



THE TOWERS SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Approved by :	Governors 23 February 2018
Ownership:	Headmistress/SENCo
Next Review:	February 2019

Legal Status

This policy is prepared with reference to:

- Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years (DfE 2014)
- Children and Families Act 2014
- Childcare Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Working together to Safeguard Children 2018
- Transition Guidance (DfE, 2015)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)

- **Related Documents**

- Early Years Foundation Stage (EYFS) Policy
- EYFS – Policy for Inclusive Practice, Equal Opportunities and Promoting Diversity
- Gifted, Talented and Interested Pupil Policy
- Safeguarding and Child Protection Policy
- Healthcare Policy
- School Development Plan

- Risk Assessment Policy
- Local Offer
- Admissions and Transitions Policy
- Disability Access Action Plan
- Word processing policy
- Examinations Policy
- Anti-Bullying Policy

SPECIAL EDUCATIONAL AND DISABILITIES AT THIS SCHOOL

Special educational needs and disabilities (SEND) are of varying kinds and intensity. They may be temporary or permanent. The school is committed to an inclusive approach to learning and promotes full access to a broad and balanced curriculum; enabling pupils to reach their full potential. Most pupil needs will be met by the school in the normal course of school activity. Some may require additional support, or the school may recommend a consultation with a specialist. The school works in close partnership with pupils and parents; where appropriate outside agencies are consulted to support the needs of individual pupils.

All teachers share the responsibility for identifying and responding to the needs of all their pupils. Every teacher has an inclusive approach to learning with high expectations of every pupil. Every teacher is asked to anticipate individual learning needs and help pupils overcome barriers to learning.

The safeguarding of pupils with SEND is of the upmost importance and staff are aware of the antibullying policy. All staff are made aware through regular SEND updates and the shared SEND register, available on the schools VLE, of all pupils with a learning difference. Alongside the SEND Policy please also refer to the schools Gifted, Talented and Interested Pupil Policy.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (The SEND code of practice 2014)

'A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A further definition is provided on page 4 of the 2016-17 JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments. (AA)*

AIMS AND OBJECTIVES OF THIS POLICY To

reach high levels of achievement for all.

To be an inclusive school.

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

To meet individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from pupils, parent and carers.

To share a common vision and understanding with all stakeholders.

To give transparent resourcing to SEND.

To provide curriculum access for all.

To achieve a level of staff expertise to meet pupil need.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

To take a graduated approach to identifying and supporting pupils with SEND.

To involve the child/young person and their parents/carers in participating as fully as possible in discussions and decisions and being provided with the information and support necessary to enable participations in those decisions.

ADMISSIONS AND TRANSITION

All children and young people with SEN will be welcomed at The Towers School, subject to our normal admissions / transition criteria, and that the school can meet the child or young person's needs as well as the needs of the existing children and young people in the school. Reasonable adjustments will be made to support a child or young person with special educational needs as far as is possible within the constraints of our budget/building.

In advance of admission, when a child or young person known to be in need of special educational provision is admitted to the school the SENCo and all staff must be informed of the nature of the child or young person's needs, the content of any available reports, and the agreed strategies for assisting that child or young person. To assist this, parents or carers are expected to provide information on whether learning support has ever been given, provide school reports/EHCPs/IHCPs, or if available provide external agencies and educational psychology reports.

MANAGEMENT OF SEND

The Head of Centre

Is familiar with the entire contents, refers to and directs relevant centre staff to the relevant annually updated JCQ publications.

- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures an appropriately qualified assessor is appointed and that evidence of the qualification(s) of the person appointed is held on file
- With the SLT, defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)

Senior Leaders

Are familiar with the entire contents of the annually updated JCQ General Regulations and AA.

The SENCo is responsible and will liaise with the EYFS team and junior and senior staff to coordinate Inclusive Practice in EYFS, ensure a smooth transition out of the EYFS and into the juniors and also into the seniors and beyond.

