



King's High School

Policy:	<i>Special Educational Needs and Disabilities</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head (Pastoral) and Head of Learning Support</i>
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Warwick Independent Schools Foundation
Warwick School, King's High School and Warwick Prep.

Policy Statement on pupils with Special Educational Needs and Disabilities

The Warwick Independent Schools Foundation Schools aim to provide for all their pupils a broad and balanced curriculum, recognising the fact that all pupils are individual learners and some pupils may have particular Special Educational Needs or Disabilities, requiring appropriate support to enable them to access the curriculum and realise their potential.

We aim to provide appropriate diagnosis and support to enable pupils with special educational needs and/or Disabilities to experience the curriculum as fully as possible and achieve within it as highly as possible.

This policy is written having regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES), Equality Act 2010, and Children and Families Act 2014 and is supported by the individual SEND procedures of the 3 schools within the Foundation.

Special Educational Needs and Disabilities Policy

Introduction

King's High School is an equal opportunities establishment and we welcome applications from parents of girls with Special Educational Needs and/or Disabilities.

This policy has been written with regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES) and Equality Act 2010.

At King's High School, we recognise that a range of learning difficulties, behavioural problems (social, emotional, mental health), communication, interaction, physical and sensory impairments exist.

Many pupils who have SEND may have a disability under the Equality Act 2010 – that is... 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition includes sensory impairments, such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND. Where any of pupils requires special educational provision over and above reasonable adjustments, aids and services covered by the Equality Act 2010 they will be additionally covered by the SEND definition.²

A pupil who has a learning difficulty and /or disability which requires special educational provision is said to have Special Educational Needs (SEN).

This definition of learning difficulty does not apply to pupils who have 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.'¹

At King's High School we will publish our SEND report annually and maintain a SEND and Access Arrangements list which includes all pupils receiving SEND support. We will follow and consider the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES) when making decisions, being fully aware of the principles underpinning the Code as follows:

Section 19 of the Children and Families Act 2014 makes clear that local authorities and educational establishments, in carrying out their functions under the Act in relation to disabled children and young people with SEND must have regard to –

- The views, wishes and feelings of the girl and the pupil's parents
- The importance of the pupil and her parents participating as fully as possible in decisions; and being provided with the support and information necessary to enable participation in those decisions
- The need to support the pupil and the her parents, in order to facilitate development and to help them achieve the best possible educational and other outcomes, preparing her effectively for adulthood.³

Aims

It is the aim of staff at King's High School to:

- Maintain effective systems to identify pupils with SEND and provide the pupils with excellent strategies to support their progress
- Recognise the needs of each pupil as an individual learner with her particular educational needs
- Accept each individual's entitlement to a curriculum which is broad, balanced, relevant and suitably differentiated with progression and continuity
- Acknowledge the rights of equal opportunity
- Recognise the rights of each learner to high quality learning experiences which maximise her as an independent adult
- Monitor and review provision for SEND through liaison and involvement of all staff, parents, pupils and the Governor with the SEND portfolio

¹ Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES)

² SEND code of Practice DfES 2014, paragraph xvi

³ SEND Code of Practice DfES 2014, paragraph 1.1

- Commit to providing the highest quality of service by accepting the need for continuing high levels of co-operation between all those involved with our pupils

Objectives

In order to achieve these aims it is necessary to:

- Maintain a SEND and Access Arrangements Register to identify and assess accurately the needs of individual pupils, so that History of Need and Provision are identified and recorded at the earliest instance
- Where necessary, create Individual Education Plans (IEPs) for pupils with SEND, to monitor and review progress and provide the appropriate resources and strategies as a working document for staff and as guidance for parents and pupils
- Maintain effective communication channels so that key information about pupils and their educational needs is processed quickly to ensure high standards of classroom management and professional concern for each individual's educational development
- Establish positive attitudes to our pupils through a professional whole school approach which encourages teaching staff to participate fully in the monitoring of pupils progress and being aware of their individual strengths and weaknesses
- Liaise with our associate school assessors to provide information through professional assessments of girls whose attainments have given cause for concern
- Liaise and work with inter-agency professionals as required to provide suitable support strategies for pupils
- Develop partnerships with pupils, their parents and guardians, to foster positive attitudes by our pupils to their self-confidence and enhance their self-esteem

King's High School is basing its policy on the principles set out in the Code of Practice.²

If a student were to have an Education Health Care (EHC) plan, then the School would support the pupil as appropriate to the plan.

