



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

**(WITH LOCAL PROCEDURES FOR
NONSUCH HIGH SCHOOL FOR GIRLS, CARSHALTON HIGH SCHOOL AND WALLINGTON HIGH SCHOOL FOR
GIRLS)**

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Approved by the Trust Board: September 2019

Review frequency: Annually

1 Introduction

- 1.1 The broad concept of Special Educational Needs (SEN) adopted by the Girls' Learning Trust (hereafter referred to as GLT) means that the Trust sees the education of students with SEN as part of the continuous range of provision for all students.
- 1.2 Providing for students with SEN is the shared responsibility of the Trust Board and Local Governing Body (LGB), the Headteacher and all members of staff.
- 1.3 Central to the Trust's SEN policy and practice is the recognition that students may have SEN for (among others) any of the following reasons:
 - a permanent or temporary physical or sensory disability;
 - a medical condition;
 - an emotional or psychological need;
 - a specific learning disability;
- 1.4 The needs of individuals evolve over their school careers, and therefore the Trust does not regard students with SEN as a fixed group but simply as that set of students having SEN at any given time.
- 1.5 The Student Data Collection Form provides the opportunity for parents/carers to notify the schools in the Trust of SEN of all kinds at entry to the school. In addition, feeder schools are requested to submit information relating to SEN once a place has been offered. Parents/Carers can, of course, notify the School at any other time of any issues relating to SEN and their daughter.
- 1.6 Staff will be made aware of the need:
 - 1.6.1 to identify SEN as early as possible;
 - 1.6.2 to initiate prompt and appropriate action.
- 1.7 All staff have shared responsibility for:
 - 1.7.1 planning and providing appropriate learning support;
 - 1.7.2 evaluating and recording the progress of students with SEN

2 Procedures

- 2.1 Each School in the Trust will have its own procedures for managing and monitoring SEN students. These can be found in Appendix A, B and C.

3 Involvement of Parents/Carers

- 3.1 Parents/carers will be fully involved in all stages of the SEN process - identification, support and monitoring.

- 3.2 The progress of all students in relation to individual target grades will be reported to parents/carers once a term.
- 3.3 The progress of students on the SEN register will be monitored in individual termly review meetings.
- 3.4 The parents/carers of students on the SEN register will be invited to attend termly review meetings with their daughter in order to monitor progress and review provision.

4 Involvement of the Student

- 4.1 Students felt to have an SEN will be encouraged to participate in discussion and decision making about the identification of their SEN and about the future support and provision required.
- 4.2 All students will be supported by the school in setting personal targets and in conducting reviews of progress in the light of these targets.
- 4.3 Students are expected to suggest targets for their SENSP (SEN Support Plan) and to participate in the process of self-monitoring.

5 Involvement of the Trust Board and Local Governing Body

- 5.1 Each term both the Trust Board and Local Governing Body (LGB) will receive a report on SEN students as part of the Headteacher or CEO report.
- 5.2 Each LGB has a Governor with SEN as their responsibility.



PROCEDURES FOR NONSUCH HIGH SCHOOL FOR GIRLS

General

A member of the teaching staff is designated as the Special Educational Needs and Disabilities Coordinator (SENDCo)

A Governor is designated to monitor SEND provision in accordance with statutory requirements.

The Governing Body will;

- through the Local Governing Body (LGB) monitor the provision made for students with SEND;
- work with the Headteacher to secure facilities and equipment to meet the needs of students with an Education Health Care Plan (EHCP) or an Individual Education Plan
- Consider complaints about SEND provision according to the provisions of Policy Note 23: Complaints Procedure

The Code of Practice stages of identification of SEND are found in Appendix B. Strategies employed to enable the student to progress should be recorded within an Individual Education Plan (IEP). The IEP should include information about:

- The short term targets set for or by the pupil. There will be 3-4 targets to
 - match the student's needs
- Teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed. This will normally be twice a year and will include the views of parents/carers and the student
- Outcomes (to be recorded when the IEP is reviewed)

NHSG will liaise with the Local Authority who may assess to decide whether or not an Education Health Care Plan (EHCP) is required to meet the needs of the child. This must be done in accordance with the prescribed time limits. If an EHCP is deemed necessary, then the Local Authority are responsible for drafting the plan, setting out the student's educational and health care needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

All EHCPs will be reviewed at least annually with the parents/carers, the student, the LEA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special education provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The aim of the annual review in year 9 and subsequent years is to review the student's EHCP and draw up and review the Transition Plan which will prepare the student for the transition to further or higher education, employment an adult life.

