



# HEADINGTON

SCHOOL · OXFORD

## Senior School SEN Policy

Approved by Full Council:	10 Sep 2021
Reviewed by:	SENCO Lead
Date of last Review	Sep 2021
Next Review Date:	In line with legislative updates

## **School Aims**

- **to provide a stimulating, enriching and forward-thinking environment for all pupils, where achievement, enterprise, creativity and leadership are nurtured and developed**
- **to encourage, challenge and value each individual, promoting honesty, openness, tolerance and understanding**
- **to cultivate self-confidence, independence and responsibility, with pupils being encouraged to think of others, thereby equipping them to play an active and positive part in an ever-changing world**
- **to actively support our local community, providing access to educational resources, expertise and facilities providing benefit to members of the public**

## **Learning Development Handbook and SEN provision**

This Handbook is reviewed annually and is amended as necessary, in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of Government/inspection reports.

A copy of the Handbook is held by the SENCO, a copy is available in the SEN teaching room and a copy is available for all staff on the shared drive of the school's intranet.

## **The Department:**

### **Preface and Philosophy**

The Warnock Report (1978) introduced the term 'special educational needs' (SEN). Since this Report there has been a preponderance of progressive legislation affecting learners with SpLD. The recommendations of the Warnock Report became enshrined in the 1981 Education Act, which brought in statements to protect those with the greatest level of need. Further legislative changes in the form of the Education Act of 1993 came into force as a result of issues being tested in courts. This Act gave the directive to publish a Code of Practice (1994). The following year, the Disability and Discrimination Act (1995) was published.

After the publication of The Special Educational Needs and Disability Act (SENDA, 2001), the DDA (1995) was amended to include education.

A revised Code of Practice followed, in particular the SEN Code of Practice (2001, DfES), which supported schools and local education authorities in interpreting their duties under the SEN framework (especially Chapter 4). The Education Act 2011 amended the Education Act 1996 and incorporated the framework of the DDA (1995) and SENDA (2001).

On 1 September 2014, the Children and Families Act 2014 and its associated regulations and the SEN Code of Practice came into force. The regulations associated with the Children and Families Act 2014 are: The Special Educational Needs and Disability Regulations 2014; the Special Educational Needs (Personal Budgets) Regulations 2014 and The Order setting out transitional arrangements. Headington School, as an independent school, is not one of the bodies that must have regard to the Code of Practice, but we do dovetail its guidance.

The Code of Practice (2014) relates to children and young people with special educational needs (SEN), and disabled children and young people. 'A 'young person' in this context is a person over compulsory school age and under 25. (i. p1 CoP)

The Equality Act (2010) was intended to 'harmonise' and - in some cases - extend existing discrimination law covering the 'protected characteristics' of age, disability, gender

reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **The Terms Used:**

**Special educational needs** - 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (xiii. P4 CoP)

Note: 'The term SEN is used in this Code across the 0-25 age range but includes LDD' (learning difficulties and disabilities) (xvii. p5 CoP)

**Learning difficulty** – 'A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others of the same age; or (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (xiv. p4-5 CoP)

**Special educational provision** – 'A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). 1.8 Draft CoP, 2013, p9

**Disability** - Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' (xviii. p5 CoP) Note: whether a person is disabled for the purpose of the Act is generally determined by reference to the 'effect' that impairment has on that person's ability to carry out normal day-to-day activities (exceptions to having to prove 'impairment' are cancer, HIV and MS). (Note: an impairment can include, sight, hearing, dyslexia, depression, asthma, diabetes, epilepsy; Substantial – anything more than minor or trivial; Long term – at least 12 months; Normal day-to-day activity – for example shopping, reading, writing...)

**The Equality Act 2010** sets out the legal obligations that school ... and others have towards disabled children and young people. 'They must not directly or indirectly discriminate against, harass or victimise disabled children and young people'; 'they must make reasonable adjustments ...'. (see below); ... they must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' 'The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.' See p5 and 6 of the CoP. [See also 5.10 p69-70 CoP on the Equality Act 2010]

**Reasonable adjustments.** The reasonable adjustment duty is to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. It is a statutory duty to make reasonable adjustments, but the duty is triggered only where there is need to avoid a 'substantial disadvantage' – 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage'. 'This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' xix. p6 CoP)

**Access Arrangements** are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The arrangement(s) must reflect the support given in the centre ('normal way of working').