Arrangements for co-ordinating provision

Identification and Assessment

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary.

Referrals come from a range of sources:

- Information from previous school (e.g. primary schools)
- Baseline testing of Year 7 pupils (MIDYS) and Lower Sixth pupils (ALIS)
- Subsequent core baseline tests e.g. Year 7 & Year 9 reading and spelling tests
- Subject teachers/ Head of Key Stage concerns (due to underachievement and/or behaviour)
- Pupil
- Parent/s

Referral from previous school - In the admissions procedure, information about a pupil's special needs will be recorded by the previous school on the reference and/or by the parents on their application. In the majority of cases, this information includes the pupil's History of Need and Provision. Educational Psychologist reports are transferred as a matter of routine along with other relevant pupil data. This information is passed to the SENCO by the school's registrar. The SENCO will liaise with the parents about provision for a pupil's individual special needs.

In-house testing- Year 7 and Lower Sixth complete baseline tests in September: Year 7 take Midyis tests alongside National Reading and Spelling Tests (GL Assessments) to screen students for any possible barriers to learning. Lower Sixth take Alis tests.

Staff referral – When a pupil who is not on the SEND list is causing concern within the curriculum, a referral may be made by the Head of Department/subject teacher or Head of Key Stage for involvement by the Head of Learning Support. Parents will be consulted and depending upon the information,

² Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES)

strategies will be implemented within school or further assessment and consultation with Professional Assessors who have an established relationship with King's High may be recommended.

Pupil referral - One of the aims of the school is to develop independence in our pupils, and we encourage pupils to take responsibility for their learning. Pupils are encouraged to seek advice from subject teachers in helping with problems they cannot solve themselves and to attend the study skills support group.

Parent referral - We encourage parents to contact their Head of Key Stage, Nurse or the Head of Learning Support to alert us to any issues of concern, be that educational, medical, social, emotional or psychological, and we would act upon it and, if necessary and in discussion with them, involve relevant outside agencies.

Day to day SEN provision and management

By whatever route SEND information is received, the following will occur:

- The management of SEND systems will be recorded via the school iSAMS software.
- Where an Ed. Psych report or specialist information is received, it will be assessed by the Head of Learning Support and then, where appropriate, Education Health Care plan (EHC) or an Individual Education Plan (IEP) will be drawn up and the pupil's information will be placed on the SEND Register, which is the key source of information about SEND pupils.
- The Head of Learning Support maintains the SEND Register and this is updated on a regular basis.
- The IEP is sent out to parents and all staff electronically and a copy is also stored in the SEND staff documents folder on the staff intranet. We ask that parents confirm receipt and accept its provision
- Copies of all IEP's and Ed Psych. reports are securely kept in the pupil's SEND file in the Learning Support room
- A copy of the SEND list is sent electronically to every member of staff at the start of the academic year and an up-date of changes is circulated as they are made
- The Head of Learning Support, backed by Deputy Head (Pastoral) has responsibility for Access Arrangement online applications for GCSE and GCE examinations, such as special considerations or additional time to be made available. These documents and other essential evidence of need are kept by the Head of Learning Support for Senior staff and Inspectors to access
- Updates about Access Arrangements (AA) for public examinations are sent to the Examinations Officer when decided. JCQ's guidance for access arrangements are followed and documentation has to be given to the Examinations Officer approximately one month before each public examination period - by 21 February for the summer examinations and by 4 October for examinations mid-year. A copy of the access arrangements register is also stored in the SEN staff documents folder on the staff intranet.
- Staff are expected to read the IEP for the pupils whom they teach or support and on gaining knowledge of the individual pupil, and implement as a working document day to day, the strategies set out in the report.
- Staff are expected to review yearly the pupils' progress in their subject with reference to the difficulties outlined in the IEP and to make recommendations where possible.

