

Reading Girls' School



Special Educational Needs Policy



**Business &
Enterprise**

2015

Ratified by Full Governing Body March 2015

To be reviewed every three years

Special Educational Needs Policy 2015

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

We believe that:

- *All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society.*
- *Students who have Special Educational Needs should be supported wherever necessary to achieve access to the school curriculum.*

We are committed to ensuring that all students at Reading Girls' School receive the education that is right for them and supports their progress in all areas of their lives. Our students with Special Educational needs may need particular support to ensure that they reach their full potential and we believe that excellent Special Educational Needs provision is important to ensure that all students are able to succeed and feel valued at school.

Objectives:

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

Definition of SEND

The SEND Code of Practice provides four broad areas for considering Special Educational Needs:

- Cognition and Learning
- Sensory and/or Physical needs
- Communication and Interaction
- Emotional, Social and Mental Health Difficulties

Children and Young people may have difficulties in one or more of these areas and school based assessment as well as specialist assessments should enable the school to identify students with SEND and plan appropriately for them. Children with difficulties in these areas may not be identified as having a Special Educational need if they continue to make expected progress at school without the need for sustained, targeted intervention or resources.

Slow Progress and Low attainment do not always mean that a student has a Special Educational Need. If a student is not making expected progress then the school will endeavour to support them through quality teaching initially. If there is a concern that a student's progress may indicate a Special Educational Need then the Teacher will liaise with the school SENCO. Following discussion with the student, parents and teaching staff any further assessments will be arranged before a child is placed on the Special Educational Needs Support List.

The school works with Equality Services to support students for whom English is an Additional Language. This is not considered a Special Educational Need, although some of these students may also have a Special Educational Need. If it is felt that further assessment is needed this will be conducted through the SENCO in collaboration with parents.

Definition of SEND provision

All teachers are teachers of Special Educational Needs and we aim to provide all learners with teaching that is differentiated and personalised for them. Quality first teaching should meet the needs of most learners and enable them to make good progress at school. Some students need provision that is additional to and different from this – Special Educational Needs Provision. We aim to ensure that our learners have the correct provision in place that targets their underlying needs and enables them to make good progress. Special Educational Provision is tailored for each student and monitored and reviewed in collaboration with parents and carers.

Special Educational Needs assessment and provision is planned alongside the broad areas described in the Code of Practice

Communication and interaction

Where there are general concerns about a student's Speech, Language or Communication needs they will initially be supported through school resources which may include: differentiated work, support from Teaching Assistants in class, Pastoral Support, Literacy and Numeracy Intervention and support from the Learning Mentor as appropriate.

The school works closely with the allocated Speech and Language Therapist to support students with Speech and Language and Communication difficulties in a number of ways:

- Students who have had Speech and Language and Communication difficulties at primary school should be identified through the school Transition process and also by the Speech and Language Therapy transition Service. These students will be offered extra transition support through term 6 whilst they are at their Primary school and a plan will be made for year 7.
- If it is felt that specialist assessment of a student's Speech, Language and Communication is required the student will be referred to the Speech and Language Service by the SENCO in collaboration with parents. Depending upon the outcome of this assessment a program may be put in place and delivered by the Speech and Language Therapist or recommendations for support in school will be followed.
- Where students have other forms of intervention such as Literacy or Numeracy Intervention staff will work with the Speech and Language Therapist to plan intervention that also supports their Speech, Language and Communication needs.
- Staff training is given at regular intervals on different aspects of Speech, Language and Communication needs to support staff development and enable teachers and support staff to plan effectively for students with Speech, Language and Communication needs.
- Where students need particular provision in the classroom this will be communicated by the school SENCO and staff can access support from the SENCO or Speech and Language Therapist.
- Students who have Autistic Spectrum Disorder will be given extra support as appropriate, this may include: individual mentoring sessions, social skills groups, the use of social stories, visual timetables and Speech and Language input.