The SENCo is responsible for overseeing the day to day operation of this policy by co-ordinating provision for children with special educational needs, liaising with and advising teachers managing learning support, overseeing the records on all children with SEN, liaising with parents of children with SEN (in conjunction with class teachers), liaising with external agencies and educational psychology services, health and social services. The SENCo is also responsible for reporting to the governor with responsibility for SEN on the day-day management of the SEN policy.

The SENCo is also responsible for liaison with The Examinations Officer, and subject teachers to inform her of any access arrangements that are required for examinations. She is also responsible for applying to JCQ for Access Arrangements for National Examinations such as GCSE.

All Teachers

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure high quality teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, including informing the SENCO of any support required by the candidate, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in the school.

Ensure, with the SENCo, the need for access arrangements for a candidate will be considered on a subject by subject basis.

7. EAL Pupils

7.1. At The Towers these vary dependent upon the perceived needs of the individual child. In the Early Years Foundation Stage we use visual timetables, language books and our interactive whiteboard to assist with daily routines. Early Years practitioners have knowledge of a variety of languages which supports interaction with EAL children. Any junior child with an EAL need will be assessed by the Junior SENCo and be offered in class TA support whilst any senior girl will be assessed by the English department and be taught according to her needs and abilities. Where necessary an EAL specialist will be contacted to provide extra-curricular support at an additional cost.

7.2. Students are expected to take their dictionaries to all their timetabled lessons so that they can understand key words in their lessons. They are required to speak English at all times during the school day and encouraged to do so in the boarding house.

7.3. As well as participating in the Cambridge assessments, in English students across the Key stages should be assessed according to the QCA 2000 document 'A language in Common' which should be read in conjunction with **Marking Progress, Training Materials for Assessing English as an Additional Language** (DfES 2005) and **Aiming High: Guidance on the assessment of pupils learning English as an additional language** (DfES 2005) .

7.4. All students are entitled to the use of bilingual dictionaries in tests, and most GCSE examinations.

8. Examinations for EAL Pupils

8.1. Cambridge K.E.T., P.E.T. and First Certificate examinations are taken at the Sussex Open Centre, usually in December or June.

8.2. A grade 'C' in the FCE counts as a pass grade in GCSE thus assisting non-native English speakers who find it difficult to gain a grade 'C' in GCSE English Language and Literature to progress to further education.

9. Assessment and Record Keeping

9.1. Ongoing teacher assessment enables teachers to match the tasks set to the abilities and needs of pupils as they progress.

10. Resources

10.1. Each teacher is responsible for the management of language text books, fiction, nonfiction and reference books, tapes and sets of reading books belonging to the Department. A further selection of fiction, non-fiction and reference books is also kept in the School library.

11. Early Years

11.1. The EYFS staff will encourage children to develop and use their home language through play and learning whilst ensuring that their English Language Skills are developed in accordance with the Statutory Framework for the EYFS (DfE, 2017) and children are ready to benefit from the opportunities available to them when they begin Year 1. This will be achieved by working with the parent /carer, ensuring that suitable resources are available, following the child's interests and if necessary accessing appropriate training for staff.

11.2. Teaching for EAL is, by its nature, very individual and flexible and, accordingly, we also access a wide range of contemporary materials, including online resources.

IDENTIFICATION AND ASSESSMENT

If it is felt that a child or young person is not making progress or is displaying development significantly lower than that of the stage of development mapped out for other children or young people of their approximate age phase, then a process of assessment and identification will begin in line with procedures set out in the SEND Code of Practice (2014).

When a member of staff, parent or carer feels that a child or young person is causing concern in an area of learning or behaviour (as outlined above) and the teacher has already employed strategies such as differentiated teaching which would normally overcome such difficulties, the procedures are as follows:

The Graduated Response

We accept the principle that pupils' needs should be identified and met as early as possible. Essentially, there is a graduated response to meet the needs of learners with SEND or in response to a concern of a potential underlying difficulty. This stage is called 'SEN Support' when a child or young person is receiving additional support that is different to the development mapped out for other children/young people of their approximate age phase. The SEN cycle and graduated response of;

Assess – Plan - Do – Review ensures that the child/ young person and their families are at the centre. A pupil can move between the different stages of the graduated response and can move on/off the SEND monitoring or support lists throughout their schooling.

