



EDGBASTON HIGH SCHOOL

Special Educational Needs and Disability Policy Whole School

Rationale

All pupils with SEN are entitled to high quality education within a broad, balanced, and relevant curriculum.

This policy is written with regard to the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice (2015), and current statutory guidance including Keeping Children Safe in Education (updated annually). The school complies with data protection legislation including the UK GDPR and Data Protection Act 2018.

Linked policies:

Curriculum Policy
Safeguarding Policy
Equal opportunities Policy
Disability Policy including Accessibility Plan P
SHEE Policy
Access Arrangement Policy
Admissions Policy
Behaviour Policy
Anti-bullying Policy
Careers Policy

Objectives

- The inclusion of all pupils within mainstream classes, and to offer them access to a broad, balanced and relevant curriculum but which, in its delivery, takes account of ways in which some pupils' needs are different from, or additional to, those of other children.
- The inclusion of all pupils in the social and co-curricular activities of the school.
- The curriculum and schemes of work take proper account of the needs of all pupils, in terms of ability, need and aptitudes.
- An ethos for all pupils which provides the necessary support and encourages the development of personal independence and develops a self of enhanced self-esteem.
- A culture where all staff are teachers of pupils with special educational needs and disabilities and where pupils with a special educational need/learning difficulty/additional learning need and/or disability are not treated less favourably than others.
- To ensure that pupils with a special educational need/a learning difficulty/additional learning need and/or disability make "good" progress, according to their ability.
- Best endeavours to achieve the above objectives should also be made during periods of remote teaching and learning.

Success criteria

- Pupils making good age related and individual progress.
- Pupils contributing to and involving themselves in the wider curriculum.
- Pupils feel safe and happy in school.
- Appropriate learning challenges are set.
- Students' diverse needs are responded to.
- Potential barriers to learning and assessment, for individuals and groups of pupils are overcome.

Methodology:

1. Implementation Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility. We identify and assess the needs of all pupils, so that the appropriate provision may be made, in order to reduce barriers and increase participation. It is not the responsibility of the school to diagnose any SEND but every effort is made to identify any learning difficulties and refer for specialist assessments as appropriate.

The school uses a number of approaches to identify Special Educational Needs and Disabilities SEND/Additional Learning Needs:

- Identification at admission: through communication with parents and any previous/feeder schools. Previous school reports and Education Psychology reports are requested.
- Identification at transition: through communication with the Preparatory Department, EYFS setting and feeder primary schools.
- Identification through data tracking and screening: on entry to senior school all pupils are assessed using baseline testing (MidYIS), spelling and reading ages are recorded and pupils are assessed for processing difficulties using the Lucid screening programme (also undertaken in Year 4) any students presenting with difficulties may undertake the more detailed LASS and EXACT tests.
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning in order to target areas of weakness following the 'Assess, Plan, Do, Review' cycle. This will be in consultation with Deputy Head Academic in Prep. Where progress continues to be less than expected the class or subject teacher will work with the SENDCo/Head of Learning Support and other relevant members of staff to assess the pupil -raising any concerns through Myconcern.
- Identification through pupil/parent/carers concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents/carers and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENDCo/Head-of Learning Support if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system - Deputy Heads Pastoral, Tutors, Heads of Year, and School Counsellor.

All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCo as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND/Additional Learning Needs and require additional support. The SENDCo/ Head of Learning Support also attends pastoral meetings

and liaises with the Deputy Heads.

Where a pupil is identified as potentially having SEND, parents/carers will be notified.

Provision

Edgbaston High School works on the principle that adaptive quality first teaching is an expectation for all pupils, including those with SEND/ Additional Learning Needs, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils. We provide individual guidance and support for pupils with Special Educational Needs to promote a smooth transition across the key stages and through the school.

We ensure that the views of the pupils (pupil voice) are sought and taken into account in any decisions affecting their education, in the light of their age and understanding. This is reviewed yearly through the Individual support plan.

We seek the support of parents/carers in their daughter's education and to take their views into account in decision making about their daughter's particular needs.

We work closely with other agencies in providing a multi-disciplinary approach to the resolution of issues.

Through Early Years and Year 1 and 2 classes have the benefit of a Teaching Assistant in each class. This enables much of the support to be given within the classroom, with the child working in small groups or individually with the Class Teacher or Teaching Assistant.

The learning environment is organised with the individual needs of each child in mind. Staff are flexible with regard to room layout, routines/timings and access to appropriate resources.

Where a child meets the criteria for additional support, this may be applied for through Inclusion Support in Early Years (ISEY).