Cognition and learning

- Students with difficulties with cognition and learning will initially be supported through school resources in a number of ways: Differentiated work, Wave 1 Literacy and Numeracy lessons, small group literacy and numeracy intervention and support from Teaching Assistants in class.
- If it is felt that further assessment of a student's needs is required then they may be referred to the Specialist Literacy teacher and/or Educational psychologist in collaboration with parents. An assessment of their cognition and learning needs will then be completed and shared with the student, parents and staff via the school SENCO.
- Some students may have access to a modified curriculum where they study less subjects in year 7 with more time to focus on Literacy and Numeracy.
- In KS4 students with Cognition and Learning Needs can access the curriculum Support Option where they will receive extra literacy and numeracy support instead of taking a fourth subject option.

Social, emotional and mental health

- All staff at Reading Girls' school will support students' Social, emotional and mental health by fostering supportive relationships, promoting students self-esteem and self-worth, being positive role models and using strategies that support students social and emotional development. Tutors and Pastoral Leaders are key contacts for students and monitor all aspects of their students developmental needs. Students that need further support can have access to:
 - School Learning Mentor offering group and individual mentoring sessions supporting students to recognise self worth, improve emotional regulation and access further support services where appropriate
 - Emotional Well-Being worker working with individuals to build self-esteem and support social skills.
 - School Counselling Service provided by Time to Talk. A confidential counselling service supporting students with a range of different needs.
 - Human Givens Therapeutic Counselling offering individual emotional regulation and specific trauma counselling.
 - Berkshire Women's Aid for young women who have been victims of abusive relationships or who have been affected by domestic abuse within the home.

Where there are ongoing concerns about a student's social, emotional or mental health needs the SENCO/Pastoral Leader can in collaboration with the young person and parent/carer where appropriate refer to a relevant service which could be:

- The School Nurse
- The Primary Mental Health Service
- The Children and Adolescent Mental Health Service
- The Secondary Behaviour Support Service
- The Youth Service
- The Educational Psychologist

Assessments will be completed and Packages of support will be put in place for young people and monitored through a review cycle either within a Team Around the Child Approach, Pastoral Support Plans, or Progress meetings. The student should remain central within this process.

All staff have received training on Emotional and Social Difficulties provided by the Primary Mental Health Worker. Pastoral and Teaching support staff have also completed Children's Mental Health Matters Level 1 Training.

Sensory and/or physical needs

- Students with sensory or physical needs will be supported through a number of methods within the school. Teaching staff will differentiate and personalise the curriculum as appropriate to support students with sensory or physical needs.
- If a student needs specialist resources the school will work with The Sensory Consortium Specialist Teachers to ensure that students have appropriate provision in school. Students with Hearing and Visual impairments will be visited by Specialist Teachers who will observe their classes, conduct specialist assessments and give advice to the school, working in collaboration with parents. This information will be disseminated by the SENCO to ensure that all staff are aware of strategies to support these students.
- Teaching and Support staff have received training on supporting students with Hearing Impairments. Training is organised as needed for staff working with students with Sensory difficulties.
- The school will also liaise with the GP service, Occupational Therapy and the Paediatric team to ensure that information about students need is up to date and any change in circumstances is reported.

Identification of SEND

All teachers are responsible for every child in their care, including those with special educational needs. Underpinning ALL our provision in school is the graduated approach cycle of: Assessment and Review

Assess: Teachers will conduct regular assessments of students progress and set individualised targets that stretch learners. If a teacher is concerned that a student may not be making the appropriate progress then they will discuss this with the child, her parents and pastoral staff as appropriate. If staff are concerned that the young person may have a Special Educational need then they should discuss their concerns with the SENCO. The SENCO will work with the student, teaching staff and parents to assess need and may organise further specialised assessments as required.

Plan: A plan will be written by the teacher with input from the SENCO as required. This should be shared with the student and parents/carers. Alternatively a school progress meeting or Pastoral Support Program may be held where the student, SENCO, parents/carers, pastoral staff and any external specialist staff will meet together to create a joint plan. This will then be shared with Teaching staff.

Do: The plan will be put in place by all relevant staff and any new staff to the team working with the child. The Teacher and SENCO will work with all staff to implement the plan and to make any modifications and adjustments necessary.

