



NEWLAND SCHOOL FOR GIRLS

SEN POLICY

Governing Body	October 2019
Last Review	November 2020
Next Review	November 2021

OUR VISION is to be recognised for our positive learning environment, where high expectations and mutual respect lead to the very best personal and academic achievement for all.

INTRODUCTION – Aims and purpose of this Policy

The purpose of this document is to ensure that parents, teachers, the governors and all stakeholders agree and understand how Newland School for Girls can support students with additional needs (either Educational or in relation to a disability).

This document and the school's SEN information document will be reviewed annually.

Principles of this policy

The principles that have guided the creation of this policy are:

- The needs of all pupils with learning difficulties must be addressed.
- All children with SEN require the greatest possible access to a broad and balanced curriculum.
- There should be partnerships between parents and their children, schools and other agencies.
- We aim to employ the best practice when devising support for SEN.
- We recognise a continuum of special needs: any child may experience a special need at any stage of their education.
- We recognise the importance of early identification and assessment of children with special educational needs.
- We recognise that responsibility for SEN is a whole-school issue and lies collectively and legally with all staff, supported by the SENCO and the Senior Leadership Team.

Definition of Special Educational Needs:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

SEN Code of Practice 2015

All children have particular needs which should be met, but where children need help over and above what most others of that age require, they have Special Educational Needs. So this refers not only to pupils in possession of an EHCP/Statement (currently 1%), but to any others who have significantly greater difficulty in learning than the majority of children in their age group, or who have disabilities which prevent or hinder them from making use of educational facilities of a kind generally provided for children of the same age. This is currently 15.3% of the students at Newland School for Girls. These students are from within the four broad areas of SEN as described in the Code of Practice 2014:

Communication and Interaction, including speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD).

Cognition and Learning, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), including Dyslexia.

Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

At Newland School for Girls the majority of students on the SEN register have cognition and learning issues or social, emotional and mental health needs although we do have experience in supporting those with communication and interaction needs and those with Visual and Hearing Impairments.

2. **PERSONNEL**

The SEN Co-ordinator is Mrs Amanda Barrie who can be contacted at the School, telephone (01482) 343098.

Arrangements for meeting Special Education Needs.



3. **ROLES AND RESPONSIBILITIES OF PERSONNEL INVOLVED IN SEN**

1. **Governance**

Code of Practice 6.3 for duties

There should be a member of the Governing Body or a sub-committee with specific oversight of the school's arrangements for SEN and disability including:

- the success of the SEN policy
- significant changes in policy
- any consultation with LA, the Funding Authority and other schools.
- how resources have been allocated to and amongst children with SEN over the year.

At present our Governor member with responsibility for SEN is Dave Cutler.

2. **Head teacher**

The Headteacher has overall responsibility for the day to day management of provision for children with SENs and will keep the Governors informed. At the same time the Head will work closely with Assistant Head teacher in charge of Inclusion and Behaviour and the SEN Coordinator.

3. Class Teacher

The responsibilities of all class teachers are:

- a) To recognise that the needs of children with learning difficulties are the shared responsibility of all staff.
- b) To maintain appropriate records of pupil progress.
- c) To provide a variety of learning experiences and differentiated learning materials to suit the needs of their pupils. (As specified in the SEN database)
- d) To provide SEN staff with oral and written information on pupil progress and attainment when requested to do so, also to provide an overview of the support required from SEN staff via SEN Cause for Concern form.
- e) To take responsibility for consulting with SEN Department over identification of pupils not on the SEN Register about whom they have concerns.
- f) (As stated in 2014 Code of Practice 6.17, 6.19.)

4. ADMISSION ARRANGEMENTS

Newland School for Girls is a comprehensive school for girls aged 11-16 it follows the rules for admission laid down by the Children & Young People's Services in Kingston upon Hull and in the SEN and Disability Act 2001. The Code of Practice re-iterates the principle that provision for SEN pupils should, in the vast majority of cases, be made in mainstream schools.

Pupils with SEN will be visited by the Learning Mentor responsible for Primary Liaison and Year 7 in their Primary school whilst in Year 6 or earlier where deemed necessary. She will also collect relevant information from the child's teacher. If deemed appropriate the SENCO will also meet with the child and significant adults. The SEN Department will make contact with all SEN children on the induction days in school in July. The SENCO is available on Induction Evening to meet with parents and discuss provision for individual pupils.