Access to Documents

All staff and Departments will hold an up to date SEND list, Access Arrangements register and IEP for each pupil. All staff receive a copy of the SEND policy. All EHC/IEP's, the SEND and Access Arrangements Register can also be found in the staff documents folder on the staff intranet.

The Process of Provision in the Curriculum and beyond

The School's core curriculum is inclusive and differentiated and thereby allows pupils to achieve their potential. For example, the curriculum is based on the principles of setting suitable learning challenges, responding to pupils' learning needs and overcoming potential barriers to learning. It is important to remember that 'all teachers are teachers of pupils with special educational needs'³ and should be fully aware of the School's procedures for identification, assessment and provision for SEND. All staff, the Head Teacher and Governors have an important role in developing positive and constructive relationships with parents who are encouraged to play an active role in the education of their children. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.

³ Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES)

It is expected that all pupils will be entered for GCSE and GCE with or without the benefit of Special Arrangements designated by the various Examination Boards for pupils with SEN. A copy of the Special Arrangements outlined by JCQ is available from the school's Examinations Officer, or from the Head of Learning Support. We arrange for Access Arrangements for the external examinations based not only on current individual need and History of Need, on a subject specific basis, but most importantly by taking into account the pupil's normal way of working in day to day lessons. We expect and aspire to identifying SEND which require specific Access Arrangements prior to Year 10 and entry to the GCSE and GCE examination series, and it is the duty of the school to have on file evidence from staff supporting the need for such Access Arrangements.

The Learning Support department provides a service which aims to enable all of our pupils to achieve their full potential by monitoring their needs and ensuring they are fully supported by all.

We recognise that individual pupils who may be very able may be experiencing specific learning difficulties or have learning disabilities or differences which may be reflected in their attainment in school. We aim to plan for each girl individually, focusing on their strengths whilst putting in place a personalised plan to improve other areas.

The aim of the service is to support the pupil' learning in all subjects and is an integral part of our curriculum. All our teachers are teachers of SEND, all are familiar with specific learning difficulties and strategies needed to support these.

No pupil is denied access to any course in the curriculum as a whole on the grounds of special needs. However, we try to be sensitive to parental and pupil wishes to follow courses which are relevant to the needs of our pupils. Pupils with learning difficulties may, for example, not take a second Modern Foreign Language, (or any depending upon the difficulty they have) to focus upon their other courses, following discussion with parents and pupils. All pupils choose their option subjects during the transfer from Year 9 to 10.

It is also the aim of school to be as flexible as possible in providing an appropriate curriculum for those pupils who have a special educational need or disability, where for example the pupil takes a greatly reduced number of subjects (even at GCSE and A level) than normally expected, as well as for example altering the School's rooming timetable to cater for a pupil who, for example, has a physical disability such as being in a wheelchair.

The school endeavours to give those with learning or physical difficulties the opportunity to join in all activities. No activity is unavailable on the basis of physical or mental capabilities; the school does, however, work with parents and pupils to alleviate some challenges where these might be inappropriately difficult. The best example of this is in tailoring expectations regarding the number of examinations sat to ensure that every student can obtain the best grades of which they are capable as well as providing practical assistance in helping pupils participate in extra-curricular activities.

However, there are sometimes circumstances in which additional/different action is needed, if pupils with special educational needs are to make adequate progress. In all cases, decisions are made about what resources, targets and actions are most appropriate to the needs of the pupil.

Where any pupil has been identified as needing additional support, the school provides a range of one to one or small group, subject related clubs as well as a Study Skills club to help those who are encountering specific learning difficulties. Some of these clubs use Sixth Formers who act as learning mentors to pupils under the supervision and guidance of that Head of Department. The Boost programme provides this additional support through a variety of individual and group programmes.

In addition, where a request has been made for SEND provision, or where a pupil has been identified as needing additional support and parents agree to this provision being made, a pupil will be given individual help in the SEND area to meet the needs of the student. This SEND provision will be on a one to one or small group basis (depending on the pupil's needs and the parents' agreement) and will be either during lunchtime, after school or during a lesson time. Lessons will be charged at the same hourly rate as private coaching. Where private tuition is already being received by a pupil at home and there is a request to accommodate it during normal school hours, the school will endeavour to find a suitable time and room for that lesson.