EHS Early Years department receives advice and support through the Local Authority from The Early Years SENDCO team. The Area SENDCO supports the EYFS SENDCO and provides relevant training.

All children have access to the EYFS curriculum at an appropriate level. Staff are sensitive to the developmental stage of each child and differentiate appropriately.

Throughout Key Stage 2 small teaching groups are in place for Mathematics and English. These groups can consist of between 4-10 children. The children follow the same curriculum as their peers, with more support available due to the class size. Specific support is also available for reading.

The first level of support for pupils experiencing difficulties takes a graduated approach in the form of a four-part cycle in which the class or subject teacher assesses the pupil's needs drawing on a range of evidence, plans appropriate differentiation or interventions, puts these into practice and reviews the outcome.

Once a pupil has been found to have a learning difficulty or disability their details are entered onto the learning support/SEN register on iSAMS, which is constantly updated with information such as any action taken and outcomes. The results of assessments and any special teaching recommendations or other interventions from specialists or the learning support department are noted and disseminated to teaching, group and house staff via iSAMS, and staff meetings. The Individual Support Plans are a live document with a link to the student profile, indicating strategies of support access arrangements and students' individual targets.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEND/ Additional Learning Needs. SEND is part of the school's induction, and the SENDCo/Head of Learning Support is regularly available to provide advice. Information/guidance about types of special educational needs and practical advice on teaching strategies can be found in the Special Needs and Disabilities folder on one drive.

Following the graduated approach, if a pupil continues to fail to make the expected progress, the SENDCo/Head of Learning Support will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The SENDCo/Head of Learning Support will determine a personalised programme for the individual pupil, which may involve:

- Adaptive teaching in the classroom, supported and directed by the SENDCo
- Individualised outcomes- focused target setting.
- Access to specific resources- equipment, software programmes including Read/write Gold
- Pastoral support, including specialised support groups such as autism girls group.
- Referral to external specialists - the SEND department may collaborate with outside agencies such as Forward Thinking (formerly Child and Adolescent Mental Health Service (CAMSH), Educational Psychologists (EP's) and other health professionals. A Team Around the Child response may be implemented.
- At the school's discretion students may attend 1:1 or small group support sessions with our SENDCo/Head of Learning Support/Learning hub coordinator and or other relevant members of staff. These sessions may include comprehension and reading skills, writing skills, or study skills including note-taking, revision and examination techniques, and proofreading. Advice is also given about how best to use access arrangements such as extra time and the use of laptops.
- Pupils with special educational needs and disabilities/Additional Learning Needs may with agreement of parents be withdrawn from the study of a modern foreign language. The SENDCo/ Head of Learning Support or other relevant members of staff will work with pupils to ensure that they make best use of their non-contact time.
- Some pupils may study for a reduced number of GCSEs where we feel this will be in their best interests. Any reduction in timetable must be agreed by the Headmistress and Deputy Head Academic. The SENDCo/ Head of Learning Support will work with pupils teachers to provide additional learning materials during their non-contact time.

Monitoring and evaluation arrangements to ensure the effectiveness of the provision are in place. Provision will be made in consultation with the pupil and parents/carers, and progress will be reviewed regularly in order to inform future support. Information will be gathered from staff and academic data to assess impact of provision.

Pupils with Education, Health and Care Plans

The SENDCo/ Head of Learning Support will take the lead in:

- Working with Heads of departments to adapt the curriculum and arrange individualised support for pupils
- Liaising with staff and parents
- The development of pupil profiles and advising on strategies to staff
- Monitoring progress and advising parents
- Involving and liaising with external support services
- Developing INSET for staff, where appropriate
- Maintaining records about pupils' progress
- Organising the pupils' reviews (see Chapter 9 of Code of Practice)

Access Arrangements

Access arrangements allow pupils with SEN, disabilities or temporary injuries to assess both school and public examinations, according to their needs. Applications for these to the examination boards are supported by evidence from school staff of a pupil 'normal way of working' and professional test results, with additional evidence such as medical letters and educational psychologist reports. The Equality Act 2010 provide that 'reasonable adjustments' should be made for a pupil in order to level the playing field. Families are welcome to arrange for Educational Psychologist assessments themselves, and there is usually a cost involved, however these reports will be used as background evidence not, valid assessment for access arrangements will be arranged internally. (See Access Arrangements policy for further details).

