



Winterbourne Junior Girls' School

**Special Educational Needs and Disabilities Policy
(Statutory)**

This policy is to be read in conjunction with the following policies: Accessibility, Positive Behavior, Safeguarding, Teaching and Learning, Medical Conditions, Anti-bullying, Equal Opportunities, Inclusion and Assessment.

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Committee: Teaching and Learning

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SECTION 1: General Rationale

We at Winterbourne Junior Girls' School aim to meet the needs of all children, providing access to a broad, balanced and relevant education, including an appropriate curriculum, enabling our girls to reach their learning potential within a happy, caring environment, where all are equally valued. At Winterbourne Junior Girls' School we aim to ensure that our policy and practice will offer early intervention, remove barriers to learning, raise expectations and achievement and deliver improvements in partnership.

We understand that teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. We acknowledge that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

This policy has been developed in keeping with broader school aims. It is related to other relevant school policies and has particular reference to the teaching and learning policy, the policy on inclusion and the school's policy on equality of opportunity. It reflects the SEND Code of Practice, 0-25 guidance and should be read in conjunction with the relevant school policies.

It is a working document which will be subject to yearly monitoring and review. It is a reflection of the thinking and practice in the school.

Objectives

To fully meet the requirements of SEND reforms as set out in the guidance provided in the SEND Code of Practice, January 2015.

To ensure that children with special educational needs and Disabilities (SEND) will have those needs met, through appropriate identification, assessment and provision.

To provide full access to the curriculum where appropriate through differentiated planning by class teachers.

To recognise that children with SEND and their parents, should be actively involved in the provision, monitoring and review of educational interventions, in partnership with teachers and other professionals and specialists.

To ensure that appropriate monitoring, tracking, record keeping and review provide a framework within which the progress of each child with special educational needs or disabilities can be assessed and future planning informed.

To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents or carers.

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND support and for those with an Educational Health Care Plan (EHCP).

SECTION 2: Roles and Responsibilities

The SENCO is Mrs Kiran Qureshi. Mrs Berkeley-Agyepong is the Head teacher and also holds the National Award for SEN Co-ordination and as such is a member of the school leadership team (SLT). For SEND matters Mrs Qureshi can be contacted via the school office. She works as SENCO and is currently assigned Mondays and Tuesdays for this role at this school.

The SENCO should:

- Ensure all staff understand their responsibilities to children with SEND
- Have a strategic overview of SEND and inclusion throughout the school, including planning, policy writing, advising and supporting other staff
- Lead continuing professional development (CPD) for all staff, governors and parents
- Ensure that all pupils, including those with SEND receive their full educational entitlement and have access to the whole curriculum
- Manage implications for staff (other teaching staff and non-teaching staff), including timetabling, delegation of tasks, advising, supporting and monitoring
- Manage interventions and develop alternative teaching strategies and individual programmes where necessary
- Prepare and manage statutory assessment paperwork
- Organise, attend and co-ordinate the administration of annual reviews
- Meet with parents and carers
- Prepare referrals and attend meetings with other outside agencies
- Initiate and carry out assessments
- Manage the budget and resources

The Governor responsible for SEND is Mrs Jane James-Jones. For SEND matters she can be contacted via the school office.

The governing body should:

- Understand how the school identifies children with SEND and what happens next
- Understand how the school allocates and spends SEND funding, and who is responsible for this
- Support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law
- Develop good relationships with school staff, especially the Head teacher and the SENCO
- Nominate a governor with responsibility for SEND to meet with the SENCO
- Ensure that SEND provision and inclusion issues are an integral part of the School Development Plan as appropriate.

The Head teacher should:

- Ensure that the policy and its related procedures and strategies are fully implemented.
- Ensure that all staff are aware of their responsibilities and given appropriate training and support to fulfil them.
- Ensure all teachers set suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Keep the Governing Body informed of SEND issues within the school
- Liaise with the SENCO to track the progress of SEND pupils and raise awareness of any issues relating to inclusion and entitlement.

