

SPECIAL EDUCATIONAL NEEDS POLICY – 3 YEAR REVIEW

February 2020



Leyla Bilsborough

Considered by Governors:

February 2020

Ratified by Governors:

April 2020



Learn more... Do more... Be more...

1. Introduction

Our Special Educational Needs Co-ordinator is Leyla Bilsborough MEd Equality and Diversity. The SENDCO is a member of the school leadership team.

Our SEND Link Governor is Tim Fry.

Designated Teacher with specific Safeguarding responsibility is Richard Glenny.

Designated Leader with responsibility for Pupil Premium students is Kerrie McAdam.

Designated Leader with responsibility for Looked After children is Kerrie McAdam.

- 1.1. Special Educational Needs provision is an integral part of the mainstream curriculum and it is the responsibility of all of the teachers at Priestlands to provide for those individual needs.
- 1.2. All students in our school have an entitlement to a broad, balanced and relevant education (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- 1.3. The school supports inclusive education and will aim to educate students with special educational needs alongside their peers in mainstream education. Due consideration will be given to the appropriate wishes of the parents/carers and the ability to meet those needs successfully.
- 1.4. Age, gender, race, creed or individual needs do not constrain any entitlement. All students are entitled to be valued equally and must be educated to their full potential.
- 1.5. The school will involve the parents/carers in the identification, assessment and delivery of special educational needs. At all times the School will aim to have close co-operation between all agencies concerned. We recognise that for support to be successful, parents/ carers, students and teachers all have to work together.
- 1.6. Students have a right to be heard and they are expected to participate in every decision concerning the provision made to meet their special educational needs. They are expected to attend review and progress meetings with their parents/carers and other relevant stakeholders.
- 1.7. Where students are withdrawn on an individual basis or group basis, the fundamental principle of inclusion must be maintained.
- 1.8. Achievements made by students with special educational needs and who are gifted and talented must be recognised, recorded and shared.
- 1.9. Priestlands School will meet the needs of all students with Special Educational Needs by making the most efficient use of all available resources.
- 1.10. The Teachers' Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all students" Every teacher is a teacher of every child or young person including those with SEND
- 1.11. This Policy reflects the SEND Code of Practice, 0-25 guidance. It was developed in consultation with governors, parents and families, through a student working party, invitation to comment on the website and a parent working party.

2. Compliance

- 2.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0 – 25 (July 2014)
 - Schools SEND Information Report Regulations (2014)
 - Statutory Guidance on supporting students at school with medical conditions April 2014
 - Teachers Standards 2012
- 2.2. This policy was created by the school's SENDCO with the SEND Governor in liaison with the Senior Team. It was shared and consulted on with all staff and parents of students with SEND in the spirit of the SEND Code of Practice 0 – 25 (July 2014).

3. Aims & Objectives

- 3.1. To ensure all students across the ability range can access a broad balanced and differentiated curriculum.
- 3.2. To create a supportive learning environment, which helps all students to achieve confidence, self-esteem and increased independence.
- 3.3. To encourage the development of key skills which will promote effective learning and positive social interaction.
- 3.4. To ensure that students with SEND needs are identified and resources are allocated with maximum efficiency to meet school objectives.
- 3.5. To formalise arrangements to track progress and support learning so that SEND students achieve or exceed expectations.

4. Identifying Special Educational Needs

- 4.1. The SEND Code of Practice, 2014 details four broad categories of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorders (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(page 86 of The Code of Practice 2014)

4.2. These four broad areas give an overview of the range of needs for which the school should plan. The purpose of identification is to work out what action we as a school need to take, not to fit a student into a category. At Priestlands, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the student.