**Education, Health and Care Plan** – the EHC Plan has replaced the Statement of Education. Parents should contact their local authority if they believe an EHCP is appropriate for their child. Local Authorities produce a Local Offer, parents are offered Personal Budgets and are to be offered Mediation before going to Tribunal. As is the Statement, the EHC Plan is a legal document itemising the needs and the provision to be made. Headington School will follow the advice in the Plan.

### **Principles underpinning the SEN Policy**

The school upholds the principles underpinning the Code of Practice (p8 CoP). These principles are underpinned by the principles set out in Section 19 of the Children and Families Act 2014. The school has regard to:

- 'the views, wishes and feelings of the child or young person, and their parents
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.' (1.1 p8 CoP 2014)

### **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for as soon as possible, and that their needs are continually monitored and reviewed to ensure the most appropriate form of educational provision by the most efficient use of all available resources
- to make clear the expectations of all partners in the process – staff, parents, SENCO, pupils
- to ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of SEN
- to ensure that the pupils have a voice in this process and are fully involved in the setting of targets and in the review process
- to ensure that each pupil receives an equal opportunity
- to enable all children to have full access to all elements of the school curriculum.

Inclusive policy: To educate pupils with SEN alongside their peers within the normal curriculum but to ensure that the curriculum is appropriately differentiated so that they can reach their full potential, experience success and enhance their self-esteem. Indeed, Warnock spearheaded an integration policy for pupils with SpLD: 'special educational needs [were to be].. met in the ordinary classroom of the ordinary school.' (Warnock 1978). Effectively, 'All teachers are teachers of pupils with special educational needs.' (SENDA paragraph 6:2). The 0-25 Code of Practices advises that class teachers become more responsible for meeting the needs of pupils with SEN but this is not supported by the legislation.

### **Roles of the teaching staff in the implementation of the SEN policy**

All staff are involved in the development of the School's SEN policy and, by so doing, (supported by INSET) are fully aware of the School's procedures for identification, assessment, monitoring and reviewing provision for SEN. The SEN policy applies to all members of the school. All teachers, be they of the lower school, of GCSE groups, A level groups or IB, work within this policy.

### **Persons responsible for the implementation of the SEN policy statement**

- the Governing Body is responsible for maintaining a general oversight of the School's SEN provision
- the Head Teacher and the SENCO are the 'responsible persons' for ensuring that all those who teach SEN pupils have been informed of their needs
- the Governing Body and Head Teacher cooperate in producing the School's SEN policy statement.

### **The School's Staffing Policy with regard to SEN**

The School employs the Learning Development Coordinator, who also acts as SENCO, as a full-time member of staff. The SENCO carries out the full Educational Assessments on the pupils. She holds an Assessment Practising Certificate.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual children with SEN, including those who have EHC plans.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked-after pupil has SEN
- advising on a graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEN
- liaising with early-years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school '...keeps the records of all children with SEN up to date.' (6.90 p97 CoP 2014)

We have four Learning Development tutors who support pupils on a one-to-one basis: one Maths specialist, one language specialist, and two tutors who work across the year groups.

At present, weekly 1:1 support is offered to all pupils with Specific Learning Difficulties. U3, L4 and U4 pupils are withdrawn from lessons on rotation, and L5-U6 pupils come during study periods. We also accommodate pupils before or after school, where possible. 1:1 support is not compulsory and for some pupils it is not encouraged. However, for most pupils with SEN needs, this session is invaluable and enables the pupil to learn strategies which will aid their learning. There is no charge for those with a diagnosed difficulty.

Our policy is constantly being reviewed in order to ensure that our provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the pupil. No extra charge is made to the parents for this provision. Parents are, however, charged should they want an Educational Assessment of their child within School. This costs £550.

### **Accommodation: SEN facilities**

The SEN department, or Learning Development as it is known throughout the school, has a designated suite, with computers, where individual lessons take place. These rooms are on the second floor of the main school building. Resources are kept in these rooms.

The SENCO has an office downstairs in the main school building. Here, individual records, copies of reports, and correspondence are held. It is also used as an assessment room.

The SEN rooms are currently being reviewed by the SLT.

### **Department planning**

As a department, we recognise the importance of keeping abreast with research, governmental policy, continuing our professional development and PMR. We endeavour to provide a curriculum which caters for the individual needs of our pupils, and aim to secure a budget which will help to implement policy. Providing the best possible provision that we can within the normal constraints of resources, both time and financial, is what we aim to achieve.

See the SEND development plan.

### **Department policies**

Chapter 6 of the Code of Practice (2014) covers the duties that mainstream schools are required to meet in relation to identifying and supporting all children with special educational needs (SEN) and whether or not they have an Education, Health and Care (EHC) Plan.

