

SPECIAL EDUCATIONAL NEEDS & DISABILITIES AND SUPPORTING CHILDREN WITH MEDICAL CONDITIONS POLICY

A statutory policy

Definitions:

1. 'Parent(s)' includes guardian(s) or any person who has parental responsibility for the student or who has care of him.
2. 'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

GENERAL

1. This Policy will be delivered within the context of the Bishop Wordsworth's School's (the School's) Ethos statements and its selective status.
2. **Legislation.** This Policy is written in accordance with:
 - a. Department for Education SEND Code of Practice: 0-25 years (2015)
 - b. Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:
 - The Special Educational Needs and Disability Regulations (SEND) 2014.
 - The Special Educational Needs (Personal Budgets) Regulations 2014.
 - The Order that sets out the transitional arrangements.
 - c. Supporting Children at School with Medical Conditions (Statutory guidance).
 - d. The Equality Act.

DEFINITIONS

3. **Special Educational Needs & Disabilities (SEND).** Students have Special Educational Needs if they have a *learning difficulty* or *disability* which calls for special educational provision to be made for them. Students have a *learning difficulty* if they:
 - a. Have a significantly greater difficulty in learning than the majority of students of the same age; or
 - b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school.
4. **Medical Conditions.** There is no statutory definition of 'Medical Conditions' but the implication of the legislation is that students must not be disadvantaged in the provision of education if they require support or special procedures due to a medical condition which may be long term, short term or include a disability (if the last, the Equality Act also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could be dangerous to any student or staff member. A student with a medical condition may have a Medical Personal Education Plan. (See Paragraph 5 below).
5. **Medical Personal Education Plan (Medical PEP).** The Medical PEP will normally specify the type and level of support required to meet the medical needs of a student. It may require input from health care professionals.
6. **Special Educational Provision.** Special Educational Provision is support which is additional to or different from the support generally available to students of the same age (other than special schools). The Provision is required to match the Student's SEND and this is decided by the Head and the SEN Coordinator (SENDCo)

7. **Education, Health and Care Plan (EHCP).** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies.

POLICY PRINCIPLES

8. The School's Policy is based on the following principles:

a. **Entitlement.** The School will act to ensure as far as is reasonable that students with SEND or medical conditions share the same entitlement of educational opportunities as others so that they can 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

b. **Access.** The School will aim to identify and assess any SEND and medical conditions as early as possible and take appropriate and reasonable action for support so that students with SEND and medical conditions can engage in the activities of the school alongside other students as far as is reasonable, practical and is compatible with:

(1). The student receiving the special educational provision called for by his SEND or medical condition.

(2). The provision of efficient education for the students with whom he will be educated.

(3). The efficient use of resources.

c. **Partnership.** In dealing with assessment and provision, the School is to listen to the parent and student voice and work, when applicable, with the Local Authority and other relevant agencies.

d. **SENDCo.** A teacher is to be appointed as SEND and medical conditions coordinator.

e. **Governor.** A governor will be appointed to have oversight of the support to students with SEND and medical conditions.

f. **Report.** A report on the provision of SEND is to be published annually (on the Website).

OBJECTIVES

9. To identify and monitor individual needs from the earliest possible stage so that appropriate provision can be made and the fullest reasonable access to learning can be achieved. This process is, where possible, to begin before the entry of students to the School.

10. To modify the grammar school curriculum to remove barriers for students with special educational needs and/or medical conditions.

11. To plan, through targeted interventions, as on the School's Special Educational Needs Register, to meet the needs of all students who have an individual learning need as identified by the Head and the SENDCo. Where necessary to work with the Heads of School to ensure that their targets on their reports are specific, measurable, achievable, realistic and time related.

12. To support students who have SEND or medical conditions by working in consultation with parents, the students themselves and relevant outside agencies. Private

assessments can be submitted by parents and will be considered by the Head, the SENDCo and the Head of School.

