

# HIGH SCHOOL FOR GIRLS



## SEN & Inclusion Policy & Procedure

**Reviewed and Updated: May 2018**

*This document has been formally approved and adopted by The Governing Body at a formally convened meeting.*

Document approved:.....  ..... Date: ..... 2<sup>nd</sup> MAY 2018

*(Chair of HR and Pastoral Care Committee)*

Date of Document Review: ..... 2<sup>nd</sup> MAY 2021

# **SEN POLICY**

*To be read in conjunction with the school's procedures for SEN and Inclusion.*

## **RATIONALE**

We are committed to providing quality education for all our students. We seek to offer appropriate, stimulating and enriching opportunities to challenge all students, some of whom will be less able than others and may have additional learning needs or disabilities. We are committed to the principles of equal opportunity and inclusive practice. This policy should be read in conjunction Equal Opportunities Policy, Feedback Policy and Behaviour for Learning Policy. The school has a Disability and Equality Policy and Accessibility Plan which involves students, staff and parents/carers and Governors in its preparation and is implemented alongside this policy.

## **AIMS**

Working together with parents/carers and students, all staff and governors will:

- Provide access to a balanced and broadly based curriculum, including the National Curriculum and set suitable learning challenges for students.
- Encourage students with disabilities and/or identified special educational needs (SEND) to engage in all school activities together with all students.
- Help them to overcome any potential barriers to progress, attainment, learning or wider school activities.
- Respond to the diverse learning needs of students.

## **IMPLEMENTATION**

We welcome applications from all students including those who may have additional or special educational needs. We will conform to the policy for admissions to our school.

Initial assessments and records received from previous schools attended, together with our own assessment data, will help us to consider each student's needs and to plan for additional input or special arrangements. Students with additional or special educational needs will be recorded on the SEND Register which is made available to all staff.

We will work with parents/carers to discuss and plan for any issues that they wish to raise, concerns the school raises as a new need or those passed on by a previous school.

As additional or special educational needs are identified, appropriate support programmes will be devised. These will be drawn up in discussion with the student, staff and parent/carer. A range of support strategies will be used as appropriate to each individual student's needs. Exam access arrangements are made for those qualifying under the examination boards' criteria.

Parents/carers who wish further clarification regarding special educational needs in the school should, in the first instance, contact the Special Educational Needs Coordinator (SENCO). The school has a Governor who is responsible for SEND.

## **MONITORING**

The Governing Body will monitor and review this policy on a regular basis in collaboration with the Headteacher, the Senior Leadership Team and the SENCO.

# THE HIGH SCHOOL FOR GIRLS, GLOUCESTER

## SEND AND INCLUSION PROTOCOL AND PROCEDURE

### Definition of Special Educational Needs

#### (As set out in the Revised Code of Practice 2015)

A child or young person has special educational needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made. Young people have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of young people of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in school or post 16 institutions.

#### Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for young people of this age.

#### Rationale

- At the High School some students will have special educational needs, specific learning difficulties and medical conditions which can affect learning. We also have some students with social, emotional and mental health difficulties.
- The High School is committed to providing an appropriate and high quality education to all of its students. We believe that all young people, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- All the teachers in the school are teachers of young people with special educational needs. As such, the High School adopts a 'whole school approach' to special educational needs which involves all staff adhering to models of good practice. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We believe that all young people should be equally valued in school and so we will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.
- The High School is committed to inclusion and we aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We have high expectations for the success of our students with special educational needs and share in their, and their parents'/carers' aspirations for their future. As individual students, the learner's needs will be responded to and will take into account their varied life experiences and their individual needs.

This document describes the way that we meet the needs of young people who experience barriers to their learning, which may relate to:

- Sensory or physical impairment.
- Cognitive needs.
- Social, Emotional and Mental Health development.
- Communication and language needs.

- Factors in a student's environment, including the learning environment and home circumstances.

### **Objectives of the Document**

- To ensure that the SEND and Disability Act and relevant codes of practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, young people with special educational needs.
- To continually monitor the progress of all students, using established school systems. To identify needs as they arise and to provide appropriate support as early as possible in order to raise attainment and secure emotional wellbeing.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those students identified as having SEND Support needs.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for young people who have special educational needs
- To involve parents/carers at every stage in plans to meet their child's additional needs and disabilities.
- To involve the young people themselves in planning and in any decision making that affects them.