4.3. The following areas may also 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
- English as an Additional Language
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification

- 5.1. We should receive information from the student's previous school informing us if they have special educational needs.
- 5.2. We further compile information about each student through CATs (Cognitive Ability Tests) and Literacy assessments which include a reading test, a spelling test and a writing test.
- 5.3. We will carry out additional assessments to support applications for Exam Access Arrangements and to provide teaching and support staff with a detailed picture of need.
- 5.4. The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve his or her best at Priestlands.
- 5.5. At Priestlands we have identified three categories of need:
 - **Wave 1** students will require some intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy.
 - **Wave 2** students may have some outside agency support in place for example Child and Adolescent Mental Health Services (CAMHS), medical professionals or counselling, whose advice will help to inform our decision about how best to support the student.
 - **Wave 3** students will have an Education, Health and Care Plan (EHCP) or have severe and complex needs such as being a new arrival in the country and not being able to speak any English. They may be students who have additional needs such as being looked after by the Local Authority.
- 5.6. If a young person needs support and is identified as Wave 1, 2 or 3 we will:
 - assess the needs of that student to clearly identify their area of need.
 - arrange a meeting with the young person and their parents to talk about what is needed to put together a Student Support Plan.
- 5.7. Before the plan can be drawn up we will need to gather the following information:
 - The young person's views and what he or she wants to achieve on their learning journey through Priestlands.
 - The views of the parents and what they would like to see as an outcome from their child's time at Priestlands.
 - A school-based learning assessment
 - Current and expected levels of attainment
- 5.8. We will meet again and look at all this information and then, **together**, we will draw up a plan. The plan will include outcomes, so everyone at the meeting will have something to do to help the young person on their learning journey. We will set a review date in the meeting. The Student Support Plan will be reviewed by the keyworker on a termly basis at Wave 2 or 3.
- 5.9. A letter outlining the Student Support Plan will be sent home at least once a year. This will be in addition to the normal reporting arrangements.
- 5.10. Some SEND young people may need support from professionals outside of the school setting to achieve a successful learning journey. If this is the case then those views will be considered in drawing up a Student Support Plan. This could include:
 - Parents seeking medical advice about the young person.
 - School requesting Educational Psychologist involvement with the young person.
 - School requesting advice from specialist disability teams.

6. Education, Health and Care Plan (EHCP)

- 6.1. The EHCP has replaced the Statement of Educational Needs. It will include in one document: Special education provision, health provision and social care provision.
- 6.2. Hampshire SEN Department will be responsible for the EHCP and reviews will be held by the school by the school at least once a year to make sure that the student is making progress.
- 6.3. Students who currently have a Statement of Educational Needs will continue to be provided with support to meet the objectives in part B.

7. Managing Students' Needs on the SEND Register

Teaching and Learning for identified students

- 7.1. Students identified as Wave 1 through the reporting cycle will access tailored teaching in classes with additional, time-limited, tailored intervention support programmes.
- 7.2. The effective inclusion of all students occurs when:
 - teaching is based on clear objectives that are shared with students and returned to at the end of the lesson;
 - links are made to learning in different contexts;
 - new vocabulary is carefully explained;
 - lively interactive teaching styles are used and maximum use is made of visual and kinaesthetic as well as auditory / verbal learning.
- 7.3. Approaches of this nature are the best way to accommodate the learning of all students within each class.
- 7.4. In addition to high quality inclusive teaching some students will require Wave 1 intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy and to address their needs with Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Students may also be identified as Wave 1 if they have low levels of attendance or are under achieving.
- 7.5. Wave 1 intervention is support which will be designed to increase rates of progress and secure learning for groups of students, putting them back on course to meet or exceed national expectations. This may take the form of tight, structured programmes of small-group support, carefully targeted and delivered to help students achieve their learning objectives. Wave 1 intervention will help students apply their learning in mainstream lessons.
- 7.6. Wave 1 intervention will be characterised by small-group intervention and/or programmes such as Springboard, Literacy Progress Units, Learning Challenge, Reading Challenge, Writing Challenge, Lexia and Booster classes. Wave 1 intervention is intended for students who can be expected to "close the gap" with their peers as a result of the intervention. Interventions at Wave 1 will be designed for students for whom a well-structured, short-term programme will enable them to make progress.
- 7.7. Students with SEND who may be included in Wave 1 interventions are students who can be brought back "on track"; that is those students whose attainment in English and mathematics is not significantly out of step with their peers. Students with SEND receiving Wave 1 intervention for English and /or mathematics may have special educational needs such as Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. These students will receive other forms of support such as support with social skills such as support with social skills for their SEND.