Headington School recognises that all children and young people are 'entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' (6.1 p81 CoP 2014)

Headington School recognises the four areas of special educational need as outlined in Code of Practice (2014):

### **The four areas of special educational need:**

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

The majority of pupils at Headington School with SEN have needs related to cognition and learning, but increasingly, SEMH difficulties, including Attention Deficit and anxiety disorders, are becoming more prevalent.

**Communication and interaction:** Children and young people with SEN may have difficulties in one of more areas of speech, language and communication. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction.

**Cognition and learning:** Children and young people with SEN may have specific learning difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia, dysgraphia. The school has no pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), or profound and multiple learning difficulties (PMLD).

**Social, emotional and mental health:** Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging behaviour. 'These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming ... eating disorders ... Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.' (6.32, p87 CoP 2014)

A wide range and degree of mental health problems might require special provision to be made. These could manifest as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems, including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Those pupils who have difficulties related to anxiety have their needs monitored and addressed by the pastoral team, who work closely with the SEN department.

**Sensory and/or physical needs:** There is a wide range of sensory and physical difficulties that affect children and young people across the ability range - for example, needs related to hearing, vision, muscles.

### **Special educational provision at Headington**

As in the Code, teachers are responsible and accountable for the progress and development of the pupils in their class. (6.36, p88 CoP 2014) Headington School accepts that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (6.37, p88 CoP 2014)

### **Differentiation**

The school's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support. The curriculum is based on the principles of:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make adequate progress.

### **SEN support at Headington**

Where a pupil has been identified as having SEN, Headington School takes action to 'remove barriers to learning and put[s] effective special educational provision in place'. As in the Code, this support takes the form of a four-part cycle 'through which earlier decisions and actions

are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the '**graduated approach.**' – **Assess, Plan, Do, Review** (6.44, p89 CoP 2014)

### **Identification**

As in the Code of Practice (6.14-6.27 p83-84), at Headington School the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The school assesses each pupil's current skills and levels of attainment on entry. Subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress, based on their age and starting point, they are given extra support. At this early stage, teachers may suspect that a pupil has SEN.

Pupils who are thought to have Special Educational Needs are identified in a number of ways.

- The SENCO organises baseline testing for Year 7, Year 8, Year 9, Year 10 and Year 12. Any anomalies are investigated further once a concern has been raised by a member of the teaching staff. Sometimes the anomaly is substantial; in this case, parents are contacted immediately and an assessment can be made.
- The Head of Curriculum organises baseline testing using Midyis, Yellis and Alis. Any anomalies are investigated further if there has also been a cause for concern from teachers, or on the basis of the SENCO's baseline testing
- Needs are often identified by subject teachers who may notice, for example, a discrepancy between verbal ability and written work; untidy presentation; spelling, reading, or processing difficulties.
- The Head of Section data-monitors performance using an internal grading system. This data is available to the SENCO. Anomalies are discussed with the SENCO and Head of Section.
- The pupil and/or parent may also seek advice from the SENCO if there are any concerns, or if a familial incidence of a learning need has been identified.

Early identification, assessment and provision are very important because:

- they can minimise the difficulties that can be encountered
- they can maximise the likely positive response of the child
- they can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected

## **The Graduated Approach**

### **1 Assess**

The initial part of the Assessment at Headington involves the gathering of evidence. This includes: the results of Midyis, Yellis, Alis, school reports and grades; external examinations and the results of whole-year group baseline testing. In U3, pupils do a Rapid Dyslexia Screener, a Symbol Digit Modalities Test, a free writing exercise, a Kirklees Reading Assessment, and a Maths Competency Assessment. In L4, all pupils do a Symbol Digit Modalities Test, the Suffolk Reading Test, a free writing exercise, and a WRAT 5 Spelling test. In U4, all pupils sit a WRAT 5 Spelling test, the Suffolk Reading Test, a Symbol Digit Modalities Test, and a Sentence Completion Test. In L5 and L6, all pupils sit the Lucid Exact computer assessment, which assesses Word Reading, Reading Comprehension, Spelling, Handwriting and Typewriting Skills. From September 2021, U3, L4, U4 will all have a Maths fluency test.



At the point of identification, all teachers are contacted and asked to give details of how the pupil is performing in their lessons.

It may be that the results from this method do not warrant any further immediate action. These pupils, however, will still be monitored closely through the ways identified below, including having a Rainbow Form created for them. If, at any stage, further action is deemed necessary, the next step in the identification process is made. (The data is available to all teachers so that they can make the appropriate adjustments to their lessons.)

