



# Merchant Taylors' School

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## STANFIELD, MERCHANT TAYLORS' SPECIAL EDUCATIONAL NEEDS POLICY

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This Special Needs Policy takes into account:

- The Special Educational Needs and Disability Code of Practice: for 0-25yrs (2015)
- The SEN Regulations (2014)
- The Children and Family Act (2014)
- The Equality Act 2010
- Teachers Standards 2012 Section 5
- Stanfield, Merchant Taylors' Accessibility Policy
- Stanfield, Merchant Taylors' Mental Health Policy
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

## 1. **OVERVIEW**

- 1.1. At Stanfield, Merchant Taylors' we welcome all pupils who can make the most of the opportunities that we offer and can flourish in our caring environment. We provide all our pupils with a school career that promotes intellectual, emotional, social and physical development, allowing them to grow as confident, well-educated and well-rounded pupils. We celebrate all successes both academic and non-academic.
- 1.2. Stanfield recognises pupils of all abilities may experience obstacles to learning and our aim is to treat each child as an individual and welcome children with special educational needs and disabilities, providing that we can provide them with the support they require. Our spectrum of need includes dyslexia, dyspraxia, pupils on the Autistic spectrum, special needs relating to disabilities and health problems, and emotional difficulties.
- 1.3. Stanfield aims to ensure full entitlement and access for pupils with special educational needs to high quality education within a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
- 1.4. Stanfield aims to educate pupils with special educational needs alongside their peers, whenever possible, within the normal curriculum, after giving due consideration to the appropriate wishes of the pupils and their needs.
- 1.5. Stanfield endeavours to identify, assess and provide for all pupils with special Educational needs (or additional support needs) as early as possible. If pupils are identified as having, or are

suspected of having, special educational needs (or additional support needs) parents/guardians will be informed and involved in decision-making processes concerning the provision of appropriate support.

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEED**

- 2.1 A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.
- 2.2 A pupil has a learning difficulty or disability if she:
- a) has a significantly greater difficulty in learning than the majority of her peers or
  - b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6, Equality Act 2010)

- 2.3 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concern.
- 2.4 It should be noted that under the Equalities Act 2010 'hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At Stanfield this usually comes in the form of 1:1 or small group tutorials, if it is felt that a pupil's needs cannot be addressed in the classroom.
- 2.5 The SEND Code of Practice identifies 4 areas of need:
- **Communication and interaction**  
This includes pupils who are on the Autistic Spectrum, and/or pupils with speech, language and communication needs (SLCN).
  - **Cognition and Learning**  
This includes pupil with specific learning difficulties, including Dyslexia, Dyspraxia and Dyscalculia.
  - **Social, Emotional and Mental Health Difficulties**  
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety and substance misuse. Attention Deficit Hyperactivity Disorder (ADHD) is also included

under this area.

Note: a pupil may fall into one or more of the categories listed above.

- 2.6 Stanfield will make best endeavours to meet the requirements of any individual within the context of 'reasonable adjustments' as required by the Equality Act 2010.

### **3. IDENTIFICATION OF PUPILS WITH SEND**

3.1 The school will admit pupils of high academic ability who satisfied the school's entry requirements but may have special needs. Parents/Guardians of candidates who know in advance of the entrance assessments that their daughter has been diagnosed with a specific difficulty or is receiving additional support must inform the school's admissions office and provide copies of all reports and other relevant information. Parents/Guardians will be asked to withdraw the pupil, without being charged fee in lieu, in the professional judgement of the Head and after consultation with the parents/guardians and the pupil (where appropriate), the School cannot provide adequately for a pupil's educational needs.