2. Monitoring

The Learning Support department oversees the direction of all learning support and reports to The Governing Body on the progress and provision of SEND pupils. It is the responsibility of The Governing Body to oversee this provision and ensure that it is effective. All teaching staff monitor the effectiveness of provision and the progress of their SEND pupils through academic monitoring and departmental discussions. Please **see appendix 3** for the roles and responsibilities; Governors, Headteacher, Head of Learning Support, teaching staff and parents/carers.

Evaluation

The Head of Learning Support is responsible for reviewing this policy regularly and ensuring that as legislation changes with regard to this area that the procedure is accurate and up-to-date. The Head of Learning Support will assess the policy's impact through monitoring the progress of pupils identified with a Special Educational Need and/or Disability to ensure they are making good progress in relation to their peers.

Review

This policy is reviewed every two years unless there is a change in legislation.

Review Date: May 2028

Signed by the Headmistress

CAMours

Approved by
The Governing Body

Approved by the Governing Body:

Date:

2/5/26

Appendix 1 – Definition of Special Educational Needs

- Pupils have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them (SEND Code of practice 2015)
- Pupils have a learning difficulty if they have a significantly greater difficulty in learning than the majority of pupils the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age without at least some modification/additional support.
- Additional Learning Needs (Additional Learning Needs) is the designation used by the school for pupils who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/ Additional Learning Needs or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Pupils may have a disability/SEN/ Additional Learning Needs either throughout or at any time during their school career, and may have SEN/ Additional Learning Needs in one or in many areas of the curriculum.

SEND and provision can be considered as falling under four broad areas. Some pupils' needs can span two or more areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Slow progress and low attainment do not necessarily mean that a child has SEN/ Additional Learning Needs. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not 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. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

Children with English as an Additional Language

Pupils having difficulty with English because it is their second language should not be equated with other Special Educational Needs. In particular, such children should not be offered materials with a reduced cognitive content unless a learning difficulty in the pupil's first language has been confirmed. The best place for learners of English as a second language is a mainstream classroom with their peer group. That is not to say that EAL students may not have SEND/ Additional Learning Needs and all staff be aware of this and that language difficulties may mask other challenges.

The Four Areas of Need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitate support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Appendix 2 – Staffing and Facilities

The SEND/ The Academic/Learning Support Department Faculty staff, includes one full-time qualified (National Award SENCo (NASENCO)) SENDCo/Head of Learning Support, currently Mrs Helen Stockdale.

Zoe Ehiogu, Teacher of Mindfulness and Study Skills 1:1 Academic support sessions

Mrs Helena Robinson is responsible for SEND in the EYFS (Westbourne) and there is Amy Dawes Learning Support Co-Ordinator allocated to support children with SEND in the Prep School. There are two Learning support assistants in Key stage 1.

There is a Governor with special responsibility for SEND/ Additional Learning Needs.

The Senior School SEND Department has two dedicated offices. The Prep SEND Department has one dedicated office/small classroom and several additional rooms available for children with SEND/additional needs There are currently some facilities which increase or assist access to the school for pupils who have physical support needs in the form of lift which provides access to all floors into the main building and access for those with mobility problems into the main building through two entrances. A lift is available in the Prep Department to give access to the top floor. There is hearing loop available within the school octagon. There is access for parents/carers and visitors with mobility problems into the main building through two entrances. Disabled parking areas can be found outside both of these entrances. There is also a lift which provides access to all floors in the main building.

Appendix 3 – Roles and Responsibilities

Role of the Governing Body and Headmistress

1. To ensure that the Special Educational Needs Policy is kept up to date.
2. To monitor the effectiveness and implementation of the SEND policy and provision.
3. To consider annual and termly reports from the SENDCo/ Head of Learning Support

