**Edward Jenner School**

**Special Educational Needs Policy**

I**ncluding Disability and English as an Additional Language**

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| --- | --- | --- |
|  | **Date** | **Signed** |
| **Date reviewed** | **May**  **2024** | **Fiona Jacques** |
| **Ratified** | **June**  **2024** | **Manda Brookes** |
| **Date of next review** | **May 2025** | |

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## Introduction

Edward Jenner School (EJS) is committed to equal opportunities for all. We value the positive contribution to the school community made by pupils who have Special Educational Needs and/or Disabilities. (SEND). Our School Values determine our commitment to the right of all our pupils to develop the tools to enable self-reliance: resilience, optimism, kindness, learning, honour, and citizenship through access for all to the full life of our school.

Parents of prospective pupils with SEND should refer to the School's Admissions policy. Admission to the School is by trial days to determine the fit of children and the school to ensure a successful integration with peer groups and the environment. Children at EJS who have additional needs are offered a bespoke package of support that will be determined by the need.

Disabled access is not possible in all areas of the school due to the site having architecturally historic status. The school does all that is possible to comply with our legal and moral responsibilities outlined in the Equality Act 2010 to accommodate pupils who, through reasonable adjustments, need supported access.

## Aims

* To recognise and support the needs of all pupils and prospective pupils with SEND
* To maintain high expectations and aspirations for pupils with SEND in terms of academic, physical, social inclusion and emotional well being.
* To work collaboratively with pupils with SEND and their parents, to foster academic ambition, reflection, independence and life skills as a means of preparing pupils as individuals to lead successful and fulfilled lives.
* To develop pupils’ respect for everyone in the community acknowledging the particular needs of young people growing up in a contemporary society.
* To support the acquisition of excellent study habits, which together with an enquiring mind form the basis of a life-long love of learning.

## Objectives

* To identify SEND and provide for pupils who may require additional support due to additional needs.
* To apply a whole-school approach to meet each pupil's needs in reference both to the guidelines provided by the SEND Code of Practice 2015 and to the duties under the Equality Act 2010.
* To provide a graduated approach that recognises the individual nature of children’s needs and to work in liaison with Gloucestershire County Council as required.
* To provide information, support and guidance for all staff working with SEND. To discuss strategies and learning programmes.
* To ensure that reasonable adjustments are made so that pupils with SEND are not at a disadvantage to their peers.
* To involve all pupils with SEND in the planning of their provision at an age and ability appropriate level.
* To develop and maintain partnership and high levels of engagement with parents.
* To ensure that no pupil is, either directly or indirectly, discriminated against in any area of school life on the basis of his or her disability or special educational needs.
* To ensure that we take account of disabled pupils' needs even when that may involve treating a disabled pupil in such a way as to minimise the disadvantage; this may be perceived as more favourable treatment than other pupils. All children at EJS are considered to have individual needs and as such are treated individually when situations arise, we believe the same is not always fair.

## Roles and responsibilities

The Head and all staff at EJS work hard to ensure that all pupils have the opportunity to learn and make progress. This progress is facilitated by ensuring the provision made for pupils with SEND is well planned, managed, confidence building and safe.

**Manda Brookes** – Head Teacher - DDSL

**Fiona Jacques** - SENDco

**Cat Lowe-Acton** – SEND Admin

**Emma Poole** – Business, Communications and Liaison

**Rebecca and Sian** - Insight Educational Psychologists

**Julie** **Cressell** – Solution Focussed Mentor

**David Fisher** – School Art Psychotherapist (HCPC)

The SEND Team listed have specific responsibilities which include:

* Strategic management of the SEND provision across the school and delegated responsibility for implementation of the School’s SEND Policy
* Evaluating the suitability of the school as a provision for prospective pupils with SEND and making recommendations.
* Keeping parents informed about the School’s SEND provision
* Timetabling of support for pupils with SEND
* Finance related to pupils with SEND.
* Ensure that SEND issues are given prominence and new initiatives driven forward and embedded across the school.
* Overseeing inspection paperwork
* Overseeing the day-to-day operation of the School’s SEND policy
* Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND.
* Helping staff to identify pupils with learning support needs.
* Managing the teaching assistants in the School
* Co-ordinating provision for pupils with SEND
* Overseeing and maintaining the records of all pupils with SEND
* Contributing to the in-service training of staff
* Liaising with the school educational psychologist and external agencies including careers guidance, Child and Adolescent Mental Health Services (‘CAMHS’), health and social services; voluntary bodies
* Organising and attending Annual Reviews with the Local Authority and parents for those pupils with an Education Health Care Plan (‘EHCP’)
* Monitoring EHCP implementation
* Attending tribunal hearings as an expert witness on behalf of the School
* Deployment of resources; accounts; orders
* Ensuring that the School keeps records of all pupils with SEND up to date
* Maintaining the Additional Needs Register, to include pupils with SEND