13. To ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them.
14. To support transition to further education or adult life by passing relevant information to the student's new school, college or other setting.
15. To make reasonable adjustments so that as much of the site as possible is readily accessible to those with a physical disability. All new buildings are to have access for the disabled as a design feature and, where buildings are inaccessible; the School is to endeavour to use flexible timetabling to ensure full access to the necessary areas of the curriculum.

APPLICABILITY

16. For the purpose of this Policy, a student at the School is deemed to have special educational needs, in addition to the definition of SEND, if he has any of the following:

- a. Significantly greater difficulty in learning than the majority of students of his age at the School as deemed by the Head, the SENDCo or the Head of School.
- b. A medical condition or disability which either prevents or hinders the student from making use of the educational facilities of a kind usually provided for those of his age at the School.
- c. A social communication difficulty which hinders the student from accessing all aspects of school life as identified by appropriately qualified health or educational specialists.

17. Students with SEND or medical conditions may also have disabilities and therefore the requirement of the Equalities Act for 'reasonable' adjustment applies. 'Reasonable adjustment' applies for those who would be at a substantial disadvantage in comparison to someone who is not disabled. The SEND Code of Practice defines as follows: a child has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

GOVERNORS ROLES AND RESPONSIBILITIES

18. The Governing Body is to monitor achievement of the Policy Principles and Objectives above and direct improvement as necessary.

19. The governors play an important role in ensuring that:

- a. They are involved via the Link Governor in developing and monitoring the Policy.
- b. They understand how the School's SEND and medical conditions provision is funded and how equipment and personnel resources are deployed.
- c. SEND and medical conditions provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- d. The quality of the SEND and medical conditions provision is continually monitored.

20. Governor's roles and responsibilities for disabled students are specified in the Equality Policy.

MEDICAL CONDITIONS

21. General arrangements and support for students with medical conditions are in the main body of this Policy. Areas specific to medical conditions rather than SEND are at Annex A including the arrangements for Medical Personal Education Plans.

ROLE OF SENDCO FOR SEND

22. The SENDCo is to be a qualified teacher working at the school. A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a national award in Special Educational Needs Co-ordination within three years of appointment. A national award must be a postgraduate course accredited by a recognised higher education provider. Any selected course should be at least equivalent to 60 credits at postgraduate study.

23. The SENDCo is responsible for overseeing the provision of special and additional educational needs throughout the school, and for coordination as required with the Local Authority regarding the 'local Offer' (as a statement by the Local Authority of provision for those with SEN or disabilities)

24. The role and responsibilities of the SENDCo are:

- a. Operation of this Policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC or Individual Healthcare plans.
- b. Providing advice to staff, supporting and liaising with them and where necessary the completion of Individual Education Plans (IEP) about specific students.
- c. Working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress.
- d. Overseeing and maintaining specific resources for SEND.
- e. Liaising with outside agencies.
- f. Contributing to the continuing professional development of staff with regard to SEND.
- g. Monitoring, evaluating and reporting on the provision for students with SEND to the Governing Body and publishing a Website Report (Sub Paragraph 8f and Paragraph 38).
- h. Co-ordinating the range of support available to students with SEND Conditions.
- i. In conjunction with the Heads of School, liaising with parents of students with SEND.
- j. Managing any support staff who are employed to meet the needs of students with additional learning needs.
- k. Ensuring that student records for SEND are kept and updated regularly.

SEND & MEDICAL CONDITIONS SUPPORT

25. The overarching strategy for students with SEND or medical conditions is to be based on a graduated approach of: Assess, Plan, Do, Review.

- a. 'Assess': the student's needs by qualified staff. (Paragraph 27 below). This assessment may be triggered by notification from the parents or a third party of a medical condition.

- b. 'Plan': support and intervention informing all teachers involved, informing the parents and in consultation with the student. In some case's parents should be involved in assisting the intervention.
- c. 'Do': the intervention by the subject teachers with the support of the SENDCo and other specialist outside agencies.
- d. 'Review': and evaluate the support after a specified period. The views of teachers, the student and parents are to be considered in the review and all are to be informed of any adjustments to the support proposed. If the student's progress is less than expected, the SENDCo is to consider the use of specialists (eg teachers, educational psychologists, speech or other therapists). The Local Offer should describe what specialist help is available. The SENDCo may require the Advice Sheet at Annex B to be used. If the SENDCo feels that support from the School has not, and will not, improve the student's progress sufficiently then the SENDCo or the parents should consider requesting an Education, Health and Care Needs Assessment from the Local Authority.

