

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

CONTENTS

1. STATEMENT OF INTENT	2
2. STATUTORY AND GUIDANCE FRAMEWORK	2
3. INTRODUCTION	2
4. DEFINITION OF SEND	3
4.2 DISABILITY	3
5. THE 4 AREAS OF NEED	4
6. AIMS AND PRINCIPLES	5
7. IDENTIFICATION, ASSESSMENT AND PROVISION	6
7.1 EARLY IDENTIFICATION	6
7.2 ASSESSMENT	6
7.3 THE RANGE OF PROVISION	6
8. MONITORING STUDENT PROGRESS	8
9. GRADUATED RESPONSE	8
9.1 LEVELS OF SUPPORT	9
9.2 ASSESS, PLAN, DO, REVIEW	9
10. THE ROLE OF THE HEAD OF LEARNING SUPPORT	10
11. THE ROLE OF THE SUBJECT TEACHER	11
11.1 EXPERTISE AND STAFF TRAINING	11
12. INFORMATION FROM STUDENTS	11
13. PARTNERSHIPS	11
14. OUR SEND LIST	12
15. COMPLAINTS PROCEDURE	12
APPENDIX 1 - EHC PLANS	13

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. STATUTORY AND GUIDANCE FRAMEWORK

This policy reflects the School's statutory duties and is informed, where relevant, by the following legislation, standards and guidance:

- The Education Act 1996
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DHSC, January 2015)
- The Education Act 2002
- The Education and Skills Act 2008
- The Equality Act 2010
- The National Minimum Standards for Boarding Schools (DfE, current version)
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The Education (Independent School Standards) Regulations 2014 (as amended)

This policy should be read in conjunction with the School's Equal Opportunities Policy, Admissions Policy and Accessibility Plan.

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 students with SEND 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 transitions 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 students with SEND. 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 students with SEND requires effective partnership between all those involved: the relevant local authority, school, parents/carers, students, children's services and all other agencies.

4. DEFINITION OF SEND

A child or young person has special educational needs (SEN) 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:

- has a significantly greater difficulty in learning than the majority of other of the same age; or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person does not have a learning difficulty or disability solely because the language or form of language in which they are, or will be, taught is different from a language or form of language which is, or has been, spoken at home.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools or mainstream post-16 institutions.

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	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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. AIMS AND PRINCIPLES

The Purcell School aims to ensure that:

- Appropriate provision is made for students with SEND, and relevant information about their needs and support is shared with staff who need it in order to teach and support them effectively. An updated list of students with SEND, together with relevant documentation, is available to appropriate staff on the School intranet and on SIMS.
- Teachers are aware of the importance of early identification and are supported to meet the needs of students with SEND, enabling them to participate in the academic and wider life of the School alongside their peers, so far as is reasonably practicable.
- 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) makes clear that all teachers are responsible for 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 students with EHC Plans and some students receiving 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) 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, despite relevant and purposeful action to identify, assess and meet the student's needs, the student has not made expected progress, the School will consider, in consultation with the student and their parents/carers, whether it is appropriate to request an Education, Health and Care (EHC) needs assessment from the relevant local authority. The HofLS will work closely with the student, parents/carers and relevant professionals throughout this process.

9.1 LEVELS OF SUPPORT

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the students' 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 SEND budget.

Education, health and care (EHC) plan

An Education, Health and Care (EHC) Plan is a legal document prepared and maintained by the local authority where, following an EHC needs assessment, it is considered necessary for special educational provision to be made for a child or young person in accordance with an EHC Plan. It sets out the child or young person's special educational needs, the outcomes sought and the education, health and social care provision required to meet those needs.

Students with complex or high levels of need may require an Education, Health and Care (EHC) needs assessment by the relevant local authority. Following an EHC needs assessment, the local authority will decide whether it is necessary for special educational provision to be made in accordance with an EHC Plan. An EHC Plan sets out the child or young person's special educational needs, the outcomes sought and the education, health and social care provision required. Where an EHC Plan is maintained, the local authority must secure the special educational provision specified in the Plan. The local authority will consult with the School as appropriate throughout the assessment and planning process.

9.2 ASSESS, PLAN, DO, REVIEW

Where a student is identified as having SEN, the School will follow a graduated approach through successive cycles of Assess, Plan, Do and Review.

1. **Assess:** The student's class teacher and the HofLS 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 HofLS 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 HofLS 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 HofLS 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 HofLS 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 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) makes clear the important role of 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 HofLS 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 made available to relevant 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 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
S-A Whitty /T.Burns	September 2025	September 2026
S-A Whitty /T.Burns	September 2026	September 2027

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 a legal document for a child or young person aged up to 25 where, following an EHC needs assessment, the relevant local authority considers it necessary for special educational provision to be made in accordance with an EHC Plan. The Plan identifies the child or young person's special educational needs, the outcomes sought, and the education, health and social care provision required to meet those needs.

An EHC Plan is preceded by an Education, Health and Care (EHC) needs assessment - see below.

Requesting an EHC assessment

A request for an EHC needs assessment may be made by the child's parent, the young person themselves if they are over compulsory school age and under 25, or a person acting on behalf of the School.

Where concerns remain despite sustained and purposeful intervention, the School will consider, in consultation with the student and their parents/carers, whether it is appropriate to request an EHC needs assessment from the relevant local authority. Parents/carers and, where appropriate, the student will be involved throughout the process.

Other people, including health or social care professionals, teachers and family members, may bring a child or young person who they believe may have SEN to the attention of the relevant local authority.

A local authority must decide within six weeks of receiving a request whether it is necessary to carry out an EHC needs assessment. Where an assessment is undertaken, the local authority will seek relevant advice and information from the child or young person, their parents/carers, the School, and appropriate education, health and social care professionals.

Within 16 weeks of receiving the request for an EHC needs assessment, the local authority must notify the child's parent or the young person whether it has decided to issue an EHC Plan, subject to the statutory exceptions to the timescale.

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 prepare a draft EHC Plan and send it to the child's parent or the young person for comment.
- They will normally have at least 15 days to make representations and may request that a particular school or other institution is named in the Plan.

- The local authority must issue the final EHC Plan within 20 weeks of receiving the request for an EHC needs assessment, subject to the statutory exceptions to the timescale.

An EHC Plan may continue for a young person up to the age of 25 where the local authority considers that it remains necessary for the special educational provision specified in the Plan to be maintained.

An EHC Plan must include separately identified sections covering:

- The views, interests and aspirations of the child or young person and their parents/carers
- Special educational needs
- Relevant health needs
- Relevant social care needs
- The outcomes sought
- Special educational provision
- Health provision
- Social care provision
- The name and type of educational placement
- Details of any Personal Budget
- The advice and information gathered during the EHC needs assessment

From Year 9 onwards, the Plan must also include appropriate provision to support preparation for adulthood and independent living.

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>