

# Reading Girls' School



## Special Educational Needs Policy

**Status:** Statutory. To be reviewed every three years

**Level of approval:** SGC

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**Date of next review:** March 2021

## **Reading Girls' School Special Educational Needs and Disability (SEND) Policy**

This policy sets out the principles and procedures for the education of students with special educational needs at Reading Girls' School. The concept of equal opportunity, social inclusion and the right of access to the curriculum for all students is fundamental to our practice. Our aim is to ensure that all students have the best opportunity to succeed. Accordingly, provision for students with SEND will be based on the SEND Code of Practice: 0 to 25 Years, July 2014 and will involve all members of staff.

### **Values and Principles**

At Reading Girls' School we welcome all students, including those with SEND. The SEND policy is in line with our values and principles, which aims to establish an environment in which learning flourishes and the potential of the individual is realised. Students will be encouraged to succeed by the positive and supportive ethos of the school, as well as by strong links with the home, feeder schools and relevant agencies.

The promotion of progress and achievement of individual students is founded on the belief that:

- All students are valued equally and form an integral part of the school and should be taught in a context appropriate to their individual needs
- A broad balanced and inclusive curriculum, taught in a well-resourced and supportive environment, which provides a range of stimulating and appropriate experiences that will enhance students' self-esteem and promote success
- All students have the right to benefit from the range of personal, social and extra-curricular activities
- Students should be introduced to and continue to become familiar with a wide range of skills for life.

We aim to remove barriers to learning and stimulate the effort of all students, allowing them to maintain motivation through high expectations and by celebrating success so that students will become confident achievers, who are able to participate fully in the life of the school as well as in the wider community. All teachers have a shared understanding that SEND is a whole school priority and all teachers are teachers of students with SEND.

This policy is written in line with the requirements of:

- The Equality Act (2010)
- Section 69 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Section 6 of the SEND Code of Practice (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

## Objectives

The SEND Policy is intended to exist as a practical working document to inform and advise staff, clearly setting out procedures and practice related to SEND pupils, their learning and development. The key objectives of this policy are:

- To enable students with SEND to reach their full potential
- To create an inclusive environment where students with SEND are able to take part in all aspects of the school community
- To support students with Special Educational Needs SEND at times of transition
- To ensure that the views of students with SEND are at the centre of their provision
- To enable parents of students with SEND to contribute to the support that their daughter's receive
- To offer students with SEND full access to a broad and balanced curriculum
- To ensure that the information regarding the needs of all students with SEND is easily accessible to all staff
- To ensure there is a graduated approach to the identification and provision of SEND in line with the Code of Practice.

## Monitoring and Evaluation of this Policy

The success of the school's SEND policy is judged against the objectives set out above. The success criteria will be reviewed annually by the Principal and the governors. The School Governance Committee's Annual Report will detail the successful implementation of the policy and the effectiveness of the provisions made.

The named SEND Co-ordinator (SENCO) for the school is Miss Kimika Gardner. A member of the School Governance Committee takes a special interest in SEND, although the School Governance Committee as a whole is responsible for making provision for students with SEND.

The School Governance Committee has agreed with the Local Authority (LA) admissions criteria that it does not discriminate against students with SEND and its admissions policy has due regard for the guidance provided in the SEND Code of Practice (2015) which accompany the SEN and Disability Act 2001.

For further SEND related information see the Reading Girls' School SEND Information Report and Reading borough council's Local Offer.

### 1. Definition of Special Educational Needs and/or Disability (SEND)

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age." (SEND Code of Practice, 2015, p.94)

A child may be identified as having SEND where progress:

- Is significantly slower than that of their peers starting from the same baseline.

- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

*Not all students with disabilities have SEN and not all students with SEN meet the definition of disability, this policy covers students who may fall into the above categories.*

The SEND Code of Practice provides four broad areas for considering SEND; it is not unusual for a student to be listed in more than one category and this should not be considered as an exhaustive list:

- **Communication and Interaction including -**
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Disorder (ASD)
- **Cognition and Learning including -**
  - Specific Learning Difficulties (SpLD)
  - Moderate Learning Difficulties (MLD)
  - Severe Learning Difficulties (SLD)
  - Profound and Multiple Learning Difficulties (PMLD)
- **Social, Emotional and Mental Health difficulties including -**
  - Mood disorders e.g. Anxiety, Depression etc.
- **Sensory and/or Physical needs including -**
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

## **2. Roles and Responsibilities**

### **2.1 The Principal**

The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Principal has the responsibility to ensure that:

- A register of children with SEND is kept
- Arrangements are being made to meet the needs of those children who have special educational needs
- A staged process of assessment and action planning for individual children is implemented
- Parents are involved and kept informed
- Teachers are kept fully informed, and are making appropriate provision
- Ensure teachers and teaching assistants (TA) have a clear brief about the students' needs, and are providing appropriate strategies, programmes and materials to meet those needs
- Children are referred to the LA for statutory assessment, if required

- Appropriate external agencies are involved
- Appropriate staffing and funding arrangements are made, and budgeted for
- Governors are informed on SEND issues
- That the school meets its SEND responsibilities
- Appropriate staff development and training is provided.

