

**POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

Last reviewed:	August 2021
Next review due:	August 2022
Reviewed by:	Head of Learning Development

**1. Principles**

- The starting point of the school's statement of Aims and Ethos is that 'our overriding aim is to enable all of our students, throughout the age and ability range, to achieve to the best of their potential, both academically and personally'. We believe that all of our students should be given equal opportunities to develop their talents and abilities to their full potential.
- Achieving these aims is a collective responsibility shared by all staff. Being aware of the special educational needs and/or disabilities that some of our students may have, and addressing these in a positive and effective way, rests on a whole-school approach in which teaching staff take responsibility for meeting the individual needs of all students through high quality teaching that is differentiated and personalised (Quality First Teaching).
- Teaching staff at d'Overbroeck's are committed to, and experienced in, providing a classroom environment which enhances the learning opportunities of all students.
- We take the view that young people with special educational needs and/or disabilities often have a uniquely valuable perspective on their own needs. Students are encouraged to contribute to the assessment of their needs and of the techniques and approaches that they would find most helpful.
- We are also keen to involve parents in the process, to share information with them and to take into account their views, suggestions and feedback.
- As a school, we encourage students to be ambitious and are proud of the fact that our track record with those of our students who have special educational needs and/or disabilities has been consistently strong over many years. Many have achieved considerable academic success; and the feedback from students and their parents has been that they have found the staff helpful and supportive, and that they have developed self-advocacy, self-belief, enjoyment of academic work and the qualifications necessary to enable them to progress to the next stage of their lives, be it in higher education or a vocational pathway.
- It is the school's current policy not to charge additional fees for interventions and support sessions.

## **2. Definitions**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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. (SEN Code of Practice 2015, Section 6)

Not all students with a diagnosed learning difficulty or disability will require special educational provision to be made for them. The vast majority of our students' needs are met within our Universal Offer (Tier 1) of being an inclusive and nurturing school.

## **3. Admissions**

Specific information for applicants with SEND can be viewed within in the associated Admissions Policy.

## **4. Safeguarding and children with special educational needs and disabilities**

Specific information for students with SEND can be viewed within the associated Safeguarding and Promoting the Welfare of Children Policy.

## **5. Supporting students with medical conditions**

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In the case of a student with a disability, the school will comply with its duties under the Equality Act 2010. Some students may also have SEND and may have a statement / EHC plan, which brings together health and social care needs as well as their special educational provision.

The school will support students with medical needs in the light of its own policy and of relevant DfE guidance.

## **6. Identification of additional needs and risk factors to meeting potential**

- At all sites, the admissions process ensures multiple opportunities to obtain information about students' learning and development including historical or current difficulties and barriers that may impact access to or progress in learning. This may include performance in entrance tests.
- Baseline testing and internal academic tracking allows teachers to highlight students that are not meeting their potential
- In Years 7-11, students' literacy skills are screened on entry to the school to support us in addressing the needs of individuals and cohorts
- Formative and summative assessment enables us to also monitor student progress and identify instances where a student may not be making progress in line with their peers.

- Strong relationships that exist between students and their teachers enable the SEND team to have regular communication with teaching staff about the progress of the students in their classes.
- Students are regularly monitored through the interactions they have with their teachers and the learning environment.
- Regular and robust meetings exist to highlight and collaborate on next steps for students of concern. Students may be highlighted via both/either the Pastoral and Academic teams.

## 7. Types of SEND that are provided for at d’Overbroeck’s

d’Overbroeck’s currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** – for example, autistic spectrum condition, Asperger’s Syndrome, speech and language difficulties;
- **Cognition and learning** – for example, dyslexia, dyspraxia;
- **Social, emotional and mental health difficulties** – for example, attention deficit hyperactivity disorder (ADHD), anxiety, eating disorders;
- **Sensory and/or physical needs** – for example, visual impairments, hearing impairments, epilepsy;
- A range of **physical impairments**.

## 8. Support for students with SEND

### 8.1 The Universal Offer (Tier 1)

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEN Code of Practice 2015, Chapter 6.36)”*

- Quality First Teaching that is differentiated accordingly for individual pupils is the first step in supporting pupils that have been identified with learning needs and/or disabilities.
- At d’Overbroeck’s the first step in supporting students is to ensure that they are experiencing high quality teaching and learning in the classroom, and have access to outstanding pastoral care

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (SEN Code of Practice 2015, Chapter 6.37)”*

- A skilled Learning Development team has recently been recruited to invest in our Universal Offer. The Learning Development team have access to regular CPD for SEND. Led by the Head of Learning Development (SENCo), they support and collaborate with all teachers to

ensure that our Universal Offer meets the needs of the vast majority of students at our school.