#### **3.2 Transition - Entry to Senior School 11+**

3.2.1 Examination access arrangements (e.g. extra time, use of a reader, scribe or laptop) will be awarded to candidates during the examination/admissions process if they provide MTGS with a recommendation from the pupil's School SENCO confirming the history of need and the pupil's normal way of work within the classroom and assessments/examinations

### **4. OBJECTIVES FOR STANFIELD IN RELATION TO SEND**

When a pupil has been identified as having Special Educational Needs the school will endeavour to:

- 4.1 Ensure full entitlement and access for pupils with SEN who are otherwise of high academic ability, to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2 Identify those pupils who have difficulties with learning, which are significantly greater than the majority of pupils within the same age group and academic level.

- 4.3 Supply information to the pupil and their parents/guardians outlining the support required and to take into consideration the views and feelings of the pupil and their parents/guardians.
- 4.4 Meet the needs of pupils with SEN with appropriate provision and resources. Where possible this will be done within the school, but on occasions it may be necessary to advise parents/guardians to seek specialist assessment and/or teaching outside of school.
- 4.5 Advise and liaise with staff and parents/guardians on the identification of SEND and provide strategies for in class support. Where necessary the SENCO may recommend either an external or internal assessment.

## **5. RESPONSIBILITY FOR PUPILS AT STANFIELD WITH SEN**

- 5.1 All teachers at Stanfield are responsible and accountable for the progress and development of the pupils in their classes, including those that need additional SEN support from specialist staff. High quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEN.
- 5.2 Stanfield will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support SEN pupils.
- 5.3 Class and subject teachers supported by the SENDCO and Deputy Head carry out regular monitoring of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:
  - 5.3.1 is significantly slower than that of their peers starting from the same baseline.
  - 5.3.2 fails to match or better the pupil's previous rate of progress.
  - 5.3.3 fails to close the attainment gap between the child and their peers.
  - 5.3.4 widens the attainment gap.

Note: This may include progress in areas other than attainment, e.g. social needs.

When deciding whether special educational provision is required, we will start with desired outcomes, including expected progress and attainment, and the views and wishes of the pupil and their parents/guardians. We will use this to determine the support that is needed and whether we can provide such support by adapting our core curriculum, or whether additional support or adaptation is needed.

## **6. CONSULTING AND INVOLVING PUPILS AND PARENTS/GUARDIANS**

6.1 Stanfield recognise the need and importance for an effective partnership with parents/guardians and the promotion of a pupil centred approach.

6.2 When identified as potentially needing special educational provision, the SENCO will have discussions with the pupil and their parents/guardians.

These conversations will promote a pupil centred approach, whereby:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents/guardians will be able to raise their concerns
- All parties understand the agreed outcome sought for the daughter
- All parties are clear on what the next steps are

Parents/guardians will be formally notified if additional support is provided for their daughter.

6.3 Where parents/guardians have sought external agencies/professionals, any professional reports should be shared with the school, in order to establish and agree support in school.

Note: when parents/guardians are advised or seek assessments or services by an outside professional or agency to assist their daughter beyond the scope of the extra support available from the school, any charges will be borne by the parent/guardians and not by the school.

## **7. IN-SCHOOL SUPPORT FOR SEND**

7.1 When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put provisions in place. As per the SEND Code of Practice, the school adopts the Graduated Response to support pupils with SEND. Support provision is revised and refined with a growing understanding for the pupil's needs as they progress through the school.

7.2 Stanfield use best endeavours and implement reasonable adjustments to meet the needs of the individual needs of the pupil.

Stanfield aim to:

- Liaise closely with the pupil, their parents/guardians and staff to support the needs of the pupil
- Adopt a pupil-centred approach
- Liaise with outside agencies/professionals, as appropriate, to support the pupils needs
- Collaborate with staff to support the social and emotional well-being of the pupil
- Collaborate with staff to ensure the needs of the pupils are met within the classroom
- Monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- Support and develop pupils' academic achievements but also non-academic and personal qualities, developing self-esteem and self-worth.
- Provide staff with pupils' needs and teaching strategies to support their learning in the classroom.
- Provide ongoing CPD for staff
- Liaise closely with external agencies/professionals, as appropriate to the individual needs of the pupil.