## Identification and provision

Identifying special educational needs in accordance with the SEND Code of Practice (2015) we identify four broad categories of need:

* Communication and interaction
* Cognition and learning
* Sensory and/or physical
* Social, mental, and emotional health

Within the context of the Equality Act 2010, a pupil is 'disabled' if they have a physical or mental impairment which has a substantial and long term (i.e. is lasting or is likely to last for at least 12 months) adverse effect on their ability to carry out day-to-day activities.

We understand that each of the above four categories represent a spectrum of need. Some children's needs may involve more than one of these areas. We are mindful to consider the whole child and not to consider pupils only in terms of their special educational needs. Likewise, we understand that a disability alone does not necessarily constitute a special educational need. See Appendix A.

## A graduated approach to SEN support

Before enrolment:

* Parents are requested to provide, in writing, information about their child's disability or special educational needs on the registration form. This will be discussed with parents before the child takes part in a 2 day try-out at EJS
* On the basis of this information, the school plans appropriate measures to accommodate the child effectively to ensure they have the best possible conditions during their try-out.
* Before enrolment any medical, educational psychologist, speech therapist, or specialist reports and Educational health and care plans (EHCPs), are requested to help with planning the appropriate provision and to ensure we can offer an education suitable for the child’s needs. The child's previous school's learning support departments may also be contacted for advice.
* At any time in the process if there is any references to violent or aggressive behaviour in a report or aggressive behaviour is witnessed during the try-out the parents will be contacted to explain why Edward Jenner School is not the appropriate school for their child.
* Staff who are timetabled to teach a prospective pupil during their try-out are provided with a summary of a child's needs and are offered advice about how to adapt their approach to best accommodate the pupil.
* As part of the enrolment journey we often take prospective students to Century House, 100 London Road, Gloucester GL1 3PL. This building is our Therapeutic Hub -TH100 that allows our specialist team to work with the young person in a more relaxed atmosphere. Parents will be requested to confirm in writing that their young person is safe to transfer to TH100 by foot with 1:2 adult supervision or if it is best if they are responsible for transporting their young person.
* On enrolment of a child with more complex or medical needs a meeting around the child will be arranged. This will be with the child, their parents/ carers and the staff to discuss their needs more fully and to learn about their condition. The child will be encouraged to provide: a description of their needs from their own perspective; examples of classroom practice that they have found helpful in the past; and things that they are going to do to help manage their own needs. Contact will be made with their previous SENCO or learning support department to build a fuller picture of their history of need within the school context. If appropriate, a visit to the pupil's school will be arranged to observe the pupil and/or to share ideas for best practice.

## Current pupils

The School is committed to the role of well-informed, personalised teaching and learning in the classroom which leads to excellent progress. However, if concerns are raised regarding a pupil's progress by teachers, parents, or the pupils themselves, a process of information gathering, assessing and planning, is carried out. The purpose of this is to adapt the teaching materials and approaches in the classroom to ensure the child is maximising their progress. (Appendix A). Outcomes from this process are reviewed and recorded to inform future practice. For most children this adaptive bespoke approach will return them to a position where they are once again able to make good progress. This bespoke approach may include spending time at our Therapeutic Hub 100 working with our specialist team in a more relaxed area. The interior spaces are designed to allow students to decompress, to do less with the aim that when they are ready to join the main school environment, they feel able to do more.

## Gathering information if the child’s learning is still causing concern

Whilst the SEND flow chart may be the starting point for a child not making expected progress in a particular area, we are mindful to consider factors that do not constitute special educational needs that may be impacting negatively upon a pupil's progress e.g. attendance and punctuality, health and welfare, English as an additional language, being a looked-after child or a child with ACE (Adverse Childhood Experiences). We consider a range of sources to paint a picture of a child's needs and to identify possible barriers to learning:

* The pupil's own views.
* Teachers' assessments and experiences of the pupil.
* The tracking of pupil progress across all subjects to ascertain if there is a pattern or a specific area of need.
* The views and experiences of the pupil's parents.
* Observations of the pupil working in the classroom
* Observations of the pupil in social time

Findings are discussed together with the pupil, teachers, and parents/carers. Possible next steps are discussed and agreed upon. At this juncture pupils might be referred to our inhouse Educational Psychologists or an outside agency for further specialist assessment (e.g. specialist teacher, an occupational therapist, CAMHs or a speech and language therapist). The cost of such assessments will usually be met by the parents of privately funded students.