Students identified as Wave 2 will access...

... everything at Wave 1 plus increasingly individualised programmes, based on independent evidence of what works.

7.8. At Wave 2, students will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches in terms of a SEND intervention. Students placed at Wave 2 will have particular needs related to Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Their needs will be likely to be greater, in terms of literacy and numeracy, than those students placed at Wave 1. We will appoint a member of staff to the role of keyworker to liaise and support every student identified at Wave 2 whilst attending Priestlands.

Students identified as Wave 3 will access...

... everything at Wave 2 plus increasingly individualised programmes, based on independent evidence of what works. In addition, there is likely to be specific support allocated by the Local Authority

7.9. Wave 3 will be support which will accelerate and maximise progress and minimise performance gaps. Wave 3 may entail one-to-one or very small group support to ensure that students achieve very specific targets. We will appoint a member of staff to the role of keyworker to liaise with and support every student identified at Wave 3 whilst attending Priestlands.

7.10. Provision at Wave 3 is likely to entail adjustment of learning objectives and teaching styles and/ or the nature of support. Wave 3 may need to be a more intensive programme than that provided at Wave 2 and may involve individual support. At Wave 3, students will have access to SEND interventions such as the Catch-Up Secondary School Programme for literacy and/or the Primary National Strategy Wave 3 maths programme.

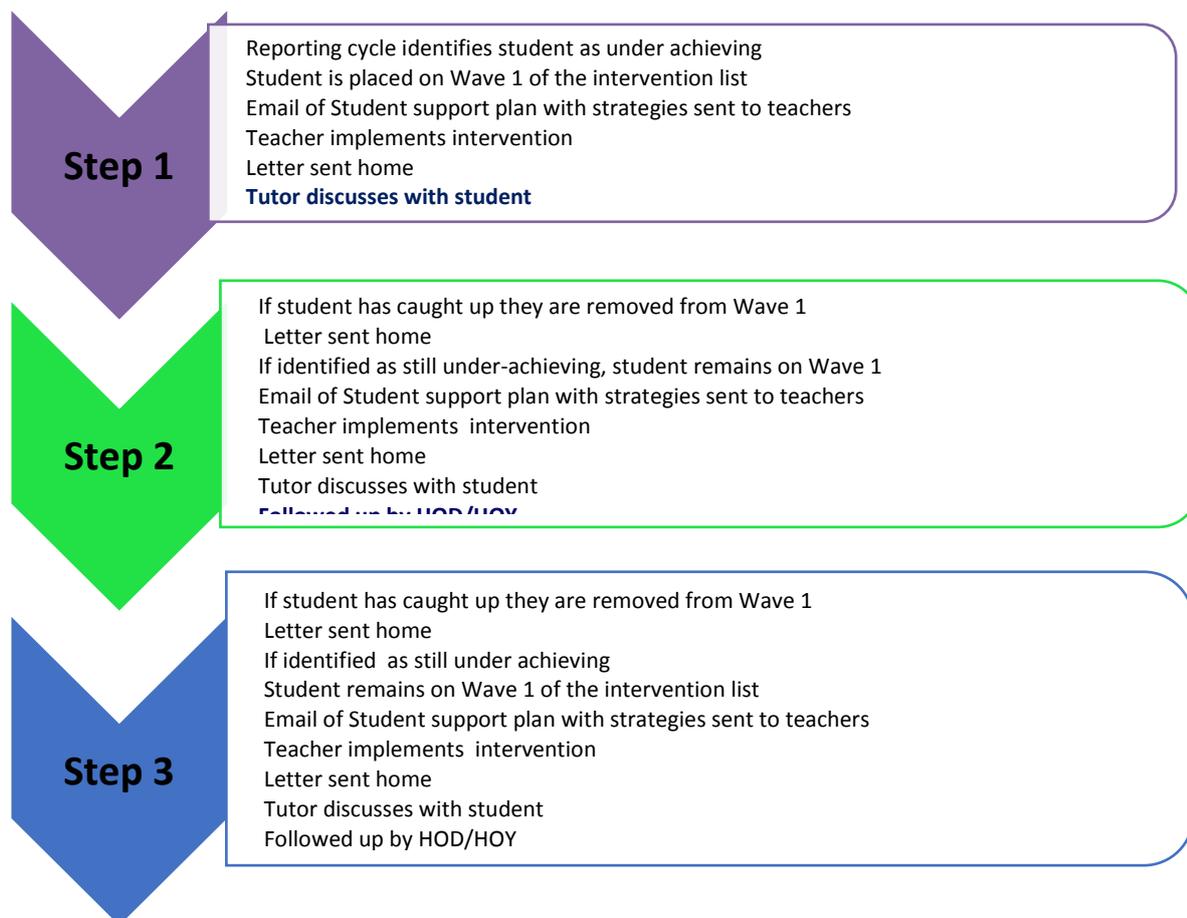
7.11. Students receiving Wave 3 support will be identified as having an Educational Health Care Plan (EHCP) or are identified as a New Arrival English as an Additional Language (EAL).