### 7.3 ADDITIONAL SEN SUPPORT

If it is decided that further intervention is required which is additional to or different from the differentiated curriculum on offer, the class or subject teachers, working with the SENCO, should consider all the relevant information and after a clear analysis, outline the pupil's needs. This should draw on thoughts and recommendations from all staff who teach the pupil and address the thoughts and experience of the pupil's parents/guardians and the pupil's own views. To help inform this process

further, an educational assessment may be carried out by the SENCO after agreement with the parents/guardians.

7.4 An Individual Education Plan (IEP) will be prepared in collaboration with the key members mentioned above. This will reflect a pupil's strengths and areas of need and highlight targets. The IEP should be regularly reviewed and updated.

7.5 In some cases an external professional may be required to assess a pupil. It is the responsibility of the SENCO to liaise with external professionals once agreement from parents/guardians has been sought. There are some cases when the school nurse will also be involved in the referral process.

7.6 Please note that when parents/guardians are advised to seek assessment by an outside professional, or engage a specialist teacher to assist their child beyond the scope of the extra help available from the school SENCO any charges arising will be borne by the parents /guardians and not by the school.

## **8. EDUCATIONAL, HEALTH AND CARE PLANS (EHCP)**

8.1 The SENDCO will work closely with the relevant Local Authority to support the needs of the individual pupil, as stated in the EHCP.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in the EHCP.

## **9. THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)**

9.1 The SENCO at Stanfield oversees SEND at Stanfield and works as part of the MTS SEND team, working closely with the SENCO of MTGS and a teacher responsible for SEND at Stanfield boy's site. The key responsibilities of the SENCO include:

9.1.1 Overseeing the day-to-day operation of the school's SEND policy

9.1.2 Co-ordinating provision for pupils with SEND.

9.1.3 Liaising with all the relevant staff who teach a pupil with SEND

- 9.1.4 Advise on the graduated approach to provide a pupil with SEND
- 9.1.5 To liaise and keep Deputy Head / Head informed of a pupil's progress.
- 9.1.6 To manage the school's SEN budget and other resources to meet pupils' needs effectively.
- 9.1.7 To be in regular contact with parents/guardians and facilitate meetings with parents/guardians when necessary.
- 9.1.8 To provide SEN pupils with an attainable, aspirational and manageable Individual Education Plan (IEP) which includes considered points from parents/guardians, pupil and teaching staff.
- 9.1.9 To contact other schools within the corporation and liaise with their SENCOs.
- 9.1.10 To be a key point of contact for any external professionals e.g. educational psychologists, doctors, speech and language therapists etc.
- 9.1.11 To liaise with MT Schools and other Secondary Schools to ensure a smooth transition.
- 9.1.12 To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 9.1.13 To provide support and training for staff to ensure they have the ability to identify SEN and adapt their teaching if necessary, to provide differentiated quality first teaching.
- 9.1.14 To attend regular training and INSET sessions relevant to the role.
- 9.1.15 To regularly meet with the Deputy Head and the school Pastoral Team.

## **10. MEDICAL CONDITIONS**

- 10.1 The school Pastoral Team and School Nurse are involved in the care of pupils with any medical condition. Please refer to our policy 'Supporting Pupils with long term and/or serious medical conditions' for further information.

## **11. MENTAL HEALTH**

11.1 The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Mental Health' for further information.

## **12. RESOURCES AND DIAGNOSTIC TESTING**

12.1 Stanfield have a range of resources to develop the skills of pupils and it is the role of the SENCO to keep informed of any new resources that will be beneficial to the school.

12.2 The Merchant Taylors' Schools have two members of staff who hold APCs and are able to carry out the diagnostic testing of pupils. The department is well-equipped with diagnostic tests for some educational assessments to take place in school. Where there is a need for wider testing, parents/guardians may be asked to take their child to an external professional.