Students are expected to suggest targets for their IEP and to participate in the process of self-monitoring.

Students with Medical Needs

Information about students with medical needs will be collated by the School First Aiders and communicated to staff as necessary with the required regard for confidentiality.

The First Aiders will liaise with the SENDCo and Heads of Year about student whose medical status gives rise to an SEN

The will attend any relevant IEP and ECHP Review Meetings.

The school is committed to ensuring that all students have full access to the curriculum and it will provide support for students who miss learning time as a result of their medical status. The measures taken will be specific to the student but may include:

- sending work home and marking completed work which is sent in;
- corresponding via email if possible or desirable;
- making adjustments to the student's timetable;
- allowing flexible attendance during the school day in order to maximise teaching and learning time;
- providing subject mentors.

LOCAL OFFER

NHSG's school offer can be found on the School website: www.nonsuchschool.org/

The London Borough of Sutton's Local Offer can be found on the borough website: www.sutton.gov.uk



PROCEDURES FOR WALLINGTON HIGH SCHOOL FOR GIRLS

The DfE Code of Practice 2015 aims to enable students with special educational needs to benefit as fully as possible from an inclusive education and to help the school and parents / carers make effective decisions on behalf of students with special educational needs. Schools must use their best endeavours to make provision for students with special educational needs.

Below are the practices and procedures which Wallington High School for Girls (WHSG) considers essential to our core SEN values:

1. The vast majority of students coming into WHSG will have their educational needs met in the mainstream school. We may work with other alternative providers to tailor an educational package, if appropriate for the individual.
NB. In the rare instance where we consider a student's needs to be such that they cannot be met in a mainstream school, we will engage in early discussion, primarily with the parents / carers and with the Local Authority in order to seek the best special provision on behalf of the student.
2. A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
3. WHSG will liaise with the Local Authority who may assess to decide whether or not an Education Health Care Plan (EHCP) is required to meet the needs of the child. This must be done in accordance with the prescribed time limits. If an EHCP is deemed necessary, then the Local Authority are responsible for drafting the plan, setting out the student's educational and health care needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.
5. WHSG will host an annual review of the EHCP and report back to the Local Authority, in accordance with the Code of Practice.
6. WHSG will ensure that for our SEN students there is close co-operation between all the staff and / or agencies concerned and employ a multi-disciplinary approach to the resolution of issues, calling upon specialist advice to inform the school's strategies to meet the student's special educational needs.

7. WHSG has a strong ethos of pastoral care; where it has been identified that additional support for social and emotional needs is required, the Student Support Team will be utilised before referral to external specialist services is considered.
8. The SENDCO will liaise with the Examinations Office with regard to special access arrangements for all examinations including the entrance examinations. The current JCQ (Joint Council for Qualifications) guidelines will be the criteria used for any special access arrangements requests.

GRADUATED RESPONSE

WHSG will ensure that there is high quality teaching across the school to remove barriers to learning. Our teachers, supported by the SENDCO, employ differentiation strategies to support students in the classroom in the first instance. Where students are still not making expected progress despite in-class differentiation, they may require additional support.

Teachers are trained in special educational needs through their initial teacher training, which is consolidated through in-house training run by the Student Support Team, and are therefore skilled at adapting the curriculum according to individual need.

Information about SEN needs is shared with all appropriate staff and is available on the SIMS database and MINT Class (a tool for seating plans). Evidence of the engagement with this information is a requirement of all lesson observations across the school. Grouping arrangements must be organised carefully to maximise learning opportunities for all.

To ensure a graduated response WHSG will maintain three levels of support and action, dependent on the individual's needs:

- a. High Quality Teaching: as above.
- b. SEN SUPPORT (K): .Where it has been identified that a student is not making progress, the teachers and Head of Year, working alongside the SENDCO, will make a full assessment of their needs, drawing on outside agencies for support as appropriate. Part of the assessment process will take into account the parents / carers and student concerns. This will be completed using the Initial Concerns Checklist (Appendix B1).