The Senior Leadership Team (SLT) should ensure that there is:

- Strong teaching and learning in every classroom, every day
- Accurate assessment and identification, especially for those pupils identified with additional needs
- A well-designed curriculum that is accessible for all pupils
- Close tracking and rigorous monitoring of progress, with robust and evidenced interventions put in place quickly, monitored, and reviewed regularly
- A thorough evaluation of the impact of additional provision (including alternative provision)
- A clear route to gaining specialist support

The class teacher should:

- Be familiar with this policy and sign it to confirm that it has been read.
- Read and be familiar with all documentation that relates to the SEND of children they teach.
- Sign all and any reports received to confirm that these have been read and understood.
- Be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Provide high-quality teaching, differentiated for individual pupils
- Develop a more inclusive curriculum based on effective learning opportunities for all pupils: by setting suitable learning challenges; responding to pupils' diverse needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Identify any pupil who may have special educational needs by providing evidence that their progress is delayed, through observations and assessments; progress against objectives; performance against age-appropriate descriptors and/or the results of standardised screening or assessment tools and through the use of school tracking systems.
- Complete Cause for Concern Forms and give these to the SENCO in the event that they believe a child has SEN, but has not as yet been identified and recorded as such.
- Consult with parents to seek further information about their child and raise concerns about their progress.
- Devise interventions additional to or different from those provided by the school's usual differentiated curriculum, in consultation with the SENCO, where a child has been identified as having a special educational need. These interventions are currently recorded on an Individual Education Plan (IEP).

- Plan and deliver work to support these interventions and liaise with support staff who may be working with pupils with SEND, in order to ensure effective implementation.
- To implement, contribute to and monitor the effectiveness of IEPs as working documents.
- Participate in the annual review of any children in their class who have an EHCP.

Teaching Assistants should:

- Liaise with the class teacher in the planning and implementation of programmes of work for children with SEND as part of an inclusive classroom curriculum.
- Monitor pupils' progress and response in lessons.
- Keep records relating to the work they complete with children who have an IEP as per appendix 1.
- Support pupils with SEND during literacy and numeracy lessons, where appropriate and at the discretion of the class teacher.
- Prepare resources for use with SEND pupils.
- Contribute to pupil reviews as and when required.
- Deliver precision teaching for identified children as directed by their class teacher.
- Support children with speech and language difficulties at targeted level as directed by SENCO following findings and in keeping with Careplans from Speech and Language Therapist.
- Be aware of and support the working towards of outcomes set by the Educational Psychologist.
- Support children in developing independence by following recommendations from Occupational Therapy or other outside agencies.

Learning Support Assistants (Child Specific Support) should:

- Liaise with the class teacher to ensure effective implementation of EHCP for pupils with EHC plan.
- Support the named pupil to access the Curriculum through flexible working arrangements, to include some individual or small group work and to facilitate the child in becoming a more independent learner within the context of an inclusive classroom.
- Monitor and record progress towards EHCP outcomes as per appendix 2.
- Attend review meetings with the SENCO, class teacher and outside agencies to discuss progress and devise new interventions as required.
- Work at targeted level supporting speech and language development as directed by SENCO following advice and findings by Speech and Language therapist and any other external agency.
- Attend and contribute to the Annual Review meeting.

Other roles

Designated Teacher with specific Safeguarding responsibility - Mrs Berkeley-Agyepong (HT) and Mrs Scott-Cree (DHT)

Pupil Premium Grant/LAC funding - Mrs Berkeley-Agyepong (HT)

Medical needs of pupil's management – School secretary

SECTION 3: Identifying Special Educational Needs

The school accepts the basic definition of Special Educational Needs as set out in the Code of Practice: A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15 CoP 2015)

Pupil performance is monitored by the teacher as part of ongoing observation and assessment and judgements regarding SEND status are made based on:-

- a) The individual child's attainment and progress against the expected levels for the majority of their peers.
- b) The outcomes from assessment results.
- c) Standardised screening or assessment tools.
- d) Average points scores at the end of each term, which provide a tool with which to track progress.
- e) Expression of concern from parents, child, other school staff or outside agency
- f) Observation of difficulty in non-cognitive area that appears to be of significance.

Where a pupil is not making adequate progress, teachers and SENCO and parents collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The code of practice describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for.

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

Croydon Local Authority also considers that Self Help and Independence be considered as reflected on their EHCP proformas.

At Winterbourne Junior Girls' School the needs of the pupil are identified by considering the needs of the whole child which will include not just the special educational needs of the child.