Review: The plan will be reviewed in regular cycles. This may be through 6-8 week review progress or PSP meetings or through a teacher's own review system in line with their assessment cycles.

Involving parents/carers

Parents are viewed as partners in their daughter's education and are kept fully informed about this. They will be contacted directly regarding any change in her progress, behaviour or educational provision within the school. Teaching staff should liaise with parents regarding the

progress of their daughter and parents will be part of the planning process for their daughter. This may include: meetings with teachers, pastoral staff, the SENCO and specialist staff where appropriate. The SENCO will arrange further meetings where necessary to discuss SEN provision, progress or review the plan.

The SENCO will meet with parents where a request for an Education Health and Care plan is going to be made. Parents will also be invited in at least annually to review the Education, Health and Care Plan.

The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually convenient time.

Roles and responsibilities

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

- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review

- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that One Page Profiles, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school), liaising closely with a range of outside agencies to support vulnerable learners.

Education, Health and care Plans

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Record keeping and monitoring

Every student who has been identified as having Special Educational Needs has a record that she is receiving SEN support.

Additional provision will be recorded on our Provision Mapping system and records kept of all provision that a student has received.

The school uses both quantitative and qualitative analysis in the evaluation of SEN provision.

Depending upon the intervention assessments are made at the beginning and throughout the provision to determine effectiveness. These may be specialised assessments pertinent to the intervention or linking to whole school assessment such as reading and spelling tests or subject tracking. The general progress of SEN students is monitored alongside their academic tracking in Maths and English.

Some students will qualify for reasonable adjustments in their examinations and assessments. These students will be assessed by our Specialist Literacy Teacher to enable them to use their normal way of working during examinations. Records will be kept by the SENCO and Examinations Officer in line with JCQ regulations

Working with External Partners

The school works closely with all other outside agencies to focus on identification and provision for those students who, at any given time may require further intervention.

All services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic mode of support which focuses on the needs of the child.

The following agencies/services are involved with school:

- Educational Psychology Service
- Sensory Consortium
- Education Welfare Service
- Behaviour Support Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services
- Connexions
- Therapeutic services such as Time to Talk and Human Givens Therapists.
- Children's Action Teams

Details of our internal and external provision can also be found via The Local Offer on the Reading Borough Council Website.

Links with Other Schools

Links with feeder primary schools are a particular focus working within the Whitley Excellence Cluster and also further afield. An induction programme for Year 6 students coming to Reading Girls' School operates in order to establish a welcoming environment and our Transition Leads visits all our feeder schools each year. We work closely with our feeder schools to identify students with Special Educational Needs and organise extra visits and meetings to see these students where appropriate. Students with identified Special Educational Needs are invited to extra transition visits to Reading Girls' School.

Our Pastoral Leader for year 11 works with our further education partners and supports the transition process for all students who are moving on. We have transition meetings for our students with SEN and actively work with Connexions and Post-16 staff to support the Transition process.

- We closely monitor children and young people's destination data.

Staff Professional Development

We believe that staff CPD in respect of SEN is crucial to identifying and meeting the needs of our learners. SEN training is available for the whole school and arranged by the SENCO and Leadership Team. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's CPD Policy. Information regarding strategies in working successfully with students in all categories of SEN is available for staff on the school network. The SENCO and Heads of Faculty will also support teaching staff as required through a range of approaches such as: coaching, advising, lesson observation and feedback.

CPD will be delivered by one of the following means:

- SENCO
- Individual members of staff within the school who have a designated specialism
- Local authority support service
- External trainers/consultants
- External Agencies/Facilities and Support services

Safeguarding

The safety and welfare of our students is of paramount importance to us. Our Safeguarding Policy details our school processes for safeguarding all our students. We also take bullying very seriously as detailed in our anti-bullying policy.

SEN Information Report

The school will produce and publish an annual SEN information report as required by the Code of Practice 2014. This will be published on the school website and printed on request.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

If, on pursuing complaints, the parents are not wholly satisfied with the school's response they may wish to seek further advice/assistance from the local authority. If, at any point, they do not agree with the school's and the LA decision, they have the right to appeal to the authority's SEN Tribunal.