Our aim is to involve educational psychologists or outside agencies as a part of a collaborative process between the School, the pupil, and their family. Parents/carers are requested to inform the School before any privately commissioned specialist reports are carried out, as it is important that the School contributes to the process of the assessment.

## Planning and delivering, reviewing and recording

If a child has progressed through the SEND flow chart cycle and progress is still not as expected the next stage of provision planning evolves out of discussions with the pupils and their parent. There are three main pathways of provision:

1. Agreed strategies are shared with subject teachers to help them adapt their provision for that child in the classroom. As part of this a child might be encouraged to develop a method of self-regulating when anxiety becomes a barrier to learning or to choose different activities to help if they need to have a movement break. This is monitored by the child’s Game Plan mentor and recorded on their ‘Dashboard’.

2. If a pupil is assessed by our Educational Psychologists or outside specialist and a special educational need is identified, the SENDco/Headteacher will share the information with the subject teachers discussing ways to work and adjusting planning. This documentation will also be set up for any pupil who has an educational health and care plan.

The document will include:

* A description of the pupil's needs from their own perspective
* Examples of classroom practice that they have found helpful in the past.
* Teaching and learning ideas arising from the specialist assessments including a clear range of strategies to support classroom differentiation.
* Focus or outcomes (these maybe from the child’s EHCP) which are prioritised and commented upon on a regular basis.

These are reviewed on a termly basis with the pupil and if necessary, in consultation with their parents. The aim being that pupils become increasingly able to be their own advocates and that teachers are informed sufficiently to adapt their teaching to provide personalised support in the classroom.

3.Pupils with EHC plans: The planning and provision for pupils with EHC plans is rooted in the same graduated approach outlined above, with the understanding that the support that is needed is likely to be more complex. With reference to the SEND Code of Practice (2015), the views and aspirations of pupils’ and their families are at the centre of our procedures.

Parents/carers and pupils meet with the SEND department to review the pupil’s progress at least 3 times each year and, in collaboration with relevant staff, progress against the outcomes are discussed and refocussed if necessary. These are monitored by relevant teachers and the SEND Coordinator. This information is fed into an Annual Review held every 12 months, which in turn will inform the Local Authority’s continuation, emendation, or cessation of the EHC according to the needs of the pupil. We ensure that staff are aware of pupils’ needs, are supported and trained in strategies and approaches to support pupils in meeting their personal targets. All staff regularly comment on significant social, emotional and learning moments making short comments which are regularly updated in the pupil’s notes. We are mindful of the importance of providing pupils and their families with guidance, advice and signposting to other services to help with the transition from school to their next steps towards further education and adulthood.

## Access arrangements and reasonable adjustments in examinations

Appropriate arrangements will be put in place so that a pupil is not disadvantaged due to disability and/or special educational needs in the context of exams. For public

examinations, the School adheres to the Joint Council for Qualifications (JCQ) regulations regarding access arrangements and reasonable adjustments. The School is required to make available for inspection documentation that constitutes a compelling, clear and detailed picture of a pupil's current needs and must provide evidence that the arrangements requested relate to their “normal method of working.” This evidence can include:

* assessment from our Educational psychologists
* standardised scores from specialist assessments
* samples of internal exam papers or in-class tests carried out with these same arrangements.
* Observations from subject teachers that confirm an on-going need for the requested arrangements.

The School will provide access to a word processor in exams for all students, with the spell check facility switched off. Applications for the use of a word processor in exams reflect a pupil's usual method of working in the classroom and in internal assessments and exams. A student can choose to handwrite in examinations.

Additional support of extra time the provision of a reader, scribe or prompt can be applied for working within the JCQ strict guidelines for example in the following circumstances:

* Pupils with a specific learning difficulty that significantly impacts on the speed, legibility or the organisation of their handwritten work.
* Pupils with a medical condition, verified by a medical practitioner on a regular basis to confirm an on-going need.
* Pupils with a physical disability
* Pupils with a sensory impairment
* Pupils with an extensive history, well-documented by their subject teachers, of difficulties with legibility under timed conditions, despite intervention to address handwriting skills and exam technique.

## Training and resources

Under the duties of the Equality Act 2010, and in consultation with parents, the School will consider what reasonable adjustments for a disabled pupil will be made; which may include the provision of auxiliary aids and services. This will be considered on a case-by-case basis.