Following the assessment, the school will follow a cycle of intervention, which will be regularly reviewed with parents / carers and the student. There will be a record of outcomes, action and support agreed, which will be shared with parents / carers, students and appropriate school staff. This process of review will also evaluate the effectiveness of the intervention for the individual student in order to determine whether the student should enter the SEN register as SEN Support or not.

Learning Support Assistants (LSAs) can be deployed to support teachers with the learning of students with SEN.

- c. EHCP (E): Having carried out a formal assessment, the Local Authority considers the evidence for an EHCP and, if appropriate, issues a plan outlining the special educational provision the student is entitled to, subject to annual review.

WHSG will meet the needs of the student, as outlined in the EHCP. We will follow the same review process as SEN support, meeting with parents / carers and students on a termly basis.

THE GOVERNING BODY

A report on SEN will be included in the Headteacher's report that is produced three times a year for the local governing body and the Trust will be updated via the CEO's report.

TRANSITION

Transition to High School from Year 6 to 7 is supported through a number of mechanisms:

- Visits to primary schools
- Induction day for all students
- Meet the SENDCO opportunity
- Transition planning
- Borough SEN Transfer meetings
- Student Support Plan
- Individual familiarisation visits

Transition from Key Stage 3 to 4 in Year 9 is supported by:

- Options evening and talk
- Subject specific information in Options Booklet
- Assembly programme
- Student Support Plan
- Individual careers interview

Transition from Key Stage 4 to 5 for students with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance

- Guidance Interview
- Student Support Plan

LOCAL OFFER

WHSG's school offer can be found on the School website: www.wallingtongirls.org.uk

The London Borough of Sutton's Local Offer can be found on the borough website:
www.sutton.gov.uk

There are local organisations who parents/carers can contact if they require support:

Sutton Information, Advice & Support Service (Formerly Parent Partnership):
020 8770 4541

Contact a Family: 020 7608 8700

WHSG SEN INITIAL CONCERNS CHECKLIST

HOY's should complete this form if they identify a student who may need to go on the SEN register

Pupil name: _____ D.O.B: _____

Form: _____ Date completed: _____

Tick if included

Records from previous school	
Absence percentage (if relevant)	
Medical details	
Summative assessment data e.g. SATs, WA grades	
Recorded examples of difficult to manage behaviours (if relevant)	
External agency records	
Other:	

Areas of concern:

-
-
-

Provision / strategies / resources already implemented:

-
-
-

Key notes from discussion with pupil / parents/carers / staff

-
-
-

For SENDCO completion only

Decision to place pupil on SEN record: _____

EHCP required? : _____

Parents/carers notified – Date: _____

SENDCO signature: _____



PROCEDURES FOR CARSHALTON HIGH SCHOOL FOR GIRLS

General

In keeping with the aims of the school, the Special Educational Needs & Disabilities (SEND) or Learning Support Department seeks to:

- Ensure that every student has the opportunities and resources to develop all their abilities; intellectual, practical, physical, spiritual and social within a supportive environment
- Recognise and support the entitlement of all students to a broad, balanced and relevant curriculum
- Identify the means by which the school ensures that this entitlement is met for students with SEND, including students with specific learning needs, students with particular physical needs, students with emotional and/or social needs and students of all abilities
- Ensure that all students experience successful learning, thus enabling the development of a positive self-image
- Ensure that students with SEND are fully integrated into every aspect of school life

Structure

The SENDCo is a member of the Senior Leadership Team and is line managed by the Headteacher. The SENDCo, assisted by the Deputy SENDCo, manages the Learning Support Department. This includes the Learning Support Assistants (LSA's), EAL Support, Speech and Language Support, Behaviour Support and any outside agencies related to special educational needs accessed by the school.

The SEND policy for the school is reviewed annually and must be ratified by the local governing body. Reports on the progress of SEND students are made after each progress review. The Support Department completes an annual Department Review in the first half term of each academic year. This is discussed with the Head teacher and targets are set for the forthcoming academic year.

SEND Support

All students at CHSG will receive, and therefore benefit from, high quality teaching to remove key barriers to learning.