The cycle of parental communication

7.12. If a student is identified as placed on the intervention programme, the following flowchart outlines the process and the communication that takes place with parents and staff.

7.13. If a student is identified as wave 2 or 3, the review and communication process remains the same as when they are at Wave 1.

7.14. This process is overseen by the SENDCO working with the Heads of Department. The plan is maintained and updated by the SENDCO and the SEND administrator



- 7.15. In addition to this process, parents are invited to meet with the SENDCO at every parents meeting where the Student Support Plan can be discussed. A student with an EHCP has an additional meeting at the Annual Review.
- 7.16. If Priestlands is unable to fully meet the needs of the student the school will seek the advice of external agencies. This need will be evidenced in a variety of ways such as lack of progress, falling attendance or a deterioration of behaviour. This would be discussed with parents and young people and reviewed on a regular basis.
- 7.17. If the school identifies a need for a statutory assessment, we would consult an Educational Psychologist. Parents would meet with the Educational Psychologist and the SENDCO to agree a way forward. The school would act upon any of their recommendations which are not already in place and if there is no improvement the school would then, in consultation with parents, complete an application for statutory assessment to be carried out by the LA. An application for a statutory assessment to be carried out by the LA. This can take over 6 months.

8. Criteria for Exiting the SEND Register/Record

- 8.1. A student will be taken off the SEND register if they no longer meet the Hampshire criteria for need. The register is reviewed on a termly basis as part of the reporting cycle.

9. Supporting Students and Families

- 9.1. The school has a statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act. This can be found on our school website.
<http://www.priestlands.hants.sch.uk/SEND>
- 9.2. Priestlands works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs both in and out of school.
- 9.3. We hold regular meetings to monitor the plan and make changes, when necessary, to the plan. We call these meetings Team Around the Child (TAC) because that is what they are – a meeting where you and your child consult with the team members to implement the plan developed to support your child.
- 9.4. Listed below are some of the outside agencies with whom we work collaboratively:
- 9.5. Hampshire Special Educational Needs Team
- 9.6. Child and Adolescent Mental Health Service (CAMHS)
- 9.7. Visual Impairment Service
- 9.8. Hearing Impairment Service
- 9.9. Educational Psychologists (EPs)
- 9.10. Communication and Language Service
- 9.11. Hampshire's Ethnic Minority and Traveller Achievement Service
- 9.12. You can find our admissions policy here: <http://www.priestlands.hants.sch.uk/Admissions>
- 9.13. To ensure SEND children are able to access exams and other assessments we compile information about each student through CAT (Cognitive Ability tests) and Literacy assessments which include a reading test, a spelling test and a writing test, carry out additional assessments to support applications for Exam Access Arrangements. The SENDCO leads on Access Arrangements with support from teachers, support staff, exams office and the senior leadership team to determine and implement arrangements and for internal school tests, mock exams and external exams.
- 9.14. To support the transition of students we work with individual students according to their needs. The provision is tailored for individuals as and when required but typically involves Emotional Literacy Support Assistant (ELSA) support for students, detailed information gathering or passing on and possible visits and buddying.