## **2.2 The Special Educational Needs Coordinator**

The SENCO has a critical role to play in ensuring students with SEND receive the appropriate support and the Principal, along with the governing body delegate the day to day implementation of this policy to the SENCO. In line with the recommendations in the SEND Code of Practice (2015) the SENCO is responsible for:

- Overseeing the operation of the school's SEND policy
- Keeping the Principal informed about provision, students' needs and changes to statutory requirements
- Supporting the identification for students with SEND
- Maintaining and sharing the SEND register
- Coordinating provision for students with SEND
- Monitoring and tracking the progress of all students with SEND
- Liaising with and advising all staff on the graduated approach to SEND support
- Providing relevant SEND CPD to staff
- Liaising with parents/carers of students with SEND
- Liaising and working collaboratively with outside agencies when appropriate
- Maintenance and analysis of whole-school provision map for SEND students.
- Co-ordinating and meeting the timescales in which Annual Reviews for students with Education Health and Care Plans (EHCP) are to be held
- Carrying out referral procedures to the LEA to request High Needs funding and/or an Education Health and Care Plan when it is suspected
- Overseeing the smooth running of transition arrangements and transfer of information for students on the SEND register at key transition points
- Liaising with the school's Inclusion Governor, ensuring that they are kept informed of current issues regarding the provision for vulnerable learners, including those with Special Educational Needs.

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## **2.3 Pastoral Leaders/Form Tutors**

Pastoral Leaders and form tutors should:

- Familiarise themselves with school policy and procedures on SEND
- Know those students who are on the SEND register and their category of need
- Liaise with the SENCO/Inclusion team to discuss the needs and progress of identified students
- Be prepared to contribute to planning meetings if one of their students is being discussed
- Monitor the progress of the students and raise concerns as needed
- Refer students to the School Inclusion Panel (SIP) who may be in need of additional support by completing a SIP referral and attaching a sample of work (if applicable).

## **2.4 Subject Leaders**

Subject Leaders should:

- Familiarise themselves with school policy and procedures on SEND
- Monitor, with the help of the SENCO, the progress of students with SEND within their subject area and ensure that appropriate intervention is in place
- Identify SEND related CPD needs within their department
- Include differentiation in all schemes of work for lessons and homework tasks
- Regularly include SEND as an agenda item in department meetings
- Refer students to the School Inclusion Panel (SIP) who may be in need of additional support by completing a SIP referral and attaching a sample of work.

## **2.5 Subject Teachers**

The class teacher should:

- Familiarise themselves with school policy and procedures on SEND
- Identify students of concern and liaise with the SENCO
- Monitor the progress of all students in their class including those with SEND
- Plan and differentiate accordingly
- Liaise closely and plan jointly with the TA, where possible, to enhance learning where additional support is present in lessons
- Recognise that “quality teaching first” is the best provision for students of all abilities and needs, ensuring that wherever possible, students are included as part of the lesson
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs
- Know those students in their teaching groups, their category of need and how best to meet those needs
- Contribute to reviews of students on school SEND Support or those who have an EHCPs
- Refer students to the School Inclusion Panel (SIP) who may be in need of additional support by completing a SIP referral and attaching a sample of work.

## **2.6 Teaching Assistants**

TAs should:

- Work in the classroom as directed by the subject teacher
- Familiarise themselves with the specific needs of the students they work with
- Keep the subject teacher and SENCO informed of progress and concerns
- Liaise with SENCO, subject teachers and subject leaders in order to support with planning strategies and differentiate the curriculum for SEND students
- Plan and deliver an allocated intervention
- Monitor and review the progress of allocated SEND students through the use of the Provision Map and relevant school data
- Take on the role of Key Worker for students with EHCPs (or those treated as such) and contribute to Annual Reviews
- Undertake training to support their Professional Development as directed by the SENCO

- Follow the timetable of support as directed by the SENCO
- Familiarise him/herself with the needs of these students they are going to support
- Attend and contribute to meetings (departmental, pastoral, with parents and as appropriate) as directed by the SENCO.

### **3. Admissions**

All students with SEND will be admitted to Reading Girls' School according to the school's admission policy. Those with an EHCP are considered separately in accordance with LEA policy.

- The SENCO attends Annual Reviews for all students at Reading Girls' School with an EHCP, in addition to transition reviews, where possible, for students who will be joining the school with an EHCP
- The SENCO and/or EAL Coordinator will administer pre-admission assessments where appropriate as well as assessments for students on entry. For Year 7 this entails rigorous screening of all students through the use of literacy and numeracy assessments to ascertain reading, spelling and numeracy ages
- We aim to test students on our register on a regular basis to provide data showing progress or otherwise.