26. **Broad Areas of Need.** The School is to follow the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a graduated approach. Students' needs and requirements may fall within or across four broad areas. These are:

- a. Communication and interaction.
- b. Cognition and learning.
- c. Social, emotional and mental health difficulties
- d. Sensory and/or physical needs.

27. The needs of the vast majority of students will be met in the classroom. Teachers are to make every effort to ensure that students with SEND or Medical Conditions are fully involved in the life of the class. For some students, it will sometimes be necessary for them to spend a limited amount of time in small group work or being withdrawn from the classroom for specific, timed activities related to the identified needs. How this is delivered is to be decided by the SENDCo, Teaching Assistant or an outside agency and is to be made within the scope of the resources available and not to the detriment of the other students in the Class or School. The skills, knowledge and understanding are to be transferred back into the mainstream classrooms. This is part of the coordinated arrangements which appear in the Special Educational Needs Register. The SENDCo and link Governor should oversee this provision to ensure it meets the objectives of this Policy.

ADMISSION ARRANGEMENTS

28. Normal Bishop Wordsworth's School admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire and national policy. All students are to be treated according to their needs in line with this Policy and the Equality Policy. No child will be denied admission because of creed, race, or physical ability. Where a child has a particular need e.g. wheelchair access, the governors are to make reasonable adjustments to ensure the child's needs are met as fully as possible. If a child is transferring into the school with a statement, or has been receiving extra support from Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate Local Authority officer to provide for their needs.

29. The School is to admit students who have medical conditions or have SEND but do not have an EHCP if they have passed the 11+ and are deemed to be suitable to follow a grammar school curriculum in mainstream classes. All students, including those with SEND, follow a grammar school curriculum, including the National Curriculum, which may

be modified or dis-applied at the discretion of the Head or SENDCo where appropriate. The School is also required by law to admit those students whose EHCP names the School and who also meet the entry requirements for admission to the School. The School will also make provision for ECHP students and those recognised as physically impaired. The nature of provision will depend upon the needs of the student.

30. **Transition.** Students with SEND who transfer from other schools are to be supported through their induction to the School by: the SENDCo, the Head of Lower School and the new tutor. The Wiltshire guidance for transition is to be followed. This can involve a specific programme for transition being drawn up.

SPECIALIST FACILITIES AND RESOURCES

31. The School does not have any resourced provisions nor specialisms within the sphere of SEND. The SENDCo has specialist knowledge of supporting students with Specific Learning Difficulties and exam access arrangements.

32. **Resources.** There is no delegated funding from the LA to support students at Bishop Wordsworth's School.

LINKS WITH AND USE OF OUTSIDE AGENCIES/ PARENTS

33. Close links are to be maintained with the LA support services in order to ensure that the school makes appropriate provision for students with SEND and Medical Conditions. When it is necessary to contact outside agencies, the SENDCo should make the necessary arrangements and discuss with parents accordingly. These agencies normally include the Local Authority Education Team including the Educational Psychologist, Sensory Support Service, Education Welfare Team or the Young People's Support Service. Other agencies include the Speech and Language Therapists and other health professionals. Any or all of these agencies may contribute to the drafting of the Individual Education Plans and/or construction or review of targets set for students in order to ensure attainment is raised.

34. In particular, the School has strong links with:

- a. Educational Psychology Service.
- b. Educational Welfare Service.
- c. School Nursing Service.

35. **Partnership with Parents/Students.** The School values parental support and is to consult them in the identification and assessment process. The plan for support is to be based on professional decisions and is to be communicated to parents. The School, parents and students each have different roles in the plan. The School to assess and implement strategies for making the curriculum accessible, parents to support the School and students to commit to being active participants in keeping Learning Support appointments and endeavouring to transfer strategies suggested in Learning Support sessions across the curriculum.