Stage 1: Monitoring	Inform SENCo and fill in a 'Nature of concern' (NOC) and/or a 'Needs Matrix'. For the Early Years Foundation Stage (EYFS) please refer to the Policy for Inclusive Practice, Equal Opportunities and Promoting Diversity.
	Arrange an initial meeting with the parent or carer, SENCo or Junior SEN specialist.
	Low-level monitoring.
	High quality teaching and personalised learning through differentiation in the classroom.
	Placed on the SEND register while monitoring and offered small group support if needed.
Stage 2: Diagnosis and/or in school provision	Consultation by SENCo and/or involvement with outside agencies.
	Formal diagnosis – placement on SEND register
	Differentiation in the classroom using identified strategies
	Extra support- advice or targeted intervention within the classroom. A School Support Plan (SSP) is compiled by the SENCo/class teacher and shared with the pupil and parents and also the teaching staff
	Evidenced based interventions often on a one-to-one basis.

Stage 3: Highly Specialised	Pupils with an Education, Health and Care Plan (EHCP);
	Highly specialised intensive intervention with internal or external specialist providing support.

*At this stage a SSP (SEN Support Plan) or a CCP (Child Centred Plan) for the EYFS is agreed, having uppermost regard to the views, wishes and feelings of the child or young person and the child's parent/carers.

There are four areas of need as stated in the SEND Code of Practice, 2014; communication and Interaction, Cognition and Learning, Social Emotional and Mental Health difficulties and Sensory and/or Physical needs. Whilst these four areas broadly identify the primary needs of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress; disability, attendance and punctuality, health and welfare and English as an additional language (EAL).

The SENCo may recommend to parents that a report from the school's nominated specialist assessor is required. It is important to note that JCQ do not empower parents to use any specialist assessor; the SENCo may not be able to justify the use of a report not generated by the school's appointed assessor. The Assessor is currently McKeown Professional Associates (MPA) Prince Albert St, Brighton, BN1 1HP. Telephone 0330 223 0088.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening

Is equivalent to that of peers starting from the same baseline but less than the majority of peers

- Equals or improves upon the pupil's previous rate of progress
 - Ensures full curricular access
 - Shows an improvement in self-help and social or personal skills
 - Shows improvements in the pupil's behaviour
- Progress reports are completed half termly for all pupils.

RECORD KEEPING

As soon as a child or young person is identified as having a special educational need his/her name is placed on our SEND register, an individual file is set up and the parents or carers are informed. The SENCo has responsibility for ensuring that records are properly kept and available as needed. The record will contain all documentation associated with the child or young person including copies of

reports, test results, CCPs, SSPs, review meetings and assessments. They may also include information from early years' setting or previous school, parents, health, social services or other specialist services. Files are confidential and located in a safe and secure location.

TARGETS AND ACTION PLANS

All pupils on our SEND register will have an individual SEN Support Plan (SSP) or Child Centred Plan (CCP) for Early Years, setting out any provision made that is additional to and different from the usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in an individual's SSPs and will record only that which is different from or additional to the normal differentiated curriculum. The SSP/CCP will be created through discussion with both the pupil and the parent or carer. SSPs and CCPs will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary.

Please see the school's Complaints Procedure available on the school's website.

PHYSICAL ACCESS

Accessibility is provided through a range of resources methods and adaptations. Please see the Disability Access Action Plan.

Wheelchair access is available to parts of the building and facilities where it can be reasonably achieved.

It is the school's policy that all disabled pupils and staff should have as much physical access to the school facilities and curriculum as possible. Participation in extra-curricular activities will be encouraged. The disabled person's needs, whether of a temporary or permanent nature, will be considered on an individual basis and met, as long as reasonable adjustments can be made in order to accommodate them.