### **4. Identification and Assessment**

We are committed to the early identification and assessment of SEND as it is a vitally important part of the remedial process. Students with SEND may be identified in one or more of the following ways:

- Information from either the primary or previous school which is passed to the SENCO/Pastoral Leader
- The LEA may name Reading Girls' School within the EHCP for a student
- Progress data over time
- The school's own standardised baseline assessments
- Teacher SIP referrals
- Pastoral Leader SIP referrals
- Information obtained from external agencies
- Parent feedback
- Student feedback

Following the referral and further discussions at the SIP, further assessment in the form of screening/testing may be required, this may be performed by the SENCO, Specialist Literacy Teacher or an external professional. After which, a decision will be made as to whether or not the student is to be placed on the SEND register.

A student can be added to the SEND register at any point in the academic year, once on the register their progress is reviewed every half term (approx. 6 week) upon which a decision is made as to whether they are to remain on the register. Movement on the SEND register is considered in line with the 'triggers' for movement stipulated in the code of practice.

### **5. Provision**

In line with SEND CoP (2015) SEND support arises from the four part cycle, known as the graduated approach to lead to a growing understanding of the student's needs, a more informed understanding of what supports the student in making good progress and securing good or better outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The support that is offered to students is reflective of the Three Wave Model of Intervention (DfES, 2006).

### **Wave 1 Provision**

Quality First Teaching (QFT) is personalised/differentiated according to an individual's needs and is the first step in responding to students who may/have a SEND. Lesson planning and schemes of work are designed to move students from where they are to where they need to be. Effective intervention is based on the use of data, progress is vigorously monitored and tracked. Wave 1 interventions are delivered by the classroom teacher as part of their responsibility to ensure that all students in the class succeed. Examples of this level of intervention may be in the form of an inclusive seating plan or differentiated resources.

### **Wave 2 Provision**

Interventions at this stage are specific, additional and time limited; such interventions are provided for some students to help accelerate progress to enable them to work at or above age related expectations. This form of intervention is often targeted at a group of students with similar needs, programmes such as Attack Read/Spell or Talkabout Teenagers would be regarded as Wave 2 provisions.

### **Wave 3 Provision**

This provision is targeted for a minority of students where it is deemed necessary to provide a highly tailored intervention to accelerate progress or enable students to achieve their potential. Provisions at Waves 1 and 2 will continue in addition to the student having an individualised programme which may have been devised and/or delivered by a specialist member of staff. Such interventions may include a one to one speech and language programmes or a referral to an external professional for a diagnostic assessment.

## **6. Education, Health and Care Plans**

Based on the level of interventions and progress over time, in some instances the school may request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention the student remains a significant cause for concern. A Statutory Assessment can also be requested by a parent or outside agency. Once a request for a Statutory Assessment has been the LA has a detailed timescale of 20 weeks, in which complete the assessment and make further decisions.



EHCPs are normally provided when the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set out in the EHCP
- Established through consultation with parents/carers and the young person
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support as specified

EHCP's must be reviewed annually. The SENCO will organise these reviews and invite the student, along with parents/carers and any other relevant professional and the meeting will be to review the progress that has been made against the EHCP objectives.

The SEND Code of Practice (2015) describes adequate progress as:

- Similar to that of students of the same age who had the same starting point
- Matching or improving on the student's previous rate of progress
- Allowing the attainment gap to close between the student and students of the same age

## **7. Working in Partnership**

### **7.1 With Parents and Carers**

The SEND Code of Practice (2015) places great emphasis on the partnership of the school with parents. When communicating with parents staff should:

- focus on the children's strengths as well as areas of additional need
- recognise the personal emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed prior to meetings where possible
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Involve parents/carers in reviews and provide with copies of targets that have been set.

### **7.2 With Students**

As per the SEND Code of Practice (2015) guidelines, we aim to involve all students in the decision making process and where appropriate, they are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- Identify their learning needs and strategies that are effective
- Share in individual target setting across the curriculum
- Review their progress and set new targets
- Attend SEND related meetings.

### **7.3 External Agencies**

The school works with several external agencies to support students with specialised needs. These may include:

- Educational Psychologist
- Speech and Language Service
- Specialist Teacher for the Visually Impaired
- Specialist Teacher for the Hearing Impaired
- Reading Borough Council's Special Educational Needs Support Service.

#### **7.4 With other Schools**

- The SENCO attends EHCP and SEN Support summer reviews at feeder primary schools
- We arrange visits to Reading Girls' School in the summer for prospective year 7 students and their primary SEN staff to assist with transfer and familiarity
- Other visits to Reading Girls' School, or by the SENCO to feeder school are arranged as needs dictate, e.g. to observe a student in situ
- All transfer schools (primary and secondary) forward records of students with SEN
- An additional induction programme is offered to students who are vulnerable or have SEND.

#### **8. Complaints**

- Any complaints concerning students with SEND will be considered sympathetically and every effort will be made to ensure that concerns are dealt with promptly and efficiently
- The SENCO will communicate with the parents/carers (where possible via a meeting) within two working days of the complaint being received in the first instance to ascertain the full details relating to the complaint
- In cases where the complaint is not initially resolvable by the SENCO the will be passed on to the Senior Assistant Head.

Further details relating to our complaints policy can be found on the Reading Girls' School website.