



Special Education Needs Policy

Current 2009

Updated 2008

SEN POLICY FOR LANCASTER GIRLS' GRAMMAR SCHOOL

Purpose of the Policy	<p>The aim of this policy is to ensure that:</p> <ul style="list-style-type: none"> ▪ All governors and teaching and non-teaching staff should know what the school policy is on educating pupils with Special Educational Needs and are able to follow the policy when needed ▪ All pupils and parents should know what the school policy is on SEN, and what they should do if concerned about their daughter ▪ LGGS fulfils its statutory responsibility to respect the rights of children and to safeguard and promote their welfare
Teachers responsible for Policy	Gill Jackson
Dated	November 2008
Related Material	<ul style="list-style-type: none"> ➤ The Disability Discrimination Act 1995 ➤ The Education Act 1996 ➤ The Human Rights Act 1998 ➤ The SEN and Disability Act 2001 ➤ Children's Act 2003 ➤ Every Child Matters 2004 ➤ Children's Plan 2008 ➤ Common Assessment Framework 2008

This policy has been developed in conjunction with the senior pastoral staff in the school and the Headteacher.

Introduction

In s.312 of the **Education Act 1996**, a child is said to have special educational needs if her *learning difficulty* is such that *special educational provision* has to be made for the child.

A pupil is said to have a *learning difficulty* if:

- (a) her difficulty in learning is significantly greater than the majority of children in the same age group
- (b) she is unable, because of a disability, to make use the educational facilities generally provided in the schools of the LA to children of her age.

(c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

If a child is provided with education that is different from, or additional to, that which is provided generally for the children of her age in the schools of the LA, that child is said to be receiving *special educational provision*.

The Act specifically excludes from its provision for SEN those children whose difficulty derive from being taught in a language different from that which is spoken at home.

Children who are exceptionally able do not, per se, fall within the statutory definition of SEN, even though their needs might be quite "special". They would require special education provision, as defined below, only if they:

- (a) had a significantly greater learning difficulty than other children of their age
- (b) presented emotional or behavioural problems

LGGS is a selective Girls' Grammar School and all pupils have a relatively high IQ. However, the school based stages as set out in the Code of Practice is firmly embedded in the general work of the school as a means of matching provision to need.

The Education (Special Educational Needs) (Information) Regulations 1999 (SI 1999 No.2506) require the governing body to publish information about the school's policy on SEN, and to report the implementation of that policy in its annual report to parents.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

LGGS firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. *'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2) The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision making processes affecting them.

This policy links with other policies which exist in school and are relevant when considering the welfare of any girl, e.g. behaviour policy, gender and disability equality policy and attendance policy

Definition of Special Educational Needs

A child has special educational needs if she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- Is under compulsory school age, or would be if special educational provision was not made for the child

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

LGGS will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The SEN aims of the school;

At LGGS we aim to

- enable pupils with special educational needs to reach their full potential and to be included fully in the school community.
- address the needs of SEN pupils
- allow pupils the greatest possible access to a broad and balanced education, including the National Curriculum
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- meet the needs of most pupils in the mainstream and without a statutory assessment of statement of SEN
- secure the greatest possible degree of partnership between parents, their children, the school, LEA and other agencies
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- recognise that exceptional ability might be demonstrated in a variety of areas
- ensure that SEN pupils take as full a part as possible in all school activities
- encourage the development of positive attitudes to all aspects of learning through the provision of stimulating and challenging opportunities, on a "whole school" basis, including extra-curricular activities

- allow for and promote advanced development both within the framework of the National Curriculum and beyond through extension and enrichment activities in departmental Schemes of Work and the judicious intervention of the teacher to urge pupils to a higher level of knowledge, skill, understanding and independent learning
- ensure that staff roles and responsibilities are clear and that co-ordinated support is available for children and for members of staff.
- ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The responsibilities of the SEN Coordinator

The SEN Co-ordinator, Gill Jackson,

- will oversee the school's policy for SEN
- in liaison with the Pastoral Team will co-ordinate provision for pupils with special educational needs
- will, in liaison with the Pastoral Team, keep the school's register of pupils with special educational needs up to date and have oversight of their records
- liaises with the educational the psychology service, the medical and social services, voluntary bodies and other supporting agencies external to the school

Some of the above responsibilities will be shared with the relevant head of key stage dealing with the pupil and other key staff.