The SEND register is a live document accessible on the desktop of every staff members computer with the key needs and strategies of the SEND students identified. In addition, staff can access further information, such as the key teaching strategies to be used for each student via their SIMS class register. The SENDCo will deliver training regarding the SEND needs at CHSG during the INSET days in September, the New Staff Induction in July and as part of the CPD programme when required. Regular lesson observations are undertaken by the Teaching and Learning team throughout the year and will consider how students with various are differentiated for as part of the judgement of the quality of provision.

More specifically, students on the SEND register will be identified and then supported in three ways;

M – Monitoring

These students will receive no specific support but will be raised as concerns during Inclusion Meetings with the relevant Heads of Year. Referrals by teaching staff, diagnoses by key professional and a tracking of their progress data will be considered before the student is re-classified as requiring SEND Support (K).

K – SEND support

These students will all have a SEND Support Plan (SSP) that will set them three targets for each of the three terms of the academic year. These will be reviewed at the end December, March and June. Parents will have the opportunity to meet with either the SENDCo or Deputy SENDCo three times a year. Two of these meetings will be to be review the SSP, with the third being an appointment made during the appropriate Parents Evening. These students will be considered for extra Literacy and Numeracy support run by the school's LSA's and in Year7, by the English and Maths Departments. Teaching staff will be expected to know who these students are in their classes, to have read their key strategies and to make reasonable adjustments to meet their needs within their lessons.

E – An Educational Health Care Plan (EHCP) has been issued

These students' needs will be met by the school according to the guidelines of their plan. These plans will be reviewed annually by either the SENDCo or Deputy SENDCo in conjunction with the parents/carers, students and the local authority SEND case worker. Interim reviews can be held at any time if the school or parent/carer feels it is appropriate. In both cases, the school will organise and host the review meeting. However, it is the local authority SEND Case Worker who will adjust or amend the EHCP plan. In addition, meetings between parents/carers and the school will be scheduled so that there is a total of three meetings each year, one of which will be at the appropriate Parents Evening.

The school will also seek an EHCP for those students for whom they deem it appropriate. This will be based on the advice from external professionals, issued raised by parents/carers, advice from bought-in assessors and an analysis of school progress data.

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments' in public examinations. A candidate with a disability or disadvantage which has a substantial and long term effect on performance in examinations may qualify for access arrangements. These arrangements should allow students with substantial SEND to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their ability. Access arrangements therefore encompass a wide range of provisions which include;

- Being allowed to site examination on a smaller room
- Supervised rest breaks
- The use of coloured overlays
- A prompter
- Extra time
- A reader
- A scribe
- The use of a word processor
- Enlarged scripts

The Learning Support department takes into consideration a wide range of evidence when making judgments regarding the application for access arrangements. This evidence is presented to the Joint Council for Qualifications who ultimately approve the applied for arrangements. This is timed so that the approval is received by the school at the beginning of Year 10. Parents and carers are informed of the decision by letter when formal applications for access arrangements are approved.

Students with SEND are not automatically eligible for access arrangements in public exams. In all cases, these arrangements should reflect the support that is usually given to the student in the classroom, internal tests and mock examinations. This is commonly referred to as the 'normal way of working.' The decision is based on a history of need, history of provision, reports from key staff/SENDCo and testing.

Transition

CHSG recognises the significance for both parents/students and the school of a successful transition between Key Stage Two and Key Stage Three. Therefore, the transition between these two stages is supported in a number of ways;

- SEND Induction day, available by invitation, to those on the SEND register already
- Year 5 EHCP/SEND transition morning/afternoon
- Borough (Merton/Sutton) SEND Transfer days
- Induction Evening
- Induction day for all students
- A visit to all primary schools
- Induction afternoon for those coming on their own from their primary school
- Meetings with parents

For those on the SEND register the transition from Key Stage Three to Four in Year 8 is supported by;

- Options Evening
- Careers Fair
- A tailored Options Booklet
- EAL Support Studies option (when necessary)
- Reduced curriculum to include a Study Support option

For those on the SEND register the transition from Key Stage Four to Five in Year 11 is supported by;

- Careers advice
- Liaison with key professional to ensure key information is handed over

Local Offer

CHSG's SEND school offer can be found on the school website: www.chsg.org.uk

The London Borough of Sutton's Local offer can be found on the borough website: www.sutton.gov.uk