10. Supporting Students at School with Medical Conditions

- 10.1. The school recognises that students 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.
- 10.2. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- 10.3. Students with a medical need will be placed on the intervention list as part of the wave model.

10.4. The School's policy for supporting students with medical conditions can be found here <https://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/Priestlands/Mainfolder/Governors/Policies/Policy-for-Supporting-Students-with-Medical-Needs-February-2015.pdf>

11. Monitoring and Evaluation of SEND

- 11.1. Priestlands regularly and carefully monitors and evaluates the quality of provision we offer all students. This is carried out through data tracking of individual students, half termly key worker meetings for students on wave 2 and 3, termly learning walks, annual reviews for students with an EHCP, and an observation programme for Achievement Support Assistants (ASAs). In addition to this we seek the views of support staff, students and parents through questionnaire.
- 11.2. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students by informing us if areas and students upon which to focus.

12. Training and Resources

- 12.1. SEND is funded through delegated funding from the Local Authority and additional funding attached to specific students. This is used to support students in a range of ways including ASAs, Training, IT resources and support.
- 12.2. The training needs of staff are identified as part of the performance review process and are met through a whole school programme of training and individualised targeted training opportunities.
- 12.3. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- 12.4. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- 12.5. The school's SENDCOs regularly attend the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

13. Roles and Responsibilities

The Board of Governors

- 13.1. Governors are responsible for:
- Ensuring that there is appropriate provision for students identified as having a special educational need or an EHCP.
 - Reporting to parents
 - Appointing a governor to liaise with the SEND Department

The SEN Governor

13.2. The role of the SEND Governor is strategic. It does not for example involve the nominated governor in attending meetings with individual parents or discussion of individual students. The Board of Governors must remember that specific information regarding SEND students is confidential.

13.3. It may however involve the following:

Developing and maintaining an awareness of special needs provision in the school on behalf of the Board of Governors.

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SEND Coordinator (SENDCO) on a termly basis to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEND policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for students with special educational needs
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND students are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Supporting the implementation of the school's Special Educational Needs Policy

- Be familiar with the SEND policy and involved in its review and development
- Agree with the Board of Governors, the headteacher and the SENDCO the indicators which should be reported on by the school to the Board of Governors to say whether the policy is working, and the timescale for that reporting
- Ensure that the SEND policy is linked to the School Improvement Plan and the budget setting process
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND students and to support the implementation of the SEND policy; be aware of the various headings under which the schools spends the SEND budget each year (i.e. resources, training, support assistants, SENDCO management time, medical time etc)
- Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for students with SEND
- Encourage the Board of Governors to ensure that all school policies are consistent with the aims of the SEND policy.

Sharing information

- Provide support and encouragement for staff with SEND responsibilities and champion their role within the school; provide a channel of communication between the SENDCO and the Board of Governors
- Discuss the outcome of school visits with the SENDCO and the headteacher
- Report on a termly basis to the full Board of Governors on the implementation of the school's SEND policy
- Prepare information for inclusion in the Board of Governors's Annual Report to Parents about the effectiveness and implementation of the school's SEND policy, including information about how resources are used
- Encourage effective communication with parents on the school's support for students with SEND, making use of newsletters, leaflets, school prospectus, social functions, etc.
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THE SENDCO

13.4. The SENDCO will be responsible for:

- Determining the strategic development of SEND policy and co-ordination of specific provision made to individual students with SEND and those who have an EHCP with the headteacher and governing body
- Day-to-day operation of the SEND policy and co-ordination of specific provision made to individual students with SEND and those who have an EHCP.
- Providing professional guidance to colleagues and work closely with staff, parents and carers and other agencies

Heads of Department and Subject Leaders

13.5. Heads of Department and Subject leaders will be responsible for:

- Ensuring their schemes of work / departmental lesson plans show regard to the SEND Policy
- Disseminating information provided by the SENDCO
- Monitoring the provision and progress of students with SEND
- Liaising with the SENDCO for the deployment of ASAs.