Training needs of staff are identified at the meeting around the child as well as requests made by staff. The SEND Coordinator may also suggest training with potential prospective pupils in mind. Funding comes from the school budget or may become part of the allocated EHCP provision.

## Storing and managing information

Documents relating to pupils are stored securely in accordance with GDPR and Data Protection legislation, and in confidence, by the SEND Coordinator. Documentation is kept for nine years after a pupil leaves the school.

## Identifying pupils with a need for EAL support

Before enrolment we have a meeting with parents, if necessary with an interpreter, to learn more about the child and to identify the skills they will need to access the curriculum. During the meeting we ask about:

* Personality - If the child is shy or outspoken.
* Proficiency in their native language whether they have any issues with articulation or fluency.
* Educational background, including whether they have attended school before and whether they have any SEND
* Experience of language at home

On enrolment children are assessed for language proficiency using the EAL Levels of Competence and the DfE Proficiency Scale (Appendix B) and a portfolio of evidence is built in both languages to allow the school to track progress.

## Classroom adaptions for EAL children

* Teach all children some simple words in the child’s home language.
* Seat the child near the most fluent English Speakers
* Set up a buddy system
* Provide visual prompts wherever possible.
* Prioritise curriculum and subject specific language.

Children should attend as many class lessons as possible, and care must be taken not to place targeted intervention in art, music, food, PE or technology.

Short courses to extend reading and booster classes to address specialist vocabulary will be provided. This provision will be paid for by the parents or placing authority.

## Monitoring pupils who need EAL support

Close liaison is maintained between the English department and the SEND Coordinator to

monitor the progress of EAL and bilingual learners. The SEND Coordinator carries out observations in subject lessons and liaises with teachers for ideas to support the development of spoken and written English in the context of the classroom. If appropriate, these observations may also lead to a short-term course of one-to-one sessions with the SEND Coordinator or experts to target a specific skill.

## Dealing with complaints

The School’s Complaints policy outlines arrangements for parents to raise concerns or difficulties. In the first instance any concerns about a matter relating to a pupil’s disability or special educational need should be referred to the Head Teacher.

## Monitoring and Review

Informal monitoring and review of our policies is on-going. The SEND Coordinator discusses

with the staff informally most days to reflect on the efficacy of strategic planning for pupils with disability and/or special educational needs. All staff monitor interventions, these are recorded on individual record sheets. These interventions and the effectiveness are reviewed termly by the SEND staff. There is an annual evaluation and review of

policies and procedures led by the SEND Coordinator. Each year support provided is reviewed against the success of pupil’s move to Post 16 provision by discussion with providers.

## Availability of this policy

A copy of this policy is available on request from the school office. This policy can be made available in large print or another accessible format if required. The Policy should be read in conjunction with Equal Opportunities, Anti-Bullying, Behaviour, Admissions, Attendance, Complaints and Safeguarding Policies.

## Appendix A: SEND – Assess Plan Do and Review

**Do:** A series of agreed targeted sessions are delivered addressing the gap. This may be in a 1:1 session; where there is a similar need with other students this may be delivered in a small group session.

Further individual academic planning is undertaken and delivered through curriculum lessons as part of individual planning

Interventions cover areas that include:

* Cognition and Learning
* Physical and Sensory
* Communication and Interaction
* Social Emotional and Mental Health

Our interventions are delivered by school staff that may include:

* Teaching Assistant
* School Counsellor
* Solution Focussed Mentor
* Educational Psychologists
* Outside Professionals including InfoBuzz

**Assess:** Baseline and teacher assessment on entry/ or as close to as possible depending on the need. This informs the planning of provision across English and Maths Curriculums

Quality First Teaching assesses and addresses gaps within the learning. This is then transitioned to the classroom environment.

Any need still present following reasonable adjustments to planning and approach, necessitates further intervention to be implemented. This may be academic or social.

The school uses continuous observations from all staff to 'notice' strengths and barriers to learning. These are recorded and should a pattern arise, then this is addressed immediately with the relevant intervention.

Weekly staff meetings allow for the discussion of all students and the sharing of good practice and/or concerns. Game plan introduced to student and they choose their key person.

**Review:** A review can be delivered and administered in a number of ways depending on the initial need.

Should a need not be met through school based intervention and a gap continues to grow, then parents will be informed in order to discuss additional options to address the need. This may result in the commissioning of an outside professional to complete further assessments or deliver intensive intervention.