The role of the subject teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents

Identification, assessment and provision

At LGGS we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and,

in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.
- Records from feeder schools, etc.
- Specialist Screening /diagnostic tests
- Information from parents
- National Curriculum results
- External exam results
- Pupil portfolios

SEN provision

On entry to the school each child's attainment will be monitored in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN the headteacher, SENCO, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

The range of provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant
- In-class support with a support assistant
- Support from specialists within class or as part of a withdrawal programme

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

The graduated response in school

The code places emphasis on early identification and intervention in order to ameliorate the situation as soon as possible and to prevent more serious problems later on. It recognises a continuum of SEN which may require increasing action by the school and, for some children, the greater involvement of specialists from outside the school, perhaps leading to the making of a statement of SEN and a formal prescription of provision.

School Action

When staff identify that a pupil has SEN - subject teachers, in consultation with the Head of Year, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

Subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme - an IEP will usually be devised.

Head of Year to take the lead in -

- planning future interventions for the pupil in discussion with colleagues
- monitoring and reviewing the action taken.

The triggers for intervention through school action could include:-

- Primary school records at 11+ entry. Members of the Senior Management Team, Head of Lower School or Year 7 Form Tutors visit the feeder Primary Schools.

- Consultation with parents at 11+ entry and at subsequent parents' evenings.
- New problems being identified in staff meetings by a pupil's under-achievement or discrepancy in performance between different subjects.
- CAT scores and results from standardised tests
- Class records
- A pupil with physical impairment will have been identified by the family and medical practitioner.

Individual Education Plan

The IEP should be based on the child's normal curriculum which is followed (as far as possible) within the classroom setting, with her peers. The SENCO will have responsibility for drawing up the IEP. The SENCO will liaise with all the teachers involved in implementing the plan and inform the parents of the provision being prepared for the child and invite their assistance.

The IEP should state:

- the nature of the learning difficulty
- the action being taken to provide for her particular needs
- short term targets set for or by the pupil
- the teaching strategies to be used
- how the arrangements will be monitored
- the help the parents have been asked to give
- the date on which the arrangements will be reviewed (the Code of Practice suggests that this might be within a term of the IEP being put into operation)

The Review

should be conducted by the Head of Year or the SENCO, child's teachers and parents. It should seek to determine:

- the progress made by the child
- how effective the IEP has been
- the nature and effectiveness of the work done at home with the parents
- the action to be taken in the future
- The review might determine that the child :
 - continues at School Action
 - no longer needs special help
 - moves to School Action Plus

School Action Plus

Intervention of this increased nature will be considered as an outcome of reviews of IEPs carried out under School Action, where little or no progress has been observed over a long period, or where the child's difficulties are a significant barrier to learning, despite receiving an individualised programme.

The SENCO, in consultation with parents, ask for help from external services. This could include advice about new IEP targets, resources and strategies, more specialist assessments and, in some cases, support.

Additional or **different** strategies to those at *School Action* are put in place - a new IEP will be drawn up with targets and strategies reflecting the recommendations made.

SENCO should take the lead in -

- any further assessment of the child
- planning future interventions for the child in discussion with colleague
- monitoring and reviewing the action taken.

IEPs at School Action Plus will be reviewed in a similar way to those at School Action, with the additional involvement of outside agencies as appropriate.

When progress is seen, it should be possible for the external agencies to withdraw. The pupil may need to continue with the support of an IEP under School Action arrangements.

The Review

should be conducted by the SENCO, child's teachers and parents. It should seek to determine:

- the progress made by the child
- how effective the IEP has been
- the nature and effectiveness of the work done at home with the parents
- the action to be taken in the future
- The review might determine that the child :
 - continues at School Action Plus
 - no longer needs special help
 - moves to statutory assessment

Enhanced School Action Plus

Where a child is deemed to have special needs significant enough to need further assessment but not severe enough to need a statutory assessment, the school can apply for Enhanced School Action Plus funding from the LA. The IEP and review will be conducted in the same way as for a pupil with needs defined as school action.

School request for statutory assessment

In a very few cases, when an individualised programme has been implemented for a reasonable period of time, there may be significant cause for concern resulting in a request for statutory assessment by the LA. The school will provide the LA with the following evidence:

the school's action through School Action and School Action Plus

- IEPs for the pupil
- records of regular reviews and outcomes
- National Curriculum levels
- attainments in literacy and numeracy
- educational and other assessments (where available), eg from a support teacher or educational psychologist

- the views of the parents and the child
- involvement of other professionals
- any involvement of social services or education welfare service
- the child's medical history where relevant.

Special arrangements – exams

When a pupil has needs which the school, the pupil or the parents feel would mean that she was at a disadvantage in external exams the school can apply for special consideration from the examination board. This consideration can take a number of different forms, and is most commonly agreement that a pupil can be given an extra 25% time to complete her exam. The SENCO will arrange for assessment by an appropriately qualified professional to provide evidence for the exam board, or parents will need to provide evidence from their medical practitioner or other appropriately qualified professional who has assessed their daughter. This evidence will need to be renewed every three years.

Admissions

For further details please see our admissions policy which covers criteria for admitting girls with special educational needs.

Inclusion

This policy builds on our Gender and Equality Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

The role of the governing body

The SENCO will prepare an evaluation report annually which will be presented to the Staffing and Pastoral subcommittee.

The Governing body have ultimate oversight of the implementation of this policy and will review this policy annually. The named governor responsible for SEN is the Chair of the Staffing and Pastoral subcommittee.

Governors are committed to look at individual special needs in depth and to make every effort to accommodate them within the constraints of the buildings.

If necessary and when possible the Governors will seek funds and resources for any adjustments required re: staffing, curriculum and buildings in an attempt to allow for the education of a girl with significant long term special physical needs.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

SEN Inset

Key staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils.

Links with external agencies and organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LA
- Specialist services
- Social Services
- Friends of the School

SEN policy review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. This is undertaken in the Summer term by the Staffing and Pastoral subcommittee. The outcomes of this review are used to inform the School Development Plan.

Appendix 1

Exceptionally Able Pupils

Exceptionally able pupils may be considered to have special educational needs, which can be overlooked. At LGGS we encourage the extra provision these girls will need in order to achieve their full potential.

As noted in the HMI publication “The Education of the Very Able Children in Maintained Schools (1992)” the term ‘very able’ is intended to refer broadly to the top 5 percent of the ability range in any area and this translates into about 10 percent of pupils at LGGS.

Definition: The very able pupil is one who demonstrates high potential in one or more of the following areas:

- general intellectual ability
- specific academic ability
- creative and productive thinking
- leadership and social awareness
- visual and performing arts
- mechanical ingenuity
- physical ability.

Identification: A variety of indicators include:

- Information from contributory primary school is a first indicator and this is recorded in the pupils’ record books.
- The standardised test scores at 11+ and thereafter test and examination marks in every subject throughout the pupil’s school life.
- Cognitive Ability Test Scores
- Assessment of performance relating to attainment targets in the National Curriculum.
- Pupils who take up the opportunities open to them through extra-curricular activities.
- Characteristics which very able pupils might demonstrate in school and which are recognised by teachers who have expert knowledge of what constitutes excellence in a subject or activity.
- Information regarding achievement outside school.

Provision:

The very nature of a selective Grammar School means that effective provision should be possible within the mainstream curriculum.

Departmental schemes of work should include extension and enrichment material for the very able, and departments should build up resource banks of materials.

INSET should be available whenever appropriate for staff covering a range of issues such as teaching and learning strategies differentiated learning, resources and information about new developments.

Other provision includes:

A range of extra-curricular activities

- Enrichment and extension activities
- Competitive and award bearing activities which are distinct from the main public examinations
- Awards for academic excellence
- Displays of pupils' work reflects the value placed on it and the general ethos of the school should be used to recognise achievement and enhance expectations.
- Extra subject provision eg. Mandarin, Dance etc