Role of the SENDCo/Head of Learning Support/Learning Support Co-ordinator

1. To work closely with the Head Teacher, Leadership Teams and colleagues across the school in the development of the strategic direction of the SEND policy and provision.
2. To ensure the SEND policy remains up to date and will liaise with the Headmistress and governing Body when appropriate.
3. To have responsibility for the day-to-day operation of the school's SEND policy and to co-ordinate provision for all pupils with SEND/Additional Learning Needs (all pupil SEND information available in Isams).
4. To provide staff with strategies to use with individual pupils via the Pupil Profile and SEND/Additional Learning Needs register.
5. To contribute to the training of staff in meeting pupils' needs. All new staff receive induction delivered by the SENDCo/Head of Learning Support.
6. To plan timetables for Academic/Learning Support.
7. To identify and assess pupils with SEND/Additional Learning Needs as early and thoroughly as is possible, so that targets are appropriate, challenging and attainable.
8. To liaise with Deputy Head Pastoral, Deputy Head Academic, Deputy Head Curriculum, Heads of Year, tutors and subject teachers, and work closely with the English department to identify any pupils who may need extra support. In Prep to liaise with Head, Deputy Head Academic, Deputy Head Pastoral, Year Group Co-ordinators and class teachers and with Senior Teacher, responsible for SEND in EYFS
9. To issue, monitor and review pupil profiles and Education, Health and Care Plans as appropriate.
10. To regularly monitor and review the progress of all pupils, including those with special needs as defined by the Code of Practice, to ensure that progress is at least "good"
11. To contribute to whole-school data collection and tracking, as appropriate.
12. To maintain the school's SEND/Additional Learning Needs register. The SENDCo/Head of Learning Support will be involved in: gathering information, assessment, planning, monitoring and reviewing; liaising with outside agencies, liaising with parents/carers and advising the staff of changes in the SEND/Additional Learning Needs provision.
13. To seek and respond to the views of the pupils, at all stages, so that they can contribute to the assessment of their needs.
14. To liaise with the Examinations Officer ensuring that supporting evidence and appropriate access arrangements are in place.
15. To liaise with outside agencies and other relevant professional bodies, such as educational psychologists.

Role of subject teachers/ class teachers in Prep and EYFS

1. To provide quality first teaching, ensuring they are employing strategies identified on the SEND/Additional Learning Needs register (all pupil SEND information available in ISAMS), taking into account the learning need of all the pupils in the classroom.
2. The teacher will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need or additional learning needs.
3. Teachers will take into account, in reviewing pupils's achievement, the progress of pupils with

SEND/Additional Learning Needs.

4. To keep up to date with pupils profiles on ISAM including exam access arrangements and facilitate arrangements during internal assessments.
5. Teachers to raise concerns of potential SEND with both Deputy Head Pastoral and Head of learning support.
6. To contribute to the updating of pupils profiles and Education, Health and Care Plans as appropriate.
7. To inform the possible provision of extra support within the school day.
8. To feedback to SENDCo/Head of Learning Support on pupil progress and the efficacy of strategies included in the pupil profile; staff can also recommend additional effective strategies.

Role of Parents/Carers

1. The school will work in partnership with parents/carers so that the pupil's needs are addressed at home and at school.
2. Parents/carers of pupils with SEND will have their views taken into account in reviewing their child's progress and to identify actions to support the child at school and at home.
3. Parents/carers will have access to the pupil's profile of SEND/Additional Learning Needs and, where applicable, their Individual Education Plan (IEP) or Education, Health and Care Plans as appropriate.
4. Parents will have access to information about the school's SEND policy, outside agencies and services offered by external organisations.
5. There is usually at least one pupil review each year and parents/Additional Learning Needs are invited to attend all meetings. Parents may contact the SENDCo/Head of Learning Support at any reasonable time.

Appendix 4 – Working in Partnership with Parents / Carers and Support Services/ Agencies in the Preparatory and Pre-Preparatory Department

EHS adopts a 'team around the child' approach in line with Early Support and the SENDCo. The team may consist of parents/carers, relevant school staff and related outside agencies.

We seek to develop a positive partnership with parents of children with SEN and /or disability. We recognise the need to commit time to meet to share information on a regular basis. As well as our twice yearly Parents' Evenings, class teachers are available both before and after school to briefly share feedback and progress about the children. Longer appointments can be made when needed. Regular meetings are made to review progress and the existing Play Plan within the Early Years Setting.

Individual plans will be reviewed in Key Stages 1 and 2 on a regular basis.

Parental consent is sought before a child is referred to any outside agencies and before records/ information about the child is shared with others on a needs led basis. Where consent is not given the Head will take the decision as to whether or not the setting can continue to meet the child's needs.

Written records of conversations/ information shared with parents are kept in line with GDPR.

Parents are advised of the local authority parent partnership service called SEND Information Advice and Support Service: Tel 0121 303 5004 – if pursuing a request for an educational health care plan.

Email: sendiass@birmingham.gov.uk

The EYFS SENDCO is advised by the Area SENDCO as to appropriate referrals and available support from other professional/agencies.

Written records of conversations and information shared with outside agencies are kept and held securely in line with GDPR.

Transition (Preparatory and Pre-Preparatory School)

The transition of children with SEND is co-ordinated by the SENDCo and includes sharing and passing on records.

The SENDCo works closely with the Head of Years 6 and 7 as well as the Deputy Head Pastoral.

Careful planning and discussion is carried out to ensure that successful, confident transitions are achieved by children with SEND at all stages.

Relevant staff will be issued with copies of Wave Interventions or Play Plans.