

Policy on Special Educational Needs

Queen's College, Taunton

September 2020 V2

Introduction: Whole College Policy – Statement of Aims

We aim to provide a pupil-centred process of support and enablement that engages pupil, family/carers, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across Queen's College. This is to ensure that all students are able to access opportunities for learning and personal development whilst fulfilling their potential and maintaining their wellbeing.

Roles and Responsibilities within Queen's College

- The named governor with responsibility for Special Educational Needs and Disabilities is Mrs Janet Walden.
- The Senior Management team is responsible for reviewing the SEND Policy and ensuring appropriate provision is in place to implement the Code of Practice 2014.
- SENCo and Head of Student Support Yrs R- 13 – Mrs. Rebecca Jones, BA Hons, PGCE, PgCert the National Award for Special Educational Needs Coordination.

We adopt a common approach and shared rationale to Special Educational Needs across the college. We create developmentally appropriate specific policies within the Highgrove Nursery, Junior School and Senior School to complement the curriculum and needs at each stage.

1. Aims

- 1.1 The aims of this policy are to promote good practice in our identification and management of special educational needs and disabilities, and to outline the support available within the college.
- 1.2 This policy is available in large print or other accessible formats, if required.

2. "Special educational needs"

- 2.1 We recognise the definition of SEN as laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2014):
 - 2.1.1 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. 'Special educational needs and provision can be considered as falling under four broad areas.
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory and/or physical
- 2.2 A child must not be regarded as having a SEN solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.* (Section 20 (4) Children and Families Act 2014). Please refer to the School's policy for pupils with English as an additional language.

3. Policy statement

- 3.1 **The School and ethos:** Queen's College is a mainstream Methodist independent school. At Queen's College the health, wellbeing and academic development of every child is at the heart of all we do. Our student support services are part of our continued drive to fulfil our core belief that "We educate not for school, but for life". The following specific services are available to support your child during their time at Queen's. This is in addition to the integrated pastoral and academic tutoring system and programme of PSHCE education, medical support and chapel that takes place across the college.
- 3.2 **Identification:** Our approach to the identification and management of SEN is guided by the Special educational needs and disability code of practice: 0 to 25 years (DFE). We liaise closely with our feeder schools so we are in a position to support your child from the moment they start school. Regular baseline testing enables us to monitor your child's academic progress as they move through the school; we work closely with departments, tutors, and house parents to ensure any academic or pastoral difficulties are identified as quickly as possible. Once a potential difficulty is identified, a member of our team will meet with your child and may carry out further assessments or interviews to build a picture of need, and develop a personalised package of support if needed. This may include 1:1 or small group work intervention. Sometimes we may suggest a referral to an outside specialist for further investigations to take place, we have close links with many specialists and will fully support you with this process should we feel this to be necessary. Assessments by an outside agency are sometimes at an additional cost.
- 3.3 **Provision:** Our aim is to enable your child to fulfil their potential and access the full range of curriculum and co-curricular activities on offer at Queens. For this reason, we will usually try to ensure that a student's time spent outside the mainstream classroom is minimised. In general, children that require intervention at KS1 will come out of whole class teaching for short but regular intervention sessions several times a week and then return to their normal curriculum once accelerated progress has been achieved. KS2 - 4 will initially come out of a non-linear subject for half a term to enable targeted intervention work to take place, and then return to their normal curriculum once accelerated progress has been achieved. Where possible we aim to avoid giving a child a permanently reduced timetable throughout their time at Queen's.
- 3.4 Student's that require 1:1 intervention or small group support, due to a specific need that cannot be initially met within the classroom, are placed on the school's SEN register (in line with the SEND code of practice: 0 to 25 years). They remain on this register whilst intervention work takes place. Some students may have needs that do not require additional support outside of the high quality differentiated teaching they receive inside the classroom. Teaching staff in liaison with our specialist staff closely monitor these students. Key information on all of these students, alongside strategies to assist with their learning and wellbeing within the school is shared with teaching and pastoral staff to enable a whole school approach.
- 3.5 Students that receive academic or pastoral 1:1 intervention will usually have a termly review meeting with a member of the student support team to which parents are encouraged to attend. This meeting focuses upon the progress made towards the individual's personalised SMART targets and discusses the wellbeing of the child as a whole. The impact of all interventions are monitored closely, and reviewed on a regular basis using a wide range of data and information from both school and home.

- 3.6 Should a parent have a concern regarding their child then they are encouraged to talk to their child's tutor who will then consult with teaching staff and student support. The pastoral and academic departments in the school all have strong links with student support, which enables us as a school to take a holistic approach to your child's development.
- 3.7 We fully comply with the JCQ regulations regarding exams access arrangements. Students are assessed and monitored throughout their time at Queens College. If an external formal assessment is arranged related to exam access arrangements, this must be arranged in conjunction with the School SENCO. The SENCO reserves the right to make the final decision regarding appropriate exam access arrangements with due regard to the pupil's history of need and normal way of working. As a college, we are able to assess students for exams access arrangements at no additional charge.
- 3.8 **Education Health and Care plans (EHC plan):** Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).
- 3.9 If we feel that the provision cannot be reasonably delivered by the school, we reserve the right to decline admission at this stage. If a child with an EHC plan is admitted to the school, we will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.
- 3.10 In addition to the basic fees that are charged for attending the school, any additional services that are needed to enable us to meet the requirements of the EHC plan will also be charged to the local authority if our school is named in Section I of the EHC plan.
- 3.11 **Welfare needs:** The School recognises that additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
- 3.12 Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability should not be made without further exploration;
- 3.13 Pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- 3.14 There may be communication barriers, which are difficult to overcome to identify whether action under this policy is required.
- 3.15 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Child Protection and Safeguarding Policy and Procedures.
- 3.16 **Disability:** Please refer to the School's Disability policy. The School will make all reasonable adjustments in order to provide inclusive opportunity to all pupils. However if, despite such adjustments, the School is unable to provide adequately and safely for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School.

3.17 **Prior Information:** We need to know at the time of application if your child has any history of SEN or learning difficulties in any of the four categories listed above (2.1). Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations, which have been made in relation to special educational needs at your child's previous school or elsewhere.

4. **Alternative arrangements**

4.1 **Withdrawal:** We reserve the right to ask or require you, to withdraw your child from the School if in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

4.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

4.1.2 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's SEN; and / or

4.1.3 your child's SEN require a level of support or medication which, in the professional judgment of the Head Teacher, the School is unable to provide, manage or arrange;

4.1.4 your child has SEN that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities that we provide.

4.2 **Alternative placement:** In any of these circumstances, we will do what is reasonable to help you to find an alternative placement in order to provide your child with the necessary level of teaching and support.

4.3 **Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit would be refunded without interest, less any outstanding balance of the account.

Effective date of the policy	10 September 2020
Policy Author	Rebecca Jones – Head of Student Support and SENCO
Circulation	Governors / teaching staff / all staff / parents / pupils [on request]

Authorised by	Board of Governors
Signed	Mark Edwards, Chair of Governors
Date	10 September 2020