The process of identification, assessment and provision has been established. This process recognises that pupil's special educational needs are on a continuum and may change over time.

Where the pupil has a severe SEND and the Local Authority has recognised this through providing an EHCP, outlining the nature of the SEND and making recommendations for appropriate provision, this will be implemented. There are currently no pupils with an EHCP at King's High School.

Criteria for making a referral - A referral is most often made on the professional judgement of the subject teacher, the Head of Dept, Head of Key Stage, Deputy Head (Pastoral), Deputy Head (Academic) and the Head of Learning Support, following discussions with the parents/guardians of the pupil. The class teacher attempts to remedy the problem in the first instance by giving specific help or advice to the pupil. If, over a period of weeks, the pupil is still experiencing learning difficulty then consultation needs to begin, and the Learning Support Department will be involved. The key phrase in the definition of Special Educational Needs centres on whether a pupil has 'significantly greater difficulty in learning than the majority of children of the same age.'

Individual Educational plans (IEPs) and review arrangements of pupil progress

IEPs – The Head of Learning Support is responsible for drawing up an IEP in collaboration with the pupil and her parents. The purpose of this IEP is to help a pupil to make progress by setting out her targets and providing staff with strategies for helping her to meet them. An IEP informs staff about strengths, weaknesses and support strategies and should be a working document. A copy of the IEP will be given to the pupil, their parents, the Head Teacher, the Head of Key Stage, the Deputy Heads, the pupil's form tutor and the pupil's subject teachers. The pupils' IEPs are reviewed once (mid- year) in years 10-13 and twice in years 7-9.

Review arrangements

An IEP will be reviewed twice yearly in years 7-9 and annually in years 10-13 with comments being received from the pupil, subject teachers, the Head of Learning Support and the pupil's parents. Some students on the SEND and Access Arrangements Register do not have an IEP if the need is not educational as such (eg medical, physical, emotional, social & communication or sensory needs).

Communication with Parents

It is part of the school's policy to maintain and develop close links with parents/guardians in the child's education. In practice we aim to keep parents regularly informed about significant events in a pupil's progress through the school.

The Learning Support Department will contact parents whenever they feel that additional support is needed above and beyond the regular reporting and parent meeting cycle. In addition, there is an open door policy for any parent or pupil to raise a concern or discuss progress.

The school provides all pupils with a diary, in which pupils' timetables and homework notes are recorded. Where a pupil has encountered specific difficulties, this diary may be used for communicating with home. Parents are encouraged to check the homework record and oversee its completion. There is space set aside for comments and questions from parents. These are acted upon at subject level or at the regular review by the form teacher in morning tutorial meetings

Liaison with Outside Agencies

The Head of Learning Support meets with outside agencies whenever necessary prior to admission to discuss current attainment or, in the case of disability, current physical or sensory needs. In addition, the appropriate member of staff such as SEND staff, Heads of Key Stage, Deputy Head or Head will liaise closely with other specialist such as Social Services, Child CAMHS etc or will call upon the expertise of LA advisers. Where an Ed. Psych report has been received the relevant member of SEND staff may contact the Educational Psychologist for further support in planning SEND provision.

The Head of Learning Support ensures that relevant detailed information about pupils with special needs is transferred to post-16 establishments, provided that the young person's consent is obtained.

Specialist provision, training, facilities and resources

SEND staff :

Dr Burley Deputy Head (Academic) and Mrs Renton Deputy Head (Pastoral)

The Head of Learning Support – Mrs Harris

The Head of Learning Support role involves:

- Developing an understanding of the specific needs of individual pupils, for which training is offered where appropriate,
- Contributing to the pupils' learning as effectively as possible by:
 - Clarifying and explaining instructions

- Ensuring the pupil can use equipment provided
 - Motivating and encouraging the pupils
 - Assisting in areas of pupil weakness e.g. language, behaviour, reading, writing
 - Helping pupils to concentrate and complete tasks
 - Developing the pupil's capacity for independent working
 - Liaising with the subject teacher
 - Encourage acceptance and integration of pupils with SEN
 - Helping to promote the pupils' self-esteem
- Responsibility for application process and record keeping in relation to applications to JCQ for exam access arrangements
 - To conduct diagnostic assessments according to individual need in order to meet JCQ requirements in support of applications for Exam Access Arrangements and completion of JCQ form 8 parts A, B and C
 - Completion of JCQ form 8 parts A and B in response to completion of part C by external assessor
 - To ensure supporting evidence is available to support any applications (school based and external if appropriate)
 - To submit formal applications using Access Arrangements Online

The duties of governors are set out in Part 1 of the new Code of Practice. There is a named Governor from the King's High Governing Body who takes on responsibility for all pastoral matters including Special Educational Needs.