## **13. EXAM ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS**

13.1 The school SENCO is authorised to award pupils with SEN and/or disabilities access arrangements and reasonable adjustments e.g. extra time, rest breaks, use of a PC for both internal and external examinations providing that their criteria meet the guidelines set out by the JCQ (Joint Council for Qualifications) and is the pupil's 'Normal Way of Working' within their day-to-day school life AND in assessments/examinations.

13.2 For medical concerns a recent covering note from a recognised medical practitioner will be required.

13.3 Once a pupil has been given access arrangements it does not automatically qualify them for access arrangements and/or reasonable adjustments the subsequent year and they may need

to be tested accordingly, AND the access arrangement must reflect their normal way of working in their day-to-day school life and assessments/examinations.

- 13.4 Testing required for access arrangements will be completed by the Learning Support Department, after the views of the pupil, their parents/guardians and subject teachers as well as evidence of performance within the school will be collated in order to demonstrate a clear picture of need and their normal way of working. Should any further external testing be required, the cost is the responsibility of the parents/guardians. However, Stanfield may contribute to the cost for an external assessment for bursary pupils.
- 13.5 External assessments or educational psychologist reports may not be used as evidence for access arrangements unless there is an established working relationship between the external assessor and the school. In addition to this, prior to the external assessment the school must have provided background information to the external assessor to ensure the Stanfield and the assessor are working together in a joined up and consistent approach.
- 13.6 The final decision regarding exam Access Arrangements for internal and public examinations rest entirely with the school in its capacity as an examination centre.

#### **14. EVALUATION OF SEND PROVISION**

- 14.1 The school's SENCO liaises regularly with the Deputy Head, Headmistress of Stanfield, Class Teachers and School Nurse and the SENCOS at MTGS and MTBS.
- 14.2 The school's SEN Policy and Development Plan are updated regularly, and adjustments made when necessary.
- 14.3 The importance of target setting for individuals needing support is an important part of the New Code of Practice. It is the aim that any support is monitored, adjusted and reviewed and parents/guardians, staff and pupil are all familiar with it. A focus on outcomes is important if a graduated response is going to work.

14.4 Currently SEN support is measured in the following ways:

- Subject assessments and experience of the pupil
- Internal and external exams
- End of term reports
- Views of parents/guardians
- Views of the pupil
- Individual Education Plans
- Diagnostic testing
- Book reviews
- Learning Walks
- Teacher feedback
- Advice from external support services, if relevant

All teacher and support staff will be made aware of the pupil's needs, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. Regular updates in staff meetings will ensure this information is communicated to the pupil's teachers and support staff.

## **15. ENGLISH AS AN ADDITIONAL LANGUAGE**

15.1 Stanfield liaise with staff at MTGS and MTBS for EAL pupils and individual lessons will be arranged with senior school staff supporting.

15.1.1 EAL students are informally assessed in an initial meeting with the class teacher and senior school EAL teacher, who then identifies their needs.

15.1.2 EAL pupils attend weekly support lessons with the EAL teacher and weekly pastoral meetings to ensure they're well-being.

## **16. PLANNING THE TRANSITION INTO SECONDARY SCHOOL**

16.1 The SENDCO will work with MTGS and MTBS SENDCOs to ensure the successful transition of pupils into MTS secondary education. For those pupils attending a non-Merchant Taylors' secondary school, the SENDCO will liaise with the relevant school's representative to ensure a smooth transition into the pupil's new school.

**17. ARRANGEMENTS FOR DEALING WITH COMPLAINTS**

- 17.1 Any serious complaints relating to SEN provision will be dealt with using the school's Complaints Procedure.
- 17.2 Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENCO, staff, parents/guardians and pupils as appropriate.

**18. Your LOCAL OFFER**

- 18.1 Each Local Authority has a Local Offer, which provides information on the support available to children and young adults with Special Needs and Disabilities. For your Local Offer search the internet for the Local Offer for your home address.

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Approved by Board of Governors:

To be reviewed by: