



**Carshalton High School for Girls**

***Special Educational Needs  
Policy***

## **Aims**

Carshalton High School for Girls aims to maximise student achievement, promote student well-being and ensure all students develop a positive self-image. Staff are committed to delivering the curriculum in an appropriate and effective style designed to achieve these aims and to fostering an atmosphere within the school where self respect and respect for others are integral.

In keeping with the aims of the school, the Special Educational Needs (SEN) policy 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 SEN, 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 SEN are fully integrated into every aspect of school life

## **Objectives**

- to outline clear procedures for identifying a range of SEN and for monitoring provision and reviewing progress
- to outline the range of provision which exists within the school for meeting SEN
- to assist teachers in identifying a variety of SEN and in devising and implementing strategies to provide for the needs of students
- to ensure liaison between subject departments/curriculum areas and the Learning Support department and the sharing of expertise
- to provide parents and outside agencies with a comprehensive and accessible guide to the way in which the school deploys its resources to meet the needs of students identified as having SEN

### **1. Co-ordination of Educational Provision for students with Special Educational Needs**

At Carshalton High School for Girls, the person most directly responsible for the co-ordination of provision is the SEN Co-ordinator (SENCo)

### **2. Whole Staff**

#### **2.1 Arrangements for Continued Professional Development (CPD) for Special Educational Needs**

SEN is a consistent focus for whole staff training. Whole staff training or with curriculum areas takes place on a regular basis. Training is provided by both staff within school or from external agencies such as the Speech and Language service.

#### **2.2 Admission Arrangements**

The arrangements for the admission of students with SEN are essentially no different to the admission of any other student i.e. on the basis of parental choice without the need for, or reference to, any test results. Parents/carers are able to access the school's Local Offer via the school website.

Parents/carers can seek admission on the grounds of medical, social and emotional reasons. (priority 2 of the Admissions policy).

On being allocated a place at Carshalton High School for Girls the Year Leader 7 and Transition Coordinator will ensure information is gathered from the primary school of the students due to transfer. This may lead to support or intervention being put into place.

For children identified with Special Educational Needs the SENCo may attend Student Passport reviews or Annual Reviews, where the Individual Education Plan (IEP) is reviewed, at the student's primary school in Year 6 to ensure a smooth transition. The SENCo will attend the Induction Evening held in the summer term to meet students and parents. Identified students are given the opportunity to attend extra induction days within the Learning Support department to aid transition to Carshalton High School for Girls.

### 2.3 Identification of Special Educational Needs Students

Students with Special Educational Needs may be identified in a variety of ways:

a) **Liaison with Primary Schools.** This is undertaken by the Year Leader 7 and the Transition Co-ordinator. The Year Leader 7 with the SENCo and the Transition Co-ordinator collates information for form tutors and staff and disseminates it appropriately. The SENCo scrutinises all records (provided from primary schools) of new intake students. Furthermore, the SENCo attends a meeting arranged by the Local Authority with colleagues from local primary schools. Where students have a Special Educational Need such as hearing impairment but are making suitable progress they will be recorded at A for the SEN Status. Some students may already be at SEN Stage SEN Support (K), in which case the school will make its best endeavours to make appropriate provision for those students on arrival.

In addition, all Year 7 students are tested early in the Autumn Term. Individual scores are made known to teaching staff, results are carefully analysed by the SENCo, Year Leader and relevant members of the Senior Leadership team.

b) **Classroom Teachers and Tutors.** In the first instance the classroom teacher or the tutor will use such strategies as may be appropriate to meet the needs of all students. Where such strategies are not successful in meeting the needs of a particular student, as shown by the everyday informal assessment, on-going or formal assessment, the teacher may seek further advice and support.

### 2.4 Assessment of Identified Students

At Carshalton High School for Girls students with SEN are fully integrated within the school as a whole. There is a commitment to valuing achievement in personal terms.

Students are grouped in mixed ability tutor groups and are usually taught in the mainstream classroom together with their peers. The methods of assessment used for all students are appropriate to students with SEN.

#### *Action regarding students causing concern*

Step 1: Where a teacher has a concern about a student's work, or a student's behaviour, s/he should put in place such strategies as seem most likely to allow the student to make progress in her learning. The assistance and advice of the Curriculum Leader should be sought. The teacher should liaise with the Learning Support link teaching assistant or SENCo to seek further advice.

Step 2: Half termly inclusion meetings, are attended by the SENCo, Pastoral Support Assistants and Year Leaders along with the Higher Level Teaching Assistant (HLTA) for behaviour where required. Their purpose is to discuss individual students and identify support that may be required including whether it is appropriate for the student to be placed on the SEN register at SEN K.

If the student is not placed on the register, reasonable adjustments will continue to be made within the classroom environment and all concerns are discussed by the SENCo and Year Leader (YL) towards an appropriate outcome.

## **2.5 Students on the SEN Register**

- If the student has been placed on the register, the class teacher should seek the advice of the SENCo to inform planning.
- If the student's progress remains a concern following learning reviews, the student will be placed on the SEN register at SEN status K for SEN Support. At this stage, the Learning Support department will become more involved in the monitoring, reviewing and recording of progress. An Individual Educational Plan (IEP) will be drawn up in conjunction with the student. Copies of students' IEPs are made available to all teaching staff on the school's 'U' drive and attached to an individual student's profile on SIMS in the SEN section.
- Advice may be sought from outside agencies such as the Education Welfare Service, Secondary Support Service, Child Health Service, peripatetic Teachers of the Hearing Impaired or Visually Impaired, or the Schools' Psychological Service. Parents will be involved in discussions about provision and progress via the SENCo.
- Following reviews of a student's progress, it may be decided that, despite all the strategies employed by the school in attempting to provide for the student's SEN, the student's needs are such that formal assessment of her needs may be necessary. A request will be made to the Educational Psychologist for an assessment of the student's needs and the school will make a request to the Local Authority for formal assessment and consideration for an Education Health Care Plan (EHCP). At this stage the SENCo will review the Individual Education Plan with the input of outside agencies, and will continue to monitor and review progress, amending the IEP as and when necessary.
- Parents will be involved in discussions about provision and progress via the SENCo and will be invited to attend annual review meetings.

While the process described above is a staged approach, progress through the stages may be accelerated if a student's needs are such that this is deemed necessary.

## **2.6 Allocation of Resources**

Funding for students with SEN is included in the school's SEN notional budget. Additional funds may be made available as a part of a student's EHCP through top up funding.

Resources for students with Special Educational Needs may include Learning Support staffing, smaller class sizes and the annual allocation to the department for the purchase of books, and other equipment to aid planning for students' needs within lessons.

Any top-up funding provided by the Local Authority is used to provide additional support.

The timetable for Learning Support staff is decided by the SENCo, with the majority of support given in core subjects to students with an EHCP or other learning needs, taking into account advice from appropriate professionals.

## **3. Provision**

### **3.1 The needs of students are met on a daily basis:**

- In Lessons: The needs of particular students are addressed through lesson planning and the preparation of resources, or strategies within the classroom

- Flexible Grouping: Subjects are blocked on the timetable in half or whole years, which enables Curriculum Leaders to group classes according to the needs of their subject area. The needs of students may therefore be addressed at group level by banding, setting or in mixed ability groups.
- Catch-up and Intervention: Resources are targeted to enable students to reach required standards, for example in Year 7 Maths and English undertake specific intervention to enable students to meet the 'Secondary Ready' criteria. Other intervention may also occur as appropriate across the curriculum for all year groups.
- For Individual Students: Where specific needs are identified for individual students the Learning Support department will provide additional support for students either through withdrawal sessions or through the provision of in class support where a teaching assistant works alongside the teacher.
- External Support: Additional external support may be provided to meet specific needs, for example Speech & Language or Sensory Impairment.
- Looked After Children: Where a child is looked after by the local authority (LAC) an initial discussion will be made with the Local Authority to ensure a Personal Education Plan has been created for the child. Staff will be informed clearly about who is on the LAC register and regular reviews are undertaken.
- Emotional Support: Where a student has been identified as having SEN of an emotional nature, Emotional Literacy Support Assistant (ELSA) mentoring may be given.