36. **Links with Other Schools.** Liaison with primary schools can begin as early as the application to take the 11+ test, with data about a child's needs being gathered from the primary school, the parents and any outside agencies. This is to ensure that a child's needs are met for the 11+. To ensure a smooth transfer on entry, links are to be maintained through liaison and visits to the feeder schools of all students who have a known significant need. Students are to be invited to visit the School for induction visits in the term before they start school and, if found to be necessary, the School is then to liaise with other agencies.

ADMINISTRATION

37. **Record Keeping.** All records, reports, discussions, provision maps, advice sheets outcomes and other relevant data are to be retained by the School in accordance with School policy for data retention and the Law. Such data is to be available to Ofsted at an inspection.

38. **Publishing SEND Data.** The SENDCo is responsible for publishing data annually as specified at Annex C

39. **Complaints Procedure.** If parents have a complaint concerning provision for their child they should discuss this with the relevant Head of School (Lower, Middle or Sixth Form). If the issue cannot be resolved, the complainant is to be referred to the SENDCo and/or Head. If the matter is still unresolved, the parents may take action in accordance with the Complaints Policy. If a parent is rude, offensive or threatening to a member of staff during this procedure, the staff member may terminate the discussion (verbal or written) and refer the issue to the Head.

40. **Continuing Professional Development (CPD).** Through the monitoring and evaluating of the School's provision, the SENDCo, with the Head and CPD Co-ordinator is to identify any particular professional development needs of the staff. This should be linked closely to the school's improvement plan and/or appraisal objectives. Staff who attend further courses are to give feedback on courses attended via staff meetings or department meetings. The effectiveness of such professional development is to be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school's overall SEND provision.

CHANGES IN LEGISLATION

41. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

MONITORING AND EVALUATION

42. This Policy is to be evaluated against the objectives at paragraphs 10 to 16 by:

- a. An analysis of all teachers' planning by Subject Leaders/Heads of School/Head to ensure that a differentiated approach is taken and that the learning objectives in the Individual Education Plan are identified and reflected in the planning.
- b. Involving students in discussing, constructing, reviewing and having their views recorded on the Individual Education Plan
- c. Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on Individual Education Plan
- d. Review meetings between Heads of School and the SENDCo.
- e. Periodic meetings of the SENDCo with the Link Governor.
- f. Any external evaluation or inspection.

43. The Governing Body, advised by Leadership Team, will review this Policy annually. The last 3 years' review history is:

25 th June 2020	Minor updates
16 th April 2021	Minor updates

13 th June 2023	Minor updates
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Annexes:

- A. Provision for Students with Medical Conditions.
- B. SEND & Medical Conditions Individual Education Plan.
- C. Publishing Information.

PROVISION FOR STUDENTS WITH MEDICAL CONDITIONS

KEY POINTS

1. Reasonable adjustments are to be made so that students at School with medical conditions have full access to education, including school trips and physical education. Where full access is not possible, appropriate alternative arrangements are to be made in lieu of trips, physical education etc.
2. The Governing Body is to ensure that arrangements are in place to support students at School with medical conditions.
3. The Governing Body directs that school leaders consult as appropriate health and social care professionals, students and parents to ensure that the needs of children with medical conditions are effectively supported.

ACCESS & SUPPORT

4. The Governing Body is to ensure that arrangements are in place to support students with medical conditions so that such children can access and enjoy the same opportunities at school as any other child as far as is reasonable, practical: see Main Body Sub Paragraph 9b.
5. It is to be noted that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others and therefore the focus is to be on the needs of each individual child and how their medical condition impacts on their school life. In such cases support for training school staff will be sought.

STAFF TRAINING

6. All staff are to be appropriately trained to provide the support that students need. The SENDCo is to assess training needs and advise the Assistant Head (CPD) accordingly. The latter is responsible for provision of agreed training.

