at [www.davison.w-sussex.sch.uk](http://www.davison.w-sussex.sch.uk), For Parents, New Parents

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Our Disability Equality Scheme and Accessibility Plan can be found at [www.davison.w-sussex.sch.uk](http://www.davison.w-sussex.sch.uk), About Davison, Policies

### **Transfer of students with SEND between Key Stages, Phases of Education or Post 16 Provision**

Davison will collate information to aid a student with SEND transfer to our school. We gather information from the following sources:

Parents, Primary School SENCo, Previous school placement, Reports from agencies already in contact with your child, Initial testing upon entry to Davison.

We have the following strategies in place which we may use one or more of to aid a successful transfer to our school:

Transition visits to primary school, Year 6 Induction day, extra transition visits to Davison, pre-transition meetings with parents/carers/other professionals.

Davison works closely with both Worthing College and Northbrook College and other Post 16 providers to share information in order to plan effective transition to the provider. Supported transition visits can be facilitated.

### **Supporting students at school with medical conditions**

Davison recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care plan (EHCP), which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information on our Medical Policy can be found at [www.davison.w-sussex.sch.uk](http://www.davison.w-sussex.sch.uk), About Davison, Policies.

### **SEND In-service training for staff**

The SENCo and Learning Support Assistants regularly attend courses run by the LA and other organisations (e.g. the Health Authority) as funding allows.

The Assistant Headteachers (Inclusion and Staff Development) together with the SENCo are available to advise the school's staff on inclusion matters and SEND matters and organise any staff training that may be needed.

It is the responsibility of the Assistant Headteacher (Inclusion) and Assistant Headteacher (Safeguarding) together with the SENCo, in consultation with the Headteacher, to contribute to the school's INSET programme on inclusion and SEND topics, including those identified in the school's development plan as the need arises.

The SENCo may provide training for teaching staff and teaching assistants, or arrange for training to be provided by external trainers as appropriate.

### **Storing and managing information**

The Learning Support Team and other staff members comply with the school's Data Protection Policy when storing and recording information about a student's special educational needs.

### **Reviewing the policy**

The policy will be reviewed on an annual basis and will involve the SENCo, the SEND Governor, parents, staff, students and the Headteacher. Review of the policy will take into account:

- discussion of the work of the Curriculum Support Department with subject departments throughout the school

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- the consultation process that is part of individual students' reviews
- parents annual survey results
- student annual survey results
- the SOS Profiles of students
- regular discussion with Leadership and the annual departmental review
- evaluation of the work of Curriculum Support Assistants
- comparison of Key Stage 3 and GCSE results of students with special educational needs and other students
- progression information on students who have benefitted from additional support

### Accessibility

Students with special educational needs and/or disabilities are supported and encouraged to be fully involved in all areas of school life. Trips and clubs are available for all students to attend. The Curriculum Support department and the LSAs work closely with teachers to ensure the fullest possible access to the curriculum for students with special educational needs.

**The school's Equality and the Accessibility Plan** can be found at [www.davison.w-sussex.sch.uk](http://www.davison.w-sussex.sch.uk), About Davison, Policies.

### Dealing with complaints

Complaints about inclusion provision and SEND support within the school are referred by the form tutor or subject teachers to the SENCo. Parents and carers are invited to discuss their concerns with the SENCo and they are usually resolved in this way. If the concern persists, they are referred to the Deputy Headteacher and ultimately the complaint is processed in accordance with the school's Complaints Policy.

Parents of SEND students are invited to submit their views on the service they receive as part of our annual parent survey.

### Bullying

Steps are taken to ensure and mitigate the risk of bullying of vulnerable learners in this school. More information can be found in the Anti-Bullying Policy at [www.davison.w-sussex.sch.uk](http://www.davison.w-sussex.sch.uk), About Davison, Policies.

### Appendices

**SENCo contact:** n.roberson@davisonhigh.school

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**Next Policy Review:** Spring Term 2020