### 3.3. 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'. *The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'.*

A candidate with a disability or difficulty which has a **substantial and long term effect** on performance in examinations may qualify for Access Arrangements. Access Arrangements should allow students with substantial long term SEN or short term illnesses or injuries 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 knowledge and skills.

Access Arrangements encompass a wide range of provisions which include:

- being allowed to sit examinations in a smaller room
- supervised rest breaks
- use of colour overlays
- prompter
- extra time
- reader
- scribe
- use of a word processor
- practical assistant

The school takes all evidence into consideration when making judgements regarding access arrangements and consequently evidences these decisions to an external verifier.

In all cases, there must be a genuine need for the arrangement. The school *must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. 'Long term' means the impairment has existed for at least 12 months, or is likely to do so.*

Students with SEN are not automatically eligible for Access Arrangements in public exams. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for Access Arrangements.

In all cases, Access 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 to apply for access arrangements is based on evidence of a history of need, history of provision and reports from teachers or the SENco.

The school takes all evidence into consideration when making judgements regarding access arrangements and consequently evidences these decisions to an external verifier.

Parents/carers are informed by letter when formal applications for Access Arrangements are approved. The arrangements are named and this information leaflet is provided.

#### **4. Monitoring of Students' Needs**

The progress of all students is monitored through the Assessment Reporting and Recording Policy. In addition Year Leaders keep an oversight of all students within their year group and ensure any needs that arise are met either through in-school support or referral to external agencies. As a general rule, the school aims not to dis-apply students from the National Curriculum, but will do so in exceptional circumstances.

Where the Learning Support department is involved in the support of a student with SEN, the SENCo will arrange regular reviews of progress.

For a student with an EHCP, regular reviews are held, along with a statutory annual review. The parents/carers and the student are invited to attend and give feedback, together with any other outside agencies who may be involved with the student. Prior to the annual review, the SENCo compiles a report which forms the basis of the discussion at the meeting. Following the meeting a full report is sent to the Local Authority outlining the conclusions reached.

#### **5. Transition Arrangements**

The school ensures that at the key points of transition from one key stage to another, support and guidance is put into place. Transition from Primary to Secondary has been outlined above in paragraph 2.2, there is also transition planning as students move from Key Stage 3 to 4. During Year 11 students are interviewed with regard to their future plans which also happens at key times in the sixth form.

#### **6. Complaints Procedure**

The procedure for any parent or guardian with a complaint about any aspect of the school's practices and procedures relating to students with SEN is the same as for any other complaint and is outlined in the school's Complaints Procedure. Parents and carers may wish to seek guidance from the Local Authority SEN department.

## **7. Partnership with Parents**

At Carshalton High School for Girls, the first link with parents is the Form Tutor followed by the Year Leader. Parents/carers are welcome to contact their daughter's Form Tutor or Year Leader at any time if there are matters they wish to discuss. The SENCo works closely with the parents/carers of students with SEN, maintaining regular contact.

These lines of contact are in addition to the arrangements made for all students, for whom there are annual parents' consultation evenings and at key points parents' information evenings.

## **8. Support Services**

The school makes use of a range of external Support Services. In addition there are links with Child Health and Social Services through Designated Child Protection trained staff. The SENCo may also have contact with representatives from these outside agencies.

## **9. Links with Other Schools**

Within the Local Authority there are close links between Carshalton High School for Girls and the other Partnership Secondary Schools. These links support close working between schools to share good practice, knowledge and understanding. Regular meetings are held locally for SENCo's and Designated Child Protection staff.

The links with primary schools have already been noted above.

## **10. Monitoring and Evaluation of the Special Educational Needs Policy**

To enable any necessary adjustments to be made to the policy document, evaluation of the policy will take place regularly and it will be published on the schools website.

Regular updates will be provided for governors in the Headteachers report to the full governing body.