SEND Training and Support

All staff have SEND INSET training every three years. In addition, staff can undertake specific courses as part of their Continuing Professional Development. Specialist staff undertake INSET training every two years, for example by attending conferences. The Head of Learning Support attends conferences on national issues and undertakes regular training on access arrangements for pupils with SEND. Liaison with other SENCOs also provides further expertise upon which to draw.

Facilities and resources

The Learning Support department has a designated room where individual lessons take place. SEND resources and office records are kept in this room.

Where a need has been identified, additional support will be provided. With regards to disabled access, the new Myton Road site has full disabled access with lifts.

The Learning Support budget is accommodated within the Pastoral Budget and is reviewed yearly. It covers non-contact time for administration duties and an allowance for resources such as ICT software.

Admissions arrangements

Please refer to the schools admission policy.

To ensure the successful transition from primary school to secondary school, we aim to collate information such as standardised test results, EHCPs/IEPs ; meet with parents and pupils to identify needs; meet with outside agencies to discuss provision e.g. in the case of disability and on Year 6 Induction Day be available to help pupils adjust to their new surroundings and allay fears and anxieties.

Exam Access Arrangements and Reasonable Adjustments

The intention behind an access arrangement such as additional time, reader, scribe or technological tools in tasks, tests or examinations according to JCQ is to meet the particular needs of an individual. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a braille paper, which would be reasonable adjustment for a vision

impaired person who could read braille, or extra time allowance for student with Specific Learning Difficulties (ie dyslexia)

A **reasonable adjustment** may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment is considered reasonable will depend on a number of factors which include, but are not limited to:

- The needs of the learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates

The Equality Act 2010 Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial effects are long term
- Judging the impact of long term adverse effects on normal day to day activities
- The clear starting point in statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'

JCQ access arrangements apply only to students with long term substantial needs.

Substantial means 'more than minor or trivial'. Substantial or adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is minor or trivial.

Formal assessment may show that the individual has at least one below average standardised score of 84 or less which relates to (for example):

- Speed of reading; or
- Reading comprehension
- Speed of writing; or
- Speed of processing measures which have a substantial and long term effect on speed of working

Long term means that impairment has lasted for at least 12 months, or is likely to do so.

'**Normal day to day activities**' could be determined by reference to an individual education plan (IEP) which provide strategies for daily support in school, including additional time allowances (not to be confused with 'rest breaks'), readers, scribes, use of word processor, reader pen, 'read aloud'. This differentiation is in addition to, or different from, that which is offered to the other girls in the class in terms of support strategies or resources, the main aim being to 'level the playing field' so that the pupil is not at an unfair disadvantage.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a learning difficulty or a sensory or multi-sensory impairment
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling
- Inability to fill in a long, detailed technical document without assistance (in the person's native language)
- Inability to concentrate on a task requiring application over several hours.

What does this mean for staff?

At KHS we aim to comply with the Equality Act 2010 in order to make reasonable adjustments to our assessment processes as appropriate. We liaise with all professionals to ensure reports reflect need and to ensure planning by teachers take into account differing needs and abilities. Effective use of the school's standardised data is available to ensure good planning for teaching and learning. If the school is unable to make reasonable adjustments to meet a prospective pupil's needs, we will consult with the parents and explain why it is not in their daughter's best interests to attend the school. If we admit a pupil with SEND we will only charge parents (in addition to normal school fees) for any necessary further professional assessment or support if it is NOT part of our general reasonable adjustments.