Children are not considered to have special educational needs in the circumstances listed below even though these categories may impact on progress and attainment:-

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

- Behaviour issues

SECTION 4: A Graduated Approach to SEND Support

The school takes a graduated approach to SEND support as laid out in the Code of Practice 2015. At Winterbourne Junior Girls' School we endeavour to:-

ASSESS: the class teacher and SENCO clearly analyse a pupil's needs before identifying a child as needing SEND support

PLAN: parents are notified wherever it is decided that a pupil is to be provided with SEND support

DO: the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she still retains responsibility for the pupil

REVIEW: the effectiveness of the support should be reviewed in line with the agreed date on the pupils' individual education plan (IEP) or EHCP.

Pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (CoP 6.37)

At Winterbourne Junior Girls' school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The class teacher monitors progress of all children using the procedures identified for assessment of SEND. If there are concerns, the child's name is recorded on a monitoring list and differentiated provision is made, usually within the normal classroom setting. At this point the SENCO and parents are informed.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. If after review (at least termly), progress has been made, then the child's name is removed from the monitoring list.

If progress has not been made, or concerns persist consideration is then given to intervention, which is additional to, or different from that provided by the usual differentiated curriculum. At this point the child will be **ASSESSED** using information gathered from within the school about the pupil's progress, alongside national data and expectations of progress and NFER standardised tests. The child will be entered on the school SEND register as requiring School Support, based on these results.

At School Support an Individual Education **PLAN** (IEP) is drawn up. Parents and children are involved in this process. IEPs are **reviewed** regularly and appropriate action is taken (based on the timeframe set for progress in the IEP and whole school progress **REVIEW** meetings).

(DO)The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

If satisfactory progress has been made, intervention at School Support may be discontinued and the child's progress is monitored within the usual classroom setting.

If it is felt that the child needs to continue at this level of support another IEP may be drawn up.

For a child with higher levels of need, the SENCO may, with parents and other colleagues, decide to request help from external agencies and professionals who will be called upon to **ASSESS** the child's needs e.g. Educational Psychologist.

If after all intervention at School Support, the child demonstrates sufficient cause for concern, the SENCO, in collaboration parents may request statutory assessment from the LA. The Head teacher is kept up to date with the process and progress.

Where a child is in receipt of an EHC plan, their teachers and supporting staff will be familiar with Section F and ensure that their needs are being met in accordance with what was agreed on their most recent EHCP. In addition EHC plans are reviewed annually and information sent to the LA in accordance with procedures. Where appropriate, the SENCO liaises with Learning Support Assistants and Class teachers of children with EHCPs to review their provision and progress towards outcomes on a more frequent basis. For more information about the school offer to a child with an EHCP, refer to Appendix 1.

SECTION 5: Provision

The class teacher takes responsibility for identifying and meeting the special educational needs of children within the classroom. Where appropriate children may work individually or in small groups under the direction of a support teacher or Teaching Assistant(TA). Activities may be drawn from government strategies to give support in particular areas where children have been identified as needing additional help. All teachers have the responsibility of building confidence and self-esteem by planning and differentiating the curriculum to allow every child to experience success and feel respected as a member of the school community. Support teachers are also on hand to plan differentiated activities to enable children with special educational needs to progress at levels appropriate to their ability.

All class teachers have a SEND file in which they keep up-to-date records of children, including Individual Education Plans (IEPs), Teaching Assistant SEN Records and reports from outside agencies with the most recent paperwork at the front of the corresponding section. These are updated regularly and passed on to the next class teacher at the end of the year in the final EOT1 meeting. Other documentation is held centrally on CPOMS or in the Deputy Head teacher's room to which staff have access as is deemed appropriate.

TAs may provide support for children with an EHC plan. Other TAs provide support to individuals and groups of children including those who may have special educational needs. All Teaching Assistants work under the close guidance of the class teacher.

Additional teaching for children with Special Educational Needs may be provided by the LA Support Services.

(For more information on provision see Winterbourne Junior Girls' School's SEND information report available on the school website).

SECTION 6: Criteria for exiting the SEND register/record

If satisfactory progress has been made, intervention at School Support may be discontinued and the child's progress is monitored within the usual classroom setting where the environment of high quality teaching prevails i.e. the gap has been sufficiently closed between the child and her peers.

SECTION 7: Supporting Pupils and Families

EXTERNAL SUPPORT SERVICES/LINKS WITH OTHER SERVICES AND ORGANISATIONS:

The school works with the Educational Psychology Service. The SENCO arranges for the Educational Psychologist (EP) to visit the school at regular intervals throughout the year. The EP will often be asked to support specific children and families through assessment, observation and liaison. This will only happen following parental consent.