MEDICAL PERSONAL EDUCATION PLAN (Medical PEP)

7. If a Medical PEP is required for a student the SENDCo is to lead on its development and review.
8. A Medical PEP is to be developed with the student's best interests in mind to manage risks to his education, health and social well-being while minimising any disruption to other students (Main Body Sub Paragraph 9b refers). Plans are to be reviewed annually or more frequently if appropriate. Parents have a responsibility to disclose relevant medical information to allow staff to put in place appropriate plans.
9. The following information may be relevant to an individual healthcare plan:
 - a. The medical condition, its triggers, signs, symptoms and treatments.
 - b. The student's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons.

- c. Specific support for the student's educational, social and emotional needs – for example, how absences are to be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions.
- d. The level of support needed, (some children will be able to take responsibility for their own health needs), including in emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring.
- e. Who will provide this support, their training needs, the expectations of their role and confirmation of their proficiency to provide support for the child's medical condition from a healthcare professional. Additionally, cover arrangements for when they are unavailable.
- f. Who in the School needs to be aware of the student's condition and the support required.
- g. Arrangements for written permission for medication to be administered by a member of staff, or self-administered by the student during school hours in accordance with Paragraph 7 to Annex H of the Behaviour Policy.
- h. Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments.
- i. Where confidentiality issues are raised by the parent/student, the designated individuals to be entrusted with information about the student's condition.
- j. What to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their Medical PEP.