Teachers

13.6. Teachers are responsible for:

- Knowing the special educational needs of their students
- Using this knowledge to inform planning and teaching
- Supporting students towards their IEP (Individual Education Plan), IBP (Individual Behaviour Plan) or PLP (Student Learning Plan) targets as appropriate and reviewing their success
- Alerting the SENDCO to students for whom they may have a particular concern linked to learning (Early Intervention)
- Liaising with and providing the Achievement Support Assistants with clear lesson objectives.

SEND Achievement Support Assistants

Line Manager: SENDCO, Leyla Billsborough

13.7. Achievement Support Assistants support students with their learning activities in the classroom. They work closely with teachers to make sure students not only enjoy learning in a safe and caring setting but are able to achieve successfully.

13.8. The role can include:

- reading or scribing for students who may find this challenging
- helping students who need extra support to complete tasks
- helping teachers to plan learning activities and complete records
- supporting teachers in managing class behaviour
- supervising group activities
- looking after students who are upset or have had accidents
- clearing away materials and equipment after lessons
- helping with outings and sports events
- taking part in training
- carrying out administrative tasks

13.9. An ASA will also support students with particular needs, working with them individually or in small groups

14. Storing and Managing Information

14.1. The school adheres to the School Records Management policy which can be found here <https://priestlands.fluencycms.co.uk/Mainfolder/Governors/Policies/School-Records-Management-Policy-April-2014.pdf>

15. SEND Information Report

15.1. The School SEND information report can be found here:
<http://www.priestlands.hants.sch.uk/SEND>

16. Accessibility

- 16.1. Priestlands will identify and remove barriers to learning through applying the wave process as part of the school's stream of consciousness.
- 16.2. At Priestlands our premises include eight different buildings two of which are Grade II listed buildings. Unfortunately, as a result of this, many areas are not accessible to wheelchair users.
- 16.3. Where needed, the school will try to deliver written information to students, staff and parents in as accessible a way as possible. We will make written information normally provided to our students available to students with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of student's disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe.
- 16.4. Parents and carers can contact key staff through email, phone and letter.

17. Dealing with Complaints

17.1. The school has a Complaints Procedure that can be found here https://priestlands.fluencycms.co.uk/Mainfolder/Governors/Policies/governors_complaints-procedure.pdf

18. Bullying

18.1. The School has an Anti- Bullying policy which can be found here

[Anti-Bullying Policy 2020](#)

18.2. Priestlands School is committed to opposing bullying. Staff and Governors believe that every student has the right to feel safe and secure at school and that any form of bullying needs to be challenged swiftly and effectively. We recognise that in dealing with incidents we need to deal with the person doing the bullying and support the person being bullied. We also need to address the impact of the incident upon the family of the person being bullied; other people present; and/or upon the wider school population, including vulnerable learners, students with ASD and social communication difficulties. We encourage a collaborative relationship of openness with both the Pastoral Support Manager and the Keyworker in order to avoid this. In addition, we work with groups of students with ELSA support to identify what this kind of bullying might look like and what to do about it.

19. Review

19.1. The SEND Policy will be reviewed every three years.

20. Evaluation

20.1. Priestlands School evaluates the success of its policy through reviewing and reporting annually on the following:

- Numbers of students identified on each Wave stage
- Improvement in reading and spelling of targeted students
- Progress of students in the core subjects
- Progress between KS2 and KS4 results
- Initiatives undertaken as part of the Department's Development Plan
- Monitoring as part of OFSTED or the Priestlands inspection process

20.2. The Board of Governors reports annually to parents on the provision of SEND.

Appendix 1: The Disability Discrimination Act in Schools

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means “limitations going beyond the normal differences in ability which may exist among people”.

“Substantial” means “more than minor or trivial”. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

“Long term” means the impairment has existed for at least 12 months, or is likely to do so.

“Normal day to day activities” could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of “day to day” activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person’s native language without assistance;
- inability to concentrate on a task requiring application over several hours.

Appendix 2: Definition of Special Educational Needs

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 facilities of a kind generally provided for others of the same age in a mainstream school.

Many students and young people who have SEND 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’. This definition provides a relatively low threshold and includes more students than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

(SEN Code of Practice 2014)