The school works with the Speech and Language Therapy service (SALT), Occupational Therapy (OT), Social Services, the Communication Support Service - Visual impairment (VI)/ Hearing Impairment (HI), Child and Adolescent Mental Health Service (CAMHS). The School also works with an Education Welfare Officer (EWO). In the context of SEN, the school also works with Social Workers from the Children with Disabilities Team for children known to them. The School often seeks advice from voluntary organisations in order to support parents/carers and children.

Where children attend specialist centres such as the Literacy Centre, Art Therapy, Drama Therapy and Pupil Referral Units, both class teacher and the SENCO maintain contact. The SENCO, together with the class teacher if possible, attends any reviews held.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The admission arrangements are described in the school's prospectus. All parents, upon entry, are required to fill in an induction form which acts as a type of initial screening for SEND. "Excellence for all pupils" states that not only should SEND pupils receive their education within a mainstream setting, but also that they should fully join with their peers in the curriculum and life of the school. Winterbourne Junior Girls' School wishes to promote positive attitudes towards admitting any child with SEND. The school will carefully consider all issues surrounding applications, but there are no specific or different arrangements for the admission of pupils with SEND, without an EHC plan. If a child is put forward for admission to Winterbourne Junior Girls' School, already having an EHC plan, or identified needs, the Head teacher and the SENCO, along with either the class teacher will: -

- have pre-admission meetings with the parents.
- encourage extra visits prior to admission to support a successful integration
- obtain previous records
- take a pro-active, approach to the Special Needs of the child
- Liaise with outside agencies, support services and health professionals as necessary.

LINKS WITH OTHER SCHOOLS AND MANAGING TRANSITION BETWEEN SCHOOLS AND CLASS GROUPS:

Winterbourne Junior Girls' School class teachers meet near to the end of the summer term to discuss the transition of class groups. To supplement this verbal communication, the SEND Class Folder, along with an updated SEND register are also made available at this meeting. Receiving class teachers meet with their new class group for a short session towards the close of the academic year. IEPs will be maintained by receiving class teachers for approximately half a term prior to a review.

The children presently transfer to a number of local secondary schools.

Appropriate staff which may include the SENCO and Year 6 teachers may attend a meeting set up by the local authority in order to share appropriate information and support smooth transition into Year 7. Important documentation is forwarded to the girls' new school by the end of the summer term.

When children transfer between schools, individual records, education plans, behaviour plans, assessments, reports and medical information are forwarded as soon as possible and at least within 15 days. The SENCO is responsible for liaising with a child's previous or receiving school.

PARENT/CARER PARTNERSHIP:

Parents are essential partners in supporting a child with SEND as they have extremely valuable information to contribute to their child's profile, and are crucial people in their child's life. Therefore, parents are involved in all stages. It has become our custom to discuss IEPs at parental consultation meetings or at specific interviews and to provide copies of these for parents/carers – parents should be encouraged to share their observations and the parent contribution MUST be included where possible on the IEP

Croydon Parents in Partnership (PiP) service provides advice and support for parents on any aspect of SEND and can be contacted on 020 8656 6551. Posters advertising this service are displayed on notice boards around the school alongside other organisations offering support to parents. The SENCO is happy to provide parents with details of any support organisations, and will meet with parents by appointment made directly or via the school office.

FURTHER INFORMATION

Parents can access Croydon LA local offer (Regulation 53, Part 4)

Please refer to Winterbourne Junior Girls' School SEND Information Report which can be found on the school website in policies.

Please see the school policy on managing the medical conditions of pupils which can be accessed on the school website.

Winterbourne Junior Girls' School is now part of LSS which provides immediate financial support for pupils with identified SEND

SECTION 8: Supporting Pupils at school with Medical Conditions

Winterbourne Junior Girls' School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an Education, Healthcare (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school accepts that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils.

The school believes that pupils with medical conditions should be enabled to have full attendance and receive necessary proper care and support. (See medical conditions policy on the school's website)

SECTION 9: Monitoring and Evaluation of SEND

Winterbourne Junior Girls' School regularly and carefully monitors and evaluates the quality of provision offered to all pupils through regular audits, sampling of parent views, pupils' views and staff views. Promoting an active process of continual review and improvement of provision for all pupils.

Completion of the EOT2 by the SENCO, liaison with the SEN link governor and external audits e.g. from the LA further support this process.

