

**SPECIAL EDUCATIONAL NEEDS/ LEARNING DIFFICULTIES AND/OR DISABILITIES**  
**Senior School Policy**  
**(also see policies for Able, Gifted & Talented and EAL)**

*Date of last update: 20<sup>th</sup> June 2023*

*Date of next adoption: Summer 2024*

At Talbot Heath we believe that all pupils should be encouraged to fulfil their potential. The school has a duty to identify and assess a child's Special Educational Needs so that the individual can be helped to overcome barriers to learning and fulfil their potential.

This policy should be read in conjunction with the ***DfE SEND Code of Practice January 2015 and The School SEND Code of Practice (appendix I)***

Creating opportunities for our all of our pupils, including those with SEND, is central to Talbot Heath's holistic teaching ethos. We firmly believe that there are no limits to the skills, expertise and knowledge that can be achieved by our pupils. Staff have high expectations and encourage self-motivation, a growth mind-set and a strong work ethic.

We run extra-curricular activities and encourage our pupils to explore all learning opportunities presented to them. The school celebrates pupil achievements in all areas, both academic and non-academic.

This Code of Practice has been written and updated taking into account the Children and Families Act 2014 and the new SEND Code of Practice 2015.

**Identifying Pupils with SEND**

Pupils who exhibit SEND are identified in a number of ways through:

- regular standardised testing and tracking of academic and social/emotional progress
- teacher assessments
- teacher observations
- parental consultation
- Teachers consult and liaise with one another and include the SENDCo in discussions.
- Information provided as part of the Transition process
- Specific SEND screeners and tests. (Once parental permission has been obtained if carrying out specific tests not administered to the entire cohort.)

Regular staff briefings and updates inform our shared working list, maintained by the SENDCo, of those we consider to be experiencing SEND.

**It is the responsibility of all staff at school:**

- All teachers plan and provide lessons that are well differentiated and cater to the needs of all pupils.
- To support SEND pupils and ensure that their needs are met. This can usually be achieved within normal classroom "Quality First Teaching" (QFT); sometimes requiring scaffolding or support. However, if the pupil is struggling to access the curriculum then staff, in liaison with the SENDCo, must modify the curriculum and set up appropriate intervention strategies.
- For the SENDCo and SLT to provide support and advice about SEND pupils for all School staff through meetings and discussions.
- To communicate at the regular briefings and meetings about progress, plans and strategies.

- To implement any recommendations from assessments and/or reports, produced in school or by outside agencies.
- Form Teachers are responsible for monitoring the progress and development of all the pupils in their class, (through liaison with other subject teachers) including those who have SEND. They should seek advice from colleagues and implement interventions as necessary. Examples of interventions may include: working 1:1 with a pupil or a small group.
- To collaborate with colleagues to produce Individual Support Plans.
- To liaise with parents about the individual needs of their child; communicating promptly, regularly and with transparency, always keeping the pupil's best interests paramount.

## Appendix (I)

### SCHOOL CODE OF PRACTICE FOR SPECIAL EDUCATIONAL NEEDS/ LEARNING DIFFICULTIES AND DISABILITIES

This Code of Practice has been written and updated taking into account the Children and Families Act 2014 and the new SEND Code of Practice 2015.

#### The SEND List

A Special Needs List is kept containing the names of all the pupils who have been identified as having a specific learning difficulty or disability (LDD)

The categories on this list are organised into the four areas of need:

- communication and interaction
- cognition and learning
- social emotional and mental health
- sensory and/or physical needs

Pupils are put on the SEND List when they have been identified by the teachers and SENDCo as having an LDD which needs the provision of **additional support**. Teachers employ QFT to make reasonable adjustments, so all pupils can access learning. The list is stored on the school computer system and is available for all staff to view.

Some pupils on the SEND List may have diagnosed difficulties that with appropriate QFT from the class teacher do not impact on their learning and therefore they would not require any additional support. The progress of these pupils is monitored regularly with an open door to accessing additional support if, or when, required.

The list is reviewed at least twice yearly, following staff meetings with relevant staff and the SENDCo. It is updated by the SENDCo where necessary.

Over their time at Talbot Heath it is entirely possible for a pupil to be both placed on and removed from the Special Needs Register dependent on their given needs at any specific time. Pupils can graduate away from the Special Needs register if their academic attainment is deemed to be in line with their peers in school.

On admission, parents are asked to provide a copy of any relevant reports; from schools, nurseries, any professional reports or assessments and recommendations. These are passed on to the relevant staff. The SENDCo will ascertain the level of support the pupil was receiving at her previous school. She will be given the appropriate SEND stage and be added to the register if appropriate. The SENDCo will organise a suitable programme based on this information.

## **Individual Support Plans**

This document is a working document and is designed to give staff, parents and pupils information regarding their individual needs. Smart targets are set, as are strategies, and a review date is set. Up to 3 targets per subject are set, once they have been discussed by staff, at least twice yearly, at the review meetings. The parent and pupil are also involved once these have been set. It is the responsibility of the SENDCo to organise review these support plans least twice yearly to enable discussion of the pupils to take place.

Not all pupils on the SEND list will require individual support plans. Some children may have medical conditions or pastoral or emotional issues and these are managed by relevant staff and overseen by the Deputy Head Pastoral.

## **Interventions and Support Sessions**

Intervention is provided in varying degrees following a Graduated Response. The frequency of these sessions will be determined by the SENDCo and they are funded by the school. This may include, but not limited to:

- Individually tailored work set by the teachers concerned.
- Learning Support Assistant may be involved in 1:1 or small group sessions with in class room and in the Learning Support Room in Senior School.
- 1:1 or small group sessions with SENDCo. This will be funded by the school. The frequency of these sessions will be determined by the SENDCo.

For pupils in Upper 3, Lower 4 and Upper 4, these sessions run on the same day but pupils are withdrawn from a different subject each week to ensure maximum curriculum progression.

For Pupils in Lower 5 and Upper 5 these sessions run during morning or afternoon registration, or across part of a lunchtime. For pupils in Sixth Form pupils may also have sessions during their independent study periods.

Adaptation of the environment or equipment is organised in consultation with site team and the IT department.

The examinations officer and Admissions Officer is also involved in the provision for pupils taking external examinations.