### **The SENCO's Role**

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEND document.
- Providing advice to supporting staff (teachers, and other relevant adults), liaising with them and, where necessary, working with teaching staff to draw up objectives and provision plans.
- Working alongside staff to assist them in identifying, assessing and planning for young people and young people's needs and ensuring that these young people make progress.
- Overseeing and maintaining specific resources for special educational needs;
- Liaising and working with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development of staff on SEND issues.
- Monitoring, evaluating and reporting on the provision for young people with SEND
- Co-ordinating the range of support available to young people with special educational needs and disabilities.
- Liaising with the parents and carers of young people with special educational needs and disabilities.

## Identification

There are a variety of ways in which a young person may be identified:

- Parent/carer referral to the designated SENCO.
- A member of staff raises concern with Form Tutor or the Year Co-ordinator or parental concern is expressed to the Form Tutor or Year Co-ordinator.
- Individual progress monitoring shows there are areas of concern.
- Staff discussion at pastoral or other meetings indicate there may be a problem.
- Faculty/Department monitoring of individual students indicates cause for concern with regard to underachievement of both the able and the less able student.
- A student displays behaviour which affects their learning or that of others in the group, or indicates an underlying need.
- Medical conditions exist or occur which require special measures to be taken either in the short or long term.
- Previous school records indicate SEND.
- Outside agencies inform SENCO.

## Assessment and Provision

Where a period of differentiated curriculum support has not resulted in the young person making adequate progress OR where the nature or level of the young person's needs are unlikely to be met by such an approach, provision at the **SEND Support** level may need to be made.

**SEND Support** provision is put in place where there is evidence of Special Educational Needs following the definition from the SEND Code of Practice 2015:

A child of compulsory school age or a young person has a learning difficulty or disability if she or he:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- 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 mainstream schools or mainstream post-16 institutions.

Where a student is not making adequate progress despite quality first teaching, provision will be put in place that is additional to, or different from, the provision usually available.

Students who are recorded at SEND support level of need will have a 'My Plan' document drawn up for them by their Year Co-ordinator, the SENCO along with the parents and student. This document will set out some objectives for the student and provision to help the student to reach these objectives will be identified. This plan will be reviewed, with the student and parents, during the academic year.

Provision at this level may include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice about school targets and strategies, specialised assessment or some direct work with the young person. When specialist services are involved they will always contribute to the planning, monitoring and reviewing of the student's progress.

## **School request for a statutory assessment**

For a student who is not making adequate progress, or whose Special Educational Needs or Disabilities are preventing the student from accessing the curriculum or making use of educational facilities, despite a period of support at SEND Support level of need, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to draw up an Education, Health and Care Plan.

The school is required to submit evidence of 'persistent need over time' to the LA's Moderation of Assessments Panel who make a judgement about whether or not the young person's need can be met from the resources normally available to the school. This judgment will be made using the LA's current 'Criteria for making a statutory assessment'.

Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

## **Education, Health and Care Plan**

A young person who has an **Education, Health and Care Plan** will continue to have arrangements as for SEND Support, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and with the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the student.

## **The use of external support services**

- The SENCO liaises with a number of other external support agencies, including, but not exclusively:
  - Advisory Teaching Service.
  - School Nurse.
  - Occupational Therapy.
  - Children and Adolescent Mental Health Service.
- Parents and carers are always informed of the involvement of any external agency.

## **Learning support**

- A qualified member of staff carries out preliminary tests. If the need is especially severe, or a parent/carer has requested outside testing, the Educational Psychologist may be invited in to carry out the test.
- Together with the SENCO student and tutor a 'My Profile' documents for the students, in conjunction with Year Co-ordinator and student suggests appropriate Quality First Teaching provision that would benefit the student. All staff are issued with copies of a student's 'My Profile' document. Staff are asked to build in some reference to them in their assessment of students' work and in the provision of appropriate support to enable a task to be completed successfully.
- The SENCO and the Examinations Officer liaise regarding access arrangements for external examinations.

## **Progress monitoring**

In line with the school's progress monitoring document, all students with Special Educational Needs are closely monitored to ensure they are making appropriate progress. Students are reported on 3 times within the academic school year and the SENCO liaises directly with the appropriate Assistant Head, after every progress monitoring cycle. Appropriate interventions are then put in place by the SENCO and Year Co-ordinator.

## **Arrangements for partnership with Parents and Carers**

- Staff and parents/carers will work together to support students identified as having additional needs.
- Parents/carers will be involved at all stages of the planning process for educational provision where additional needs are identified.
- At review meetings with parents/carers we strive to ensure that the young person's strengths as well as their weaknesses are discussed. Where we make suggestions as to how parents/carers can support their young person at home, these are specific and achievable. We expect all parents/carers to leave the meeting clear about the action to be taken and the ways in which outcomes will be monitored and reviewed.
- Parents'/carers' information and consultation evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

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