For the pupils in need of further investigation, an initial screening will take place. A questionnaire will also be completed by the pupil and their parents.

Again, it may be that no further action is recommended at this stage, or it could be that identification is taken to the next stage. Examples of the pupil's work will be collected, if necessary, showing the exact nature of the cause of concern. If these results indicate that a full assessment would be helpful, the SENCO will speak with the parents. If the parents agree to a School Assessment, they complete a consent form agreeing that the Assessment can be made and the fee added to their termly fees. Some parents may wish to have an external assessment, but JCQ prefers assessments to have been done internally. Should an external assessment be preferred, the parents should have a written agreement from the SENCO prior to the assessment. JCQ is the body to whom requests for Access Arrangements for examinations are made. Due to the requirements of the JCQ for 'evidence of need' and 'history of provision' we prefer not to undertake Educational Assessments on pupils in the last six months before external examinations.

### **Educational Assessment:**

After possible SEN needs have been identified using the information gathered from the above-named sources, some pupils will be recommended to have a full educational assessment. The main aim of the assessment process is to facilitate progress in a pupil's learning. Effective assessment provides:

- a statement of current attainment
- a statement of cognitive ability
- a means by which we can ascertain if the pupil is underperforming, and in which areas
- a profile of strengths and weaknesses from which the most effective teaching strategies for the pupil can be developed

## **2 Plan**

Once a full educational assessment has been undertaken and the report written, a plan is made. The SENCO discusses the findings with the parents and the pupil (either together or separately). A Profile is devised in consultation with the pupil and sent to the parents. Once parents have agreed with the Profile, it is put on the school's intranet and the Do aspect of the cycle begins.

## **3 Do**

All who teach the pupil are required to implement recommendations in the classroom. Mini profiles, giving a snapshot of the pupil's needs, are written and can be viewed on the class custom report. These are reviewed at least twice a year. If the pupil is found to have an SpLD, their name is added to the SEN register. An Access Arrangement sheet is also created in addition to the Form 8. This documents the results of testing. It also acts as a working document, as the results from the Rainbow Forms are uploaded twice a year and so help the monitoring system of the pupil (see Monitoring). Support teachers use the information to help inform their teaching, and teachers can also make reasonable adjustments based on the difficulties that have been identified.

While full assessments from Year 9 are no longer required by JCQ, we still do mini-assessments of those girls for whom we apply for Access Arrangements.

#### **4 Review (and the monitoring process)**

Each week the SENCO meets with the Head of Section for the lower school to discuss the pupils who may have a need, or who have an identified need. Progress is monitored weekly. Heads of Section meet with Heads of Year, who meet with subject teachers.

There are regular meetings with other Heads of Section when the need arises. There are also regular meetings between the SENCO and Heads of Department and subject staff,

The provision made for the pupil is constantly monitored by the SENCO throughout the year by the use of the Rainbow forms (which are completed in December and May for U3, and January and May for the rest of the school), the annual Screening of Years 7, 8, 9, 10 and 12, grading, reports, examination results. The SENCO meets with the Heads of Section after grades are in or at any other time which is appropriate.

Rainbow forms are a useful tool for monitoring the progress of a pupil's SEN needs. The forms require teachers to give a number (0 for no concern, 1 for some concern, 2 for substantial concern) on a list of specific difficulties - for example, keeping up with the pace of the class, spelling, reading, organisation. The overall scores are transferred to a sheet so that performance can be compared with previous scores. Such monitoring allows for an instant review of provision, and class teachers, as well as support teachers, can tailor their support to the current need.

The SENCO meets with subject teachers and Heads of Department to monitor the progress of pupils with SEN needs. Teachers strive to deliver high-quality teaching, which is differentiated and personalised to meet the needs of their pupils, including those with SEN needs. All teachers have high ambitions for their pupils, and SEN is not regarded as a sufficient explanation for poor achievement. There is no assumption that all children progress at the same rate.

The SENCO also meets with the staff who give additional support to those SEN pupils who need it. This provision is monitored to ensure that appropriate progress is being made. Support staff use the available data, as well as conversations with their pupils, to tailor their support lessons. Subject teachers also liaise with support staff in order to ensure that the provision is appropriate for the pupil's studies.

The SENCO meets with the pupils and updates test results, at each key stage (U5 and L6), to ensure that the provision for examinations remains appropriate.

Continual monitoring enables an ongoing review of provision for SEN needs.