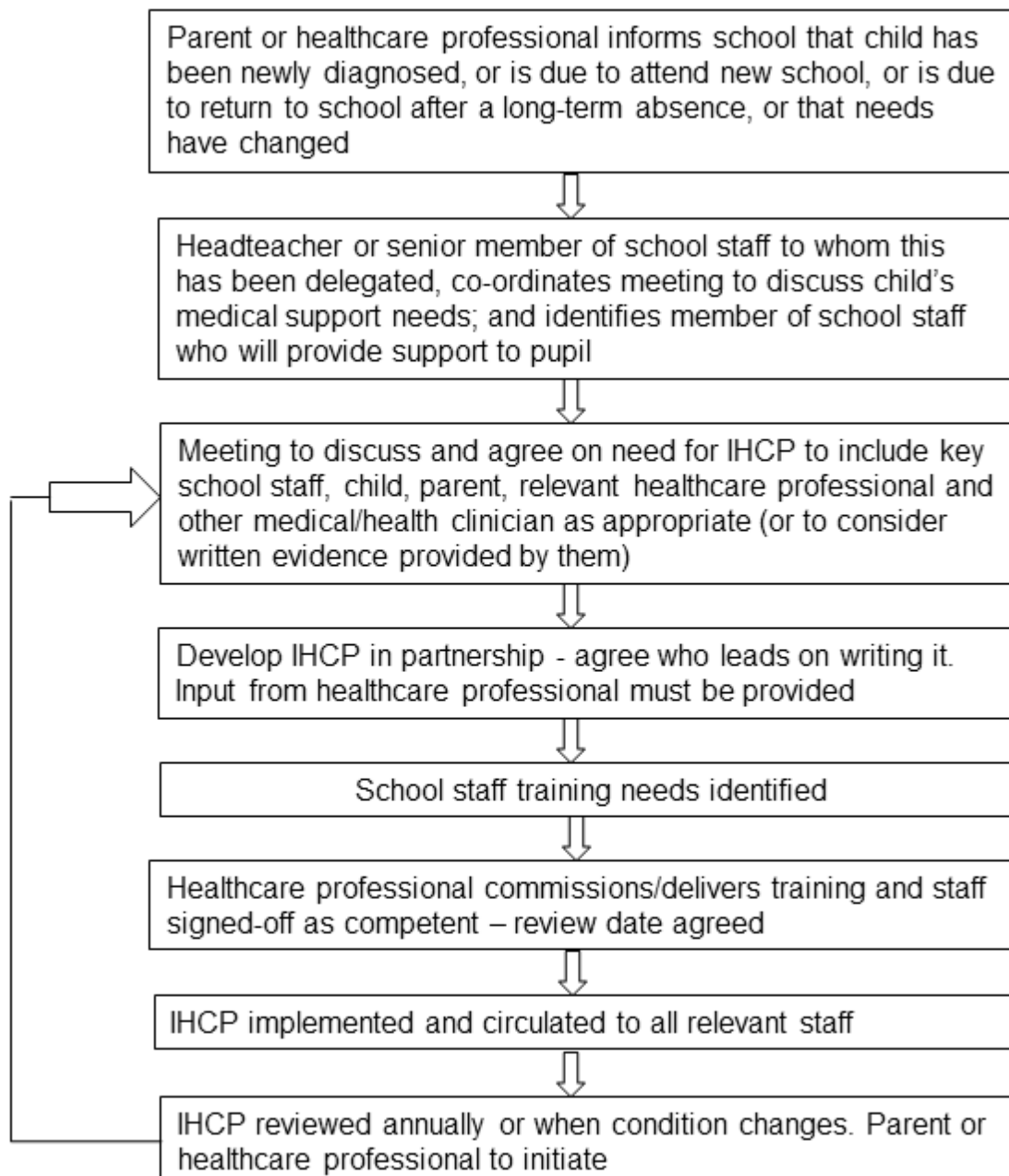
ADMINISTRATION OF MEDICINES

- 10. Annex H to the Behaviour Policy (the Home School Partnership Agreement) at Paragraph 7 requires parents to advise the School in writing of details of any prescription or non-prescription medicines that require to be administered in school hours including dosage, whether to be self-administered and any side effects. Parents are also advised that they are responsible for checking that any long-term medicine is resupplied and in date.
- 11. School Staff may not administer medicines without appropriate training. Students may self-administer medicines if authorised by parents.
- 12. The School will secure medicines if requested or appropriate (normally long-term prescription medicine).
- 13. Administration of medicines will be recorded by School staff when staff either administer or supervise self-administration.

Appendix:

- 1. Model Process for Developing Medical PEP.

MODEL PROCESS FOR DEVELOPING MEDICAL PEP



SEND/MEDICAL CONDITIONS INDIVIDUAL EDUCATION PLAN (IEP)

1. This advice sheet may be used on direction of the SENDCo and is to be written in consultation with these agencies, parents, the child, the SENDCo and the Head of School. The SENDCo is to seek parental consent before any outside agencies are involved.
2. The IEP is to include:
 - a. The student's strengths and weaknesses.
 - b. The date.
 - c. The names of staff and/or outside agencies involved with the targets.
 - d. Short term targets.
 - e. Recommended teaching strategies.
 - f. What provision is being made.
 - g. How progress will be judged and the exit criteria.
 - h. Any outcomes after a review.

PUBLISHING INFORMATION

1. It is a statutory requirement that information be published on the School Websites the implementation of the Governing Body's policy for students with Special Educational Needs and Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
2. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and is to include information about:
 - a. The kinds of SEND that are provided for.
 - b. Policies for identifying students with SEND and assessing their needs, including the name and contact details of the SEND Coordinator (SENDCo).
 - c. Arrangements for consulting parents of students with SEND and involving them in their child's education.
 - d. Arrangements for consulting students with SEND and involving them in their education.
 - e. Arrangements for assessing and reviewing students progress towards outcomes. This should include the opportunities available to work with parents and students as part of this assessment and review.
 - f. Arrangements for supporting students in moving between phases of education and in preparing for adulthood. As students prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
 - g. The approach to teaching students with SEND.
 - h. How adaptations are made to the curriculum and the learning environment of students with SEND.
 - i. The expertise and training of staff to support students with SEND, including how specialist expertise will be secured.
 - j. Evaluating the effectiveness of the provision made for students with SEND.
 - k. How students SEND's are enabled to engage in activities available with students in the school who do not have SEND.
 - l. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying.
 - m. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families.
 - n. Arrangements for handling complaints from parents of students with SEND about the provision made.
 - o. Arrangements for supporting students and young people who are looked after by the local authority and have SEND.