

A4 Learning Support and Special Educational Needs & Disability (S.E.N.D.) Policy

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1. Statement of Intent

The Purcell School values the abilities and achievements of all its students and is committed to providing the best possible environment for learning, for every student.

2. Meeting Statutory Obligations

The aim of this policy is to enable the school to meet its statutory obligations under:

- The Education Act 1996
- Children and Families Act 2014
- 0 – 25 Special Educational Needs and Disability Code of Practice 2014
- Education Act 2002
- Education and Skills Act 2008
- Equality Act 2010
- National Minimum Standards for Boarding (revised 2015)

3. Introduction

The Purcell School is a school for young musicians, for students aged from 11 to 19. This policy recognises the entitlement of all students to a balanced, broadly based curriculum within the context of a specialist music school. Our SEND policy reinforces the need for teaching that is fully inclusive.

The governors and staff of The Purcell School will endeavour to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive, whole-school approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole-school responsibility requiring a whole-school response.

The Purcell School is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom the school is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Meeting the needs of SEND students requires effective partnership between all those involved: Home Local Authority (HLA), school, parents / carers, students, children's services and all other agencies.

4. Definition of SEND

A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child or young person has a learning difficulty if they:

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

age; **OR**

- 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 schools within the area of the local education authority. Children 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.

5. Categories of Need

There are four broad areas, which provide an overview of the range of needs to be supported. Identification of specific needs will determine the appropriate support strategies. Individuals often have needs which cut across some or all of these areas and needs may change over time.

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

6. Aims and Principles

The Purcell School aims to ensure that:

- The necessary provision is made for any student who has a special educational need or disability and those needs are made known to all who are likely to teach them. An updated list of students who have special educational needs along with relevant documentation is available on the school intranet and on SIMS.
- Teachers in the school are aware of the importance of early identification. They are able to provide for those students who have special educational needs, to allow them to join in the activities of the school, together with students who do not have special educational needs, so far as is reasonably practical.
- SEND students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents/carers plays a key role in supporting their child's education and enables them to achieve their potential. The school will endeavour to support parents/carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education.
- The School works in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.
- Parents/carers are informed that special educational provision is being provided if appropriate.
- Parents/carers have knowledge about the SEND provision that the school makes, and are able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND.
- The School has an Accessibility Plan, which endeavours to make all parts of the school site accessible. The plan can be viewed on the school website as an appendix to the Equal Opportunity Policy.
- A copy of this Learning Support and SEND policy is made available to all parents.

7. Admissions Arrangements for Students with SEND who do not have a Statement or EHC Plan

Admission arrangements for students with special educational needs but without a Statement / EHC Plan are the same for all students. See the school's [Admissions Policy](#) for further details.

8. Identification, Assessment and Provision

The Purcell School has adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and that they are integrated into all aspects of the school.

The 0 – 25 SEND Code of Practice 2014 makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with SEND and, in collaboration with the Head of Learning Support (HofLS), will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision.

8.1 Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Standardised screening or assessment tools.
- Diagnostic tests such as reading tests and Cognitive Abilities Tests.
- Reports or observations.
- Records from previous schools, etc.
- Information from parents.
- Examination results.

8.2 Assessment

On entry to the school each student's ability will be assessed. For students with identified SEND, the Head of Learning Support (HofLS) will use information to:

- Identify the student's skills and note areas that require support.
- Ensure on-going observations and assessments and provide regular feedback on achievements and experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects.
- Involve students in planning/agreeing their own targets, if applicable.
- Involve parents in their children's learning.

8.3 The Range of Provision

The main methods of provision made by the school include:

- Full-time education in classes, with additional help and support by class subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with the Learning Support Staff, where appropriate.
- Sessions with a Speech and Language Therapist.
- In-class support with adult assistance.
- Access Arrangements for exams at key stages 4 and 5.
- Targeted intervention to improve social and study skills.
- The HofLS is allocated to Statemented / EHC Plan students and some students on SEN Support. She acts as the main point of contact between the school and home, takes responsibility for the students allocated to her and informs staff what their needs are and how to meet those needs.

9. Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support.

The 0 – 25 SEND Code of Practice 2014 stipulates that assessments should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Adequate progress should therefore:

- Narrow the gap between students and peers.
- Prevent the attainment gap widening.
- Be on a par with students starting from the same baseline but less than the majority of peers.
- Equal or improve upon the student's previous rate of progress.
- Allow a student to enjoy full curricular access.
- Be satisfactory to students and parents.
- Be likely to result in accreditation in further education, training, and/or employment.
- Show an improvement in self-help and social or personal skills.
- Show improvements in the student's behaviour.
- Be likely to lead to Further Education.