Some limitations should be expected in certain areas such as the provision of physical education, some science experiments and school outings to those sites which do not have appropriate facilities for the disabled, or where it is considered that the safety of the individual cannot be reasonably assured.

PARTNERSHIP WITH PARENTS

The School believes in developing strong partnerships with parents by formal and informal methods of communication as outlined above. It recognises the importance of the pupil being supported at home as well as at school for a pupil to achieve their true potential.

The SENCo attends parents' evening and confers with parents on matters related to SEND provision throughout the year.

PUPILS

The School believes in seeking the personal involvement of the pupil in his or her own progress. It is hoped that the sensitive and helpful approach to SEND encouraged in the school will enable pupils to feel that their needs are recognised and supported without stigma. It is regarded as important that pupils recognise their own needs and become actively involved in learning strategies to help themselves, both for their own personal development and to enhance their self-esteem. A pupil can refer themselves if they have any concerns about their progress/learning.

Continuity of care is very much at the forefront of the school policy towards those with SEND.

EXAMINATION ACCESS ARRANGEMENTS

Special educational needs coordinator (SENCo)

Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role

Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

IMPLEMENTING ACCESS ARRANGEMENTS AND THE CONDUCT OF EXAMS

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

Head of centre

Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what

will happen at exam time Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it

- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
In collaboration with the exams officer appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

EXAMS OFFICER

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE \(page 44\)](#)
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators

- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

INTERNAL ASSESSMENTS

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

All staff must be aware of in implement the school's policy for Non-examination Assessments 2016

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

Special educational needs coordinator (SENCo)

Liaises with teaching staff to implement appropriate access arrangements for candidates **Teaching staff**

Support the SENCo in implementing appropriate access arrangements for candidates

All other relevant centre staff

Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

INTERNAL EXAMS

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENCo)

Liaises with teaching staff to implement appropriate access arrangements for candidates and to ensure that exam materials that may need to be modified are provided to the candidate

Teaching staff

Support the SENCo in implementing appropriate access arrangements for candidates

Facilitating access

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

Specific arrangements and actions taken:

- Persistent and significant difficulties in accessing written text (25% extra time, reader/computer reader / separate invigilation within the centre)

SENCo confirms candidate is disabled within the meaning of the Equality Act 2010

Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice

- A medical condition which prevents the candidate from taking exams in the centre (alternative site for the conduct of examinations, supervised rest breaks)

SENCo gathers evidence to support the need for the candidate to take exams at home

Pastoral head provides written statement for file to confirm the need

Approval confirmed by SENCo; AAO approval for both arrangements not required

Pastoral head discussion with candidate to confirm the arrangements should be put in place

EO submits appropriate 'Alternative site for the conduct of exams form'

EO provides candidate with exam timetable and JCQ information for candidates

Pastoral head confirms with candidate the information is understood

Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam

EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials

Invigilator monitors candidate's condition for each exam and records any issues on incident log

Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam

Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition

EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)

EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence

Pastoral head informs candidate that special consideration has been requested

- Significant difficulty in concentrating (prompter, separate invigilator within the centre)

The centre gathers evidence to support substantial and long term adverse impairment

SENCo / EO Confirms with candidate how and when they will be prompted

EO briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)

- A wheelchair user (desk, rooms, facilities, seating arrangements, practical assistant):

The centre applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed

Provides height adjustable desk in exam room

Allocates exam room on ground floor near adapted bathroom facilities

Spaces desks to allow wheelchair access

Seats candidate near exam room door

Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room

Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment

The Examinations Officer (In consultation with the SENCo)

Ensures a policy demonstrating the centre's compliance with relevant legislation is in place, the ultimate ratification of which lies with the head teacher.

The Towers School Special Needs Coordinator (SENCo) is Mrs Claire Baker.

If you have an SEN issue you are invited to email Claire Baker: Cbaker@thetowersschool.org