Reviews can be determined in the following ways:

* Repeat of an activity or learning task following intervention
* Further resources support the overlearning of a skill
* Differentiation strategies can be discussed and shared with whole staff
* Regular meetings with Game Plan staff to build strategies, improves strengths and overcome barriers
* Observations and individual assessments with our in house educational psychologist
* Feedback and strategy discussions with school based counsellor and solution focus mentor and Send staff

**Plan:** When a need is identified a skilled adult is assigned to meet with the student and plan further support through a series of 3 individual sessions over a few weeks. This can be either based on an academic gap, as identified through work that a pupil is consistently battling with, or an identified area where a pupil presents as struggling in any other areas of the code of practice.

A Game Plan is developed with Key Adults to plan bespoke intervention packages relevant to the need. This focusses on emotional and social strategies and understanding to enhance learning and EHCP outcomes.

Subject teachers discuss adjustments to core subject planning and devise further resources that are targeted on a particular skill or skill gap during half termly 1:1 planning.

## Appendix B:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EAL learner**  **(DFE Proficiency)** | **EAL**  **Stage** | **Listening and Understanding** | **Speaking** | **Reading** | **Writing** |  |
| **New to English**  **(Code A)** | Step 1 | Understands home language  Watches and joins in routines/activities  Follows instructions using key words/gestures  Follows short sequences of instructions  Listens for short periods | Silent period  Speaks in home language  Non-verbal gestures  Echoes words/expressions  Simple naming vocabulary  Basic, formulaic spoken exchanges  Unclear pronunciation | Minimal/no literacy in English  Awareness of print and able to recognise some words e.g. own name  Starts to recognise letters and symbols  Early reading skills e.g. CVC words | Minimal/no literacy in English  May be able to write in first language.  Holds pen correctly – begins to form letters, then words.  Writes some HFW words  Can draw and label diagrams  Begin to write simple sentences |
| Step 2 | | | | | |
| **Early Acquisition (Code B)** | Step 3 | Can indicate when they need to hear something again  Listens attentively during lessons  Understand function of time connectives  Understands some teacher questions with visual support | Simple questions e.g. where?  Over-generalisation of grammatical rules  Simple positional language  Re-tell a simple story  Can give a sequence of instructions  Past simple tense emerging | Able to demonstrate and understand basic punctuation  Can read simple sentences  Refers to visual clues in texts  Re-tell main points from a text.  Identifies dialogue in texts.  Follows pronoun references in texts | Handwriting legible and correctly orientated  Writes familiar words with phonic knowledge.  Uses some basic punctuation  Uses simple present tense and some simple past tense  Range of vocabulary including some conjunctions. |
| Step 4 | | | | | |
| **Developing Competence**  **(Code C)** | Step 5 | Follow set of oral instructions  Differentiates past/future/present  Begins to engage with how? and why? questions.  Active listener asking for clarification  Follows gist of teacher talk with limited visual support | Speaks in simple every day exchanges  Uses common colloquialisms  Uses extended sentences  Uses relative clauses  Can contribute to whole class discussion  Plurals, articles, pronouns and prepositions | Describes setting of a story  Can select relevant text to answer questions  Responds to how/why questions related to a text  Makes inferences/draws conclusions  Identifies key features of different text types | Plurals, prepositions, pronouns and articles used with increased accuracy.  Varied verb formations used.  Developing wider vocabulary.  Writes competently and at length  Uses structures to express higher order thinking. |
| Step 6 | | | | | |
| **Competent**  **(Code D)** | Step 7 | Shows understanding of the detail of curriculum topics with limited visuals  Understands some idioms and phrasal verbs  Beginning to understand inference  Follows reasoning/discussion/argument | Uses the passive tense  Communicates meaning – complex ideas/concepts  Can express higher order thinking  Moderates response according to listener. | Can give/ compare own opinion about a text  Distinguishes between fact/opinion  Demonstrates understanding of idioms.  Demonstrates understanding of literary devices.  Appropriate tone when reading aloud | Writes competently and at length for varied purposes.  Uses expressions to signal opinion  Advanced use of connectives.  Range of tenses and use of active/passive voice.  Logical sequence.  Appropriate for purpose/audience. |
| **Fluent**  **(Code E)** | Step 8 | Understanding is commensurate with that of a native English speaker  Pupils have the range of listening skills required to participate fully in the National Curriculum for English. | Variety of articles and prepositions used accurately  Confident, fluent speech for multiple purposes/audiences.  Complex sentences used.  Accent does not interfere with understanding. | Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age. | Copes with writing demands for all areas of curriculum.  Uses complex conditionals.  Able to mimic and parody and to use irony/humour.  Can make comparisons and write an argument. |