10. Graduated Response

Where teachers believe that a student's learning is unsatisfactory, the HofLS is the first to be consulted. A referral form titled 'SEND – Referral form' is available in the staff shared area for staff to complete for the attention of the HofLS. Where support additional to that of normal class provision is required, the HofLS will, in consultation with the Vice-Principal, determine the support required and advise teachers, the student and their parents accordingly.

Appropriate support might include:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials / special equipment.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development / training to undertake more effective support strategies.
- Allocation of Exam Access Arrangements

If necessary, consideration will be given to reducing the number of subjects being studied. The HofLS may devise an Individual Education Plan (IEP) where this is felt to be helpful.

If, after further consideration, a more sustained level of support or intervention is needed, the HofLS will advise parents to obtain a Statutory Assessment from an external agency. The HofLS will work closely with parents to carry out any recommendations from such assessment.

11. The Role of the Head of Learning Support

The HofLS plays a crucial role in the school's SEND provision. This involves working with the Senior Leadership Team to determine the strategic development of the policy and provision at The Purcell School, with the aim of raising the achievement of students with SEND. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for students with SEND.
- Liaising with and providing guidance to teachers to ensure that students with SEND receive appropriate support and excellent teaching
- Overseeing student records.
- Liaising with parents and making them aware of any SEND support
- Liaising with external agencies.
- Advising on the deployment of the school's delegated budget and other resources to meet student needs effectively.
- Implementing appropriate Exam Access Arrangements to comply with examining board regulations.

12. The Role of the Subject Teacher

The 0 – 25 SEND Code of Practice 2014 clearly acknowledges the importance allocated to the subject teacher, whose responsibilities include:

- Being aware of the school’s procedures for the identification and assessment of and subsequent provision for, SEND students.
- Collaborating with the HofLS to decide the action required to assist the student to progress.
- Working with the HofLS to collect all available information on the student.
- Working with SEND students on a daily basis to deliver necessary support.

13. Information from Students

Students often have a realistic understanding of their own strengths and weaknesses. We will always seek views from students as to how they feel that their needs might be met and we will try to incorporate those views in the provision that we make. With regard to targets for some students on SEND Support and EHC Plans, we will seek to review these annually and to feed the outcomes of the review into the next set of targets. We will involve students and parents in reviewing their targets.

14. Partnership with Parents

The Purcell School firmly believes in developing a strong partnership with parents and that this will enable students with SEND to achieve their potential. Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child’s needs and the best way of supporting them.

15. Our SEND List

The current list of SEND students is held by the Head of Learning Support. It includes a description of each individual’s SEND, details of any specific provision as well as exam access arrangements. It is updated regularly and circulated to all teaching and pastoral staff. Parents requiring further information should contact the Head of Learning Support.

16. Complaints Procedure

Any parent who has a complaint related to SEND provision should follow the School’s Complaints Policy, available on the School [website](#).

<i>Policy author /reviewer:</i>	<i>Policy date /review date:</i>	<i>Next review due:</i>
S-A Whitty	September 2020	September 2021
S-A Whitty/Deborah Harris	September 2021	September 2022

APPENDIX 1 – EHC Plans

Special education needs and disabilities (SEND) that affect a child's ability to learn can include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out additional support to meet those needs

Requesting an EHC assessment

Following identification via the school, where concerns remain despite sustained intervention, the school will consider discussing with parents the need to apply for a Statutory Assessment for an EHCP (Education and Health Care Plan) through the students respective Local Authority. Parents will be fully consulted at each stage.

The school also recognise that parents have a right to request a Statutory Assessment for an EHCP directly through the local authority and the school is committed to support such applications.

A student can request an assessment themselves if they're aged 16 to 25.

A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers and family friends.

A local authority has 6 weeks to decide whether or not to carry out an EHC assessment. Where an assessment is carried out, information will be gained from:

- School
- Professional assessments or reports
- A letter from parent or carer about the student's interests

Within 16 weeks the authority will decide whether or not an EHC plan will be made.

Creating an EHC plan

- The local authority will create a draft EHC plan and send out a copy.
- There are 15 days to comment, which might include a request for specialist school provision
- The local authority has 20 weeks from the date of the assessment to provide the final EHC plan.

EHCPs can remain with a child until the age of 25 years and they were introduced in September 2014 in place of the former 'Statement' of SEN. A transfer process was initiated in September 2014 in collaboration with the Local Authority to move students in a graduated way from the Statement to the EHCP.

The EHCP document includes relevant information about the student including:

- Interests and successes
- Difficulties and challenges experienced
- Longer-term objectives as appropriate
- Shorter-term objectives as appropriate
- Contribution from the student
- Contribution from the parent/ carer/ organisation with parental responsibility
- Contribution from subject teachers, teaching assistants and SENCo as appropriate
- A copy of the Student Passport (formerly known as an IEP)
- Review timescale

Further information about the EHCP stage of the CoP can be found in the SEND Code of Practice (DfE, 2015) by following this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>