All data from the monitoring is available to all teaching staff so that adjustments can be made to their teaching. The data from the monitoring also enables the mini Profiles on iSAMS to be revised. Information on those with SEN needs is found in a Learning Development folder, as well as on iSAMS and the SEND Drive, which is shared with all teaching staff. Fact sheets, written by the SENCO and external agencies, are also available in the same SEND folder. These can be used to help staff make reasonable adjustments in the preparation and delivery of their lessons.

The SENCO also attends subject departmental meetings, when requested, in order to help departments ensure that their policy is meeting the needs of pupils with SEN needs. Such meetings also provide the opportunity to review the needs of particular pupils.

Each year the SENCO meets with all those with SEN needs in Year 10 and Year 12 to review their Access Arrangements and to discuss whether or not they feel that any changes need to be made to their mini profile on iSAMS.

Our SEN policy is renewed annually. This is to ensure that the policy reflects: changes to Access Arrangement regulations; changes to the law; national trends; the particular needs of our school. Meetings are held with the Academic Deputy Head to ensure that the curriculum can be sufficiently adapted to meet the needs of those with SEN needs. Three languages, for instance, are undertaken by pupils in Year 9. It is possible that those with particular SEN needs may only do two, or may reduce their timetable load.

The meeting of the Disability Committee, and with Bursarial staff, provides the opportunity to review the learning environment, and also provides access to ancillary aids and assistive technology.

Attendance at courses - and feedback from seminars - is disseminated to teaching staff and all staff, where appropriate, so that they can expand their knowledge in matters relating to SEN.

The school culture constantly assesses and evaluates the effectiveness of the provision it makes for children and young people with SEN. We review the demand for support lessons, as well as the demand for assessments, and our department seeks to respond to an ever-changing situation.

The school constantly reviews communication between teachers, between departments, between heads of year, heads of section and the SENCO. The school seeks to support and improve emotional and social development, including extra pastoral support arrangements.

### **Parental Liaison and Involvement**

The Department adopts an open-door policy and parents are encouraged to communicate with the SENCO about any concerns or difficulties, interests or aspirations that are either specific to - or that are seriously affecting - their child's education.

Parents are aware that they can make an appointment to see the SENCO at any time, or communicate via post, e-mail or telephone.

Parents are offered a meeting with the SENCO following the Educational Assessment Report. During this meeting, parents are involved in the planning of provision and are informed as to how their child will be monitored and how their provision is reviewed.

There is a Complaints Procedure, below, which parents can follow should the need arise.

### **SEN Records**

Records kept in a SEND folder on Google Drive – shared with all teachers - include Screening Results and Rainbow Form analyses. SEN information on specific pupils identified as having - or possibly having - SEN now appears on class lists generated on iSAMS. There is also a SEN Department folder on Google Drive for members of the SEN Department and line managers.

The SEN Department complies with the Data Protection Policy of the school.

## **Procuring support from, and liaising with, outside agencies (including Higher and Further Education Institutions)**

The Department supports a multi-disciplinary approach to maximise the educational provision for SEN pupils and so it will refer pupils to, and work with, Educational Psychologists, specialised teachers, health professionals, therapists, advisers, agencies and support services whenever this is deemed necessary.

The school seeks to support children and young people in moving between phases of education. Support is given by form tutors, and by the academic head of sixth form, to ensure that the SEN needs of the pupils are considered when applications are made to universities. The school ensures that the right documentation is in place and that appropriate advice is given.

The school does not pass on the Educational Assessment to other institutions, but it encourages, when appropriate, the pupil to do so.

### **The Complaints Procedure**

The complaints procedure is the same as for the school complaints procedure.

### **Health and Safety Policy**

The SEN Department's policy for Health and Safety is consistent with - and so reinforces - the Health and Safety policies of the School, which seek to promote safe and healthy working conditions, behaviour and procedures.

### **Gifted and Talented**

The SEN provision for the gifted and talented is met by a different department.

### **Arrangements for SEN pupils changing schools or leaving school**

The SENCO will make a pupil's Special Educational Needs known to other schools and colleges to which they may transfer. If the pupil is transferring to another school, it may be appropriate to outline the provision that has been made and the targets that have been met. A copy of the Specialist Assessor's Report is not passed on without the consent of the parents or guardians.

### **Summary and Conclusion**

In line with the recommendations of the Code of Practice, Headington School recognises that all children and young people are entitled to an education that enables them to achieve their best. It recognises that the quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4 p82 CoP)

We aim to enable every pupil to become an independent learner and so gradually decrease the amount of provision during the course of their attendance at school. However, at all times we are available should the pupil need help.