SECTION 10: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development to this end the school commits 1 in 5 of its INSET days to SEND issues.

The school's SENCO regularly attends the LAs SENCO network meetings and briefings in order to keep up to date with local and national updates in SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Resources are allocated from the school budget depending on the needs of the children. In addition to this the school may receive Additional Learning Support Money from the LA High Needs Block funding. Any children who have Statements of SEND or EHC plans may receive an additional cash value specified in their plan.

The funding is organised to meet the needs of the pupils e.g. it provides specialised equipment and materials, learning support assistants etc...

Funds delegated to meet the needs of children with Statements and or EHC plans are allocated to meet the provision specified by the Plan. The SEND budget is monitored by the Head teacher alongside all other budgets within the school.

SECTION 11: STORING AND MANAGING INFORMATION

A pupil or their nominated representative have the legal right to see their file at any point during their education and even until the record is destroyed (when the pupil is 25 years of age or 35 years from date of closure for pupils with special educational needs). This is their right of subject access under the Data Protection Act 1998. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

SECTION 12: Reviewing the Policy

The SEND policy will be reviewed annually. Next review date September 2024

SECTION 13: Accessibility

The school has no specialist unit or facility. We are an inclusive school and are fully accessible by wheelchair users (wheelchair lift installed 2014). The Buildings Committee maintain a rolling programme of school improvements which include providing greater access to and within the buildings.

INCLUSION

We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity according to the ability of the child;
- Where possible, using classroom assistants to support the work of individual children or groups of children.

SECTION 14: Dealing with Complaints

The complaints procedure is fully explained in the School brochure. In the first instance a complaint should be communicated to the class teacher and then to the SENCO. In the event that this is still unresolved, the Head teacher may be informed. If problems still exists, complaints should be made to the SEND Governor, Governing Body or the LA as appropriate.

SECTION 15: Bullying

The school believes that all staff and pupils have the right to feel safe and secure in the school environment. The school values (listed on our website) serve to underpin this.

As a school, we follow teacher PSHE and Philosophy for Children which address bullying. We raise the profile of bullying in our annual anti-bullying week. Note our e-safety policy also.

SECTION 16: Confidentiality

Those who work in, or support, the School are expected to respect the confidential nature of information they are privileged to receive. From time to time, the SENCO may feel it necessary to share information with an outside professional organisation when seeking advice or support, but would do so without identifying particular individuals, unless parental consent is already granted.

Our offer to a child with an EHCP

Where a child has severe, long-term and complex needs, an EHCP may be requested from the local authority that the child lives in. Where this is agreed, funding is in place to be used to meet the known needs of the child as set out their current EHCP.

The following are to be in place for these girls:

All actions and recommendations from section F of EHCP	The current EHCP must be accessible and familiar to relevant teacher, LSA and TAs.
LSA and class teachers participate in the annual review process	SENCO will plan and chair the annual review. Staff are expected to be able to share evidence of how the girl in question has progressed towards her goals as set out in EHCP, and be ready to share their ideas for next steps.
Class teacher and LSA participate in training from and meetings with specialists	All actions and recommendations are to be fully imbedded for expected progress to take place, and to support future changes.
A home-school contact book	Daily comments to share good news and successes regardless of home literacy. Photographs showing what the girl has done/ learned are helpful. NB Be careful not to include images of other children.
A member of their class	Having 1:1 support (as usually happens with an EHCP) can create the challenge of the girl in question not feeling like a member of the class or being treated as such. Teachers and LSAs must be careful not to allow this to happen. Consideration as to how they can meaningfully participate in learning opportunities and classroom routines must be apparent.
A more personalised curriculum	Where appropriate, teachers will expect girls with an EHCP to access whole-class teaching with thoughtful, planned adjustments to support this e.g. different resources, pre-teaching of vocabulary, learning broken down into manageable chunk. In some cases LSAs are supported by class teacher to work to a different pitch within the girls' ZPD. The learning of all girls including those with EHCPs is the responsibility of the class teacher primarily. LSAs are to be used effectively to support the different access requirements that girls with EHCP may have.
Strong staff liaison	Daily dialogue and appropriate record keeping (in keeping with school policy) must exist between class teachers and LSA. Liaison with SENCO is also regular so that support and adjustments are made in a timely way.
Additional support to parents	SENCO will be available and proactive in supporting parents of girls with EHCP with secondary transfer (by Summer of Y5), acquiring benefits that they may be entitled to, the Croydon Local Offer and specialist support and advice as is fitting to their needs.
Full access to extra-curricular activities	Girls with EHCP have the same opportunities and access to all school activities e.g. choir and Kids Club

Use of special resources acquired	Where a girl with EHCP requires additional resources, the school will purchase these to support their development and access to the curriculum.
Daily reading support	All girls with EHCP to access daily reading at the appropriate level.
Support towards greater independence	Class teachers and LSAs make decisions about how to develop greater independence in keeping with the child they are supporting. E.g. prompts, leading questions, responsibilities, specific praise for initiative etc.