- Our curriculum planning, professional development and staff training all focus on supporting all students to make progress.
- Our Universal Offer, referred to as Tier 1, is achieved via:
  - small classes;
  - inclusive and nurturing environment;
  - individual knowledge of all students;
  - readily available additional background information about students' learning available to teachers;
  - specialist subject knowledge of teachers;
  - ongoing training for teaching staff;
  - outstanding pastoral support through Form Tutors, Directors of Studies and site-specific Heads of Pastoral;
  - regular sharing of any concerns between academic and pastoral teams in order to get a secure overall picture;
  - robust monitoring of progress;
  - targeted subject clinics;
  - subject booster groups;
  - academic mentoring;
  - coaching;
  - alternative or reduced academic timetables;
  - access to school counsellor;
  - supported study groups.

## **8.2 SEN Support (Tiers 2 and 3)**

If a student is assessed as needing more targeted development than is offered in our Universal Offer (Tier 1) they will be added to our SEN Register and their needs will be assessed by the appropriate staff to devise next steps:

- Tier 2 – overseen by site specific Learning Development Lead or pastoral team if this is a better fit (if the latter the Learning Development Lead will collaborate)
- Tier 3 – overseen by Head of Learning Development (SENCo) or pastoral team if this is a better fit (if the latter the Head of Learning Development (SENCo) will collaborate)

Next steps depend on the severity, complexity and specific needs of each individual as well as their longer-term aspirations for the future.

Examples could be:

- a short term intervention with a Specific Learning Difficulties Teacher;
- a short term intervention with a specialist subject teacher;
- a regular pastoral check-in, or allocation of an accessible key worker;
- input from an external agency, eg, Autism support;
- a plan to improve access to the Universal Offer, or to target specific parts of the Universal Offer to make them more effective;
- observations in class;
- a fixed term of closer monitoring and planning with relevant teachers;

- creation of an Individual Education Plan or an Individual Support Plan;
- creation of a Teaching and Learning Profile.

Students move between the Tiers on a 'needs basis' and being placed in a particular Tier does not mean that student will remain at that Tier indefinitely.

### **8.3. Education, Health and Care Plan (Tier 4)**

Where a student has an Education, Health and Care Plan (EHCP) they will be supported at Tier 4. This level of support includes three meetings each academic year between the Head of Learning Development (SENCo), parents and any other required professionals. Special Educational Provision will be mapped out according to the individual needs of the young person and their longer-term aspirations.

Students with an EHCP will remain at Tier 4 throughout their time at our school.

## **9. Provision in examinations**

The Joint Council for Qualifications (JCQ) define rigorous procedures for awarding access arrangements in examinations. There must be:

- a history of difficulty;
- evidence that the accommodation is the student's normal way of working in school;
- specialist evidence that proves that the impairment is substantial and longstanding (not minor, trivial, or temporary).

All accommodations are scrutinised and inspected by the JCQ annually. Examples of some accommodations typical of students at d'Overbroeck's are:

- word processor;
- supervised rest breaks;
- extra time;
- separate invigilation;
- scribe;
- computer reader.

Each arrangement has its own criteria for eligibility.

The SENCo is responsible for the awarding of access arrangements. A student does not have to be on the SEND Register (Tier 2 and above) to be awarded access arrangements and not all students on the SEND Register will be eligible for any and all arrangements on offer. The SENCo will work with the student – with consultation from their subject teachers – to ensure that the appropriate accommodations are awarded to them in each subject.

### **9.1 Internal examinations**

Students with SEND in any year group will receive the same consideration in internal examinations as they would in a public examination. This enables the school to trial different arrangements with a student and to show that these arrangements are the student's normal way of working.

## **9.2 Special arrangements in public examinations**

Applications for special arrangements in public examinations are made by the school's Examinations Officer as early as possible in the academic year and well in advance of the deadline set by the examination boards (applications must be complete and submitted by February half term of the year of examination). See the Exam accessibility policy for details.

Parents are asked to discuss such arrangements with the appropriate members of staff well in advance of the start of the examination session to ensure that there is plenty of time for the necessary process to be administered.

## **10. SEND key professionals 2021-22**

Head of Learning Development (SENCo) – Katie Vingoe [katie.vingoe@doverbroecks.com](mailto:katie.vingoe@doverbroecks.com)

Learning Development Lead (Sixth Form) – Lisa Pearson [lisa.pearson@doverbroecks.com](mailto:lisa.pearson@doverbroecks.com)

Learning Development Lead (Years 7-11) – Tori Wells [victoria.wells@doverbroecks.com](mailto:victoria.wells@doverbroecks.com)

Learning Development Lead (TIS) – Rebecca Bates [rebecca.bates@doverbroecks.com](mailto:rebecca.bates@doverbroecks.com)

## **11. Associated policies**

The following associated policies are available from the school [website](#) or from the school office upon request:

Admissions policy

Disability inclusion policy (including the accessibility plan)

Equal opportunities policy for students

Exams accessibility policy

Safeguarding and promoting the welfare of children

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