

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
- Part 3 of the 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)

This policy should be read in conjunction with our Equal Opportunities Policy and Admissions Policy.

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 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, can engage as fully as practicable in the activities of the school, 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. Appropriate support will be provided to help 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 DISABILITY

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. THE 4 AREAS 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.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. AIMS AND PRINCIPLES

The Purcell School aims to ensure that:

- Appropriate 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, to the extent reasonably possible.
- 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. In turn, the school expects parents/carers to work constructively and collaboratively with the school.
- 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. 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.

7.1 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.

7.2 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.

7.3 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 Learning Support Staff, where appropriate.
- Sessions with 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/he 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.

8. 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.

9. 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.

9.1 LEVELS OF SUPPORT

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K

Education, health and care (EHC) plan

“An EHC Plan as a document that details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.” (Page 280 of the SEND Code of Practice and para 36 (2) of CFA 2014).

Pupils who have complex or high needs may be entitled to access support through an EHC Plan from the local authority. An EHC Plan is a legal document that must be applied for to the local authority. More information about the EHC Plan application process can be found in the SEND

Code of Practice. The local authority will then assess the pupil to determine their needs and whether they meet the criteria for an EHC Plan and what provision for the pupil should be included within the Plan. An EHC Plan describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The local authority is responsible for providing or funding the support identified in an EHC Plan. The local authority will consult with the school as part of the EHC Plan application process.

9.2 ASSESS, PLAN, DO, REVIEW

For students with EHC Plans or high levels of need, support may also be delivered through successive rounds of a 4-part cycle known as the graduated approach:

1. **Assess:** The student's class teacher and the HoLS will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan:** In consultation with the parents and the student, the teacher and the HoLS will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in an individual student profile via the school network.

Parents will be informed of planned support and interventions, and may be asked to reinforce or contribute to progress at home. We ask that parents/carers work collaboratively with the school in respect of support and interventions to help achieve the best outcomes for the pupil.

3. **Do:** The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The HoLS will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review:** The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

The HoLS will evaluate the impact and quality of the support and interventions. This

evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the HoLS will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

10. THE ROLE OF THE HEAD OF LEARNING SUPPORT

The Head of Learning Support (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.

11. 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.

11.1 EXPERTISE AND STAFF TRAINING

Training will regularly be provided to teaching and support staff. The Principal and the HoLS will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. 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 engage with formal EHC Plan reviews led by the local authority and in any case 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.

13. PARTNERSHIPS

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.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

Parents or carers should inform the school if they have any concerns about their child's progress or development. We also expect parents/carers to communicate with the school in a proactive and transparent way so that the school is aware of any relevant developments or changes in their child's needs and can take these into account. We therefore ask that parents share with the school any relevant reports (including any educational psychologist reports, medical reports or assessments or other relevant expert third party reports) as well as any materials or information about their child's needs (educational, health or otherwise), and this may include any final or draft EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan).

14. 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.

15. COMPLAINTS PROCEDURE

Any parent who has a concern or query related to SEND provision should – in the first instance – speak to the Sally-Ann Whitty, Head of Learning Support. If the matter cannot be resolved on an

informal basis we would direct parents to 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
S-A Whitty /T.Burns	Autumn 2022	Autumn 2023
S-A Whitty /T.Burns	Autumn 2023	Autumn 2024
S-A Whitty /T.Burns	Autumn 2024	Autumn 2025
S-A Whitty /T.Burns	February 2025	Autumn 2025

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 plan (EHC Plan) is for children and young people aged up to 25 whose needs are such that the local authority determine that they qualify for additional support. This assessment is conducted by the relevant local authority (i.e. the local authority for the area where the child is resident). EHC plans identify educational, health and social needs and set out additional support to meet those needs which the local authority then has the responsibility to meet.

An assessment for an EHC Plan is normally preceded by an EHC assessment – see below.

Requesting an EHC assessment

The school, parents or the young person themselves (if they are over 16 years of age) can request 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 EHC assessment. Parents will be fully consulted at each stage.

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 should decide whether or not an EHC Plan will be made.

For more information about the process see paragraphs 9.8 – 9.60 of the SEND Code of Practice or consult the relevant local authority.

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.

EHC Plans 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 EHC Plan 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 EHC Plan stage of the CoP can be found at Chapter 9 of the SEND Code of Practice (DfE, 2015) by following this link:

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