The following may be in place, **subject to the child's needs**:

Additional access to trips	Where there are clear benefits for a child to participate in additional school trips, a discussion should take place about whether they may also attend.
Additional swimming	Where there are clear benefits for a child with EHCP to participate in additional swimming, this should be arranged by the relevant class teachers and SENCO should be informed.
Focus on life-skills	Where a child's needs are such that they require additional access to cooking, sewing, gardening, throwing/catching, handwriting, danger-awareness etc. This should be arranged in consultation with SENCO.
Priority for ELSA, Drawing and talking therapy.	Where there are pastoral needs, girls with EHCP should be prioritised for related intervention as in view of their increased vulnerability.
Intimate Care Policy (relating to dressing and toileting especially)	Where this is relevant, SENCO and DSLs should be aware prior to implementation.
Movement breaks	Where girls with EHCP have significant difficulties with attention and concentration, class teacher and LSAs should implement brief movement breaks – preferably with a functional purpose (e.g. go and sharpen this pencil please or let's quickly go and check X with Mrs ___)
Support to access play at break	Where this is appropriate, LSAs should be careful to observe the child's interactions and interests, and what social support they need – it is preferable for girls to interact with peers than adults, since they are already in receipt of a high level of adult support.

Kiran Qureshi – September 2022

Appendix 2

SEN policy

School Action in case of a CORONAVIRUS outbreak

As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:

- those who are vulnerable
- those whose parents/carers are critical to the coronavirus (COVID-19) response.

The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.

During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion

Attendance expectations and encouraging attendance

What are our expectations regarding vulnerable children and young people attending educational settings?

Educational settings remain open and safe for vulnerable children and young people. Being at an early years setting, school or college can be an important lifeline for many vulnerable children and young people, particularly where their needs cannot be met safely at home or where they may be at risk of harm. We have set out [guidance on social distancing](#) to help educational settings support safe provision for these children.

This guidance sets out the different groups of vulnerable children and young people who may benefit from being encouraged to attend, where appropriate, and how we recommend providers follow up on non-attendance.

Children and young people who have a social worker

Children and young people assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child.

Expectations on attendance

These children and young people are encouraged to attend provision, unless their social worker decides that they are at less risk at home or in their placement, for example, due to underlying health conditions.

Following up non-attendance

Providers should follow up with the parent or carer – and social worker/local authority, where appropriate – to explore reasons for absence.

Where a vulnerable child does not take up their place at school or college or discontinues, the provider should notify their social worker. Where appropriate, they should keep in contact with the family.

Children and young people with an education, health and care (EHC) plan

Children and young people who have an EHC plan whose needs cannot be met safely in the home environment.

Expectations on attendance

We are asking local authorities to work with educational providers, families and the child or young person to carry out a risk assessment to judge whether the child or young person's needs cannot be met safely at home.

Where the risk assessment determines a child or young person with an EHC plan will be safer at home, our recommendation is that they stay at home. Where the risk assessment determines a child or young person with an EHC plan will be as safe or safer at an education setting, our recommendation is that they attend the education setting

Following up non-attendance

Providers should follow up with the parent or carer – and social worker/local authority, where appropriate – to explore reasons for absence.

Children and young people who are otherwise vulnerable

Children and young people who have been assessed as otherwise vulnerable by education providers or local authorities (including children's social care services), and who are therefore in need of continued education provision.

This might include children on the edge of care, in alternative provision or young carers, or others, at the education provider and/or local authority's discretion.

Expectations on attendance

Educational settings should use their discretion to encourage the attendance of children and young people that they – or other local services, such as local authorities or the police – feel would be safer by attending provision.

Following up non-attendance

Providers should follow up with the parent or carer – and other partners, where appropriate – to explore reasons for absence.