Examination arrangements: public and internal

The SEND and access arrangement register indicates where specific provision is made so that SEND pupils are not unfairly discriminated against when undertaking examinations. JCQ's guidance for access arrangements are followed and documentation is kept on all SEND pupils to provide a history of need. Modifications such as the awarding of extra time, rest breaks or other modifications such as the use of a laptop are made according to each pupil's need. The arrangements are continuously reviewed and contingency plans would be put in place as required by a SEND pupil.

Criteria for Evaluating the Success of SEND Policy

The school will evaluate its effectiveness in relation to the objectives of the policy. Each of these will now be considered in turn and the criteria identified:

How will we know how accurately we have identified and assessed the needs of individuals?

- By formal measurement using established, valid and reliable standardised tests of reading, spelling and mathematics
- By formal external examinations (GCSE and A level) and internal examinations (end of units of work or at the end of year)
- By regular monitoring of pupil performance via monitoring system and interim reports.
- By regular subject teacher assessment of individuals in class
- By the implementation of the school's internal referral system using the staged approach
- By regular reviews of pupils on the school's SEND list by the Learning Support Department
- By receiving clear and thorough assessments from our feeder schools
- By taking proper account of the perceptions of the pupils and their parents

How do we ensure the effectiveness of the staged approach?

- By reference to the SEND Register
- By random checking that all staff teaching a pupil with SEND are aware of the pupil's special educational needs as defined on the register
- By reference to the EHCP/IEPs of individual pupils
- By reference to the Minutes of Departmental reviews and development planning
- By the regular monitoring and overview of the Head of Learning Support
- By consultation with the subject teacher
- By consultation with the pupil and his/her parents

How will we determine the effectiveness of individual action plans?

- By the process of regular reviewing and by the means of assessment stated previously
- By consultation with the subject teacher
- By consultation with the pupil and his/her parents
-

How will we ensure the provision of appropriate resources?

- By accurate identification of individual need
- By reviewing individual progress
-

How often should we review pupil progress?

- Twice yearly review by Head of Learning Support of pupil's progress and staff provide ongoing information on pupil progress plus a formal SEND progress review once a year
- By reference to the Individual Education Plan
- With consideration of the pupil's difficulties and needs

How will we ascertain positive attitudes in our pupils?

- By the levels of attendance or absence
- By the level of involvement in extra-curricular activities, eg sport, drama, music
- By checking levels of punctuality, personal organisation and homework records
- By reference to the school's Behaviour Policy to check changes in behaviour
- By reference to the Careers Service and ISCO for their perceptions of our pupils
- By responses from parents

How strong is the concept of partnership between pupils, parents and the school?

- Refer to the system for checking absences
- Refer to the policy of recording and reporting pupil progress to parents
- By checking the number of complaints

SEND Development Plan

The SEND Development Plan was first written in January 2005 and is reviewed yearly. SEND policy and procedures are kept under continuous review and the development plan (updates and future targets) is published on an annual basis.

Disability Policy – see Policy

The SEND policy should be read in conjunction with the Disability Policy and 3 year plan. The progress of all disabled pupils is ongoing and the 3 year plan updated and published on an annual basis.

Complaints Policy and Procedure – see Policy

The School's Complaints procedure should be referred to.

In the first instance, particular problems with any matter relating to a pupil's special educational needs should be discussed with the relevant subject teacher who will try to achieve a satisfactory outcome informally. Should the problem persist or should the matter not be resolved to the satisfaction of the concerned individual, the issue should be referred to the Head of Learning Support and then to the Head or Deputies for resolution. If the resolution is still disputed, the matter can be referred to the Governors' Complaints Panel.

English as an additional language - see EAL Policy

If a pupil is accepted who does not have English as her first language (EAL) it is our expectation that the entrance process (exam, school report, interview) will have given assurance that she will be able to cope with confidence with a curriculum delivered in English.

Staff will be made aware of the position (through the 'All Circumstances' form) so they can show understanding and offer appropriate support. Should a pupil require more support than the subject teacher can reasonably be asked to give, the matter will be discussed with parents by the Head of Key Stage and Head of Learning Support with a view to them arranging additional support on a private basis.

**Guidance procedures for staff concerned about a pupil
re: identification, referral and implementation**