The SENCO will attend, where appropriate, EHCP annual review meetings of students in Year 6 as part of the transition process. When Newland School for Girls is named on an EHCP, consultation with parents, primary school SENCO and outside agencies will occur to ensure that NSG can provide the necessary arrangements for the student to enable them to make good progress. Where it is felt that alternative provision would be better suited the LA will be notified in writing.

All students new to the school during the school year meet with the SENCO for informal testing of Literacy prior to attendance as part of the induction process.

5. SPECIALIST PROVISION

The SEN department is available for SEN students to access further support at lunch time for general study, support and help with strategies to overcome specific barriers to learning. This could be homework help, Lexia work or support with a topic currently working on in class. All students on the SEN register are invited to attend.

Students in year 7-9 who have been identified as requiring additional support with reading are invited to specific intervention sessions, after a 12-week block students are reassessed to see if further intervention is required.

6. FACILITIES AND EQUIPMENT

There are ramps to assist access to the ground floor of the main building and all toilets in the main school buildings have disabled access. All main school buildings have lifts to upper rooms. All rooms have labels in braille.

7. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES Code of Practice 6.2, 6.14, 6.16, 6.23

Following the **2015 Code of Practice** the school operates an 'Assess, Plan, Do, Review' model.

All pupils are assessed on their entry to the school. For Year 7 this consists of: -

- a) Information on pupil attainment in the primary school which is carefully examined to help identify those pupils who need special educational help. The Year 7 mentor will liaise with SENCO following her visits to Primary Schools.
- b) All Year 7 pupils entering the school are tested using the Vernon Graded Word Test and the Access Reading Test. The results of these are collated and circulated to every member of staff through SIMS (and the Inclusion Database for those students with additional needs).

All staff have the KS2 SAT scores; reading and spelling ages, and SEN information available to them on SIMS. They use this to inform lesson planning.

All pupils, including those on the SEN Register, have progress regularly monitored through SIMS.

- a) For pupils who enter the school during Year 7 or in any other year assessment consists of:-
 - a. discussion with their previous Head of Year or appropriate person at their previous school.
 - b. scrutiny of their personal files for current levels of attainment by the Year mentor

All students sit the Vernon Graded Word Test and Access Reading tests.

1. If any teacher/parent/adult expresses concern about a child's ability or progress at any stage of her education, this problem should be referred to the SENCO. The subject teacher concerned will provide differentiated work to help the pupil progress. The SEN Co-ordinator will keep a record of the expression of concern expressed and review if further concerns are expressed by other teachers.
2. The child's progress will be reviewed termly if they are on the SEN register. Parents will be contacted if there is to be any change in the level of support required or concerns arise.
3. Students with further needs may require further external interventions such as:

IPASS: Visual Impaired Unit – formal referral and any additional documentation required.

IPASS: Hearing Impaired Unit – formal referral and any additional documentation required.

Educational Psychologist – formal referral and parental consent.

Speech and Language – formal referral and parental consent.

Following Educational Psychologist's recommendation there may be further referrals to CAMHS, IPASS etc.

Following support from external agencies, SENCO will liaise with staff and review progress termly.

- a) Request for an EHCP may be made to the LA if it is felt that an SEN pupil is not making adequate progress. The LA will consider the need for a statutory assessment and, if appropriate, make a multi-disciplinary assessment. Parents can appeal to the Tribunal if it is decided not to make a statutory assessment. The SENCO is responsible for obtaining all the necessary information and filling in the appropriate form.
- b) If a child is statemented or has an EHCP an annual review will take place. This is initiated by the SENCO and, at Y9 and above, will involve Careers Service for transition and is monitored by the LA.

The review meeting will usually take place at the child's school. The LA will consider the statement/EHCP in the light of the review report and make their own recommendations.

8. Record Keeping

- a) Subject teachers keep their own record of pupil progress in electronic mark books and department records.
- b) The SEN Register within the Inclusion Database lists SEN pupils and those with a Statement/EHCP.

Individual files are kept for all girls on the SEN register in the cabinets in the Learning Support Area.

Learning Passports and Individual Education Plans are kept in the SEN folder and are also attached to SIMS in the Linked Documents area. These are reviewed termly at Progress Meetings with the student.

- a) Following the collection of data for SIMS, DoL will review the progress of all pupils in their subject.
- b) Following collection of SIMS data SENCO and Assistant Head teacher for Inclusion and Behaviour will review progress of pupils on the register and implement strategies to address the individual needs in discussion with DoL and Class teachers.

9. ACCESS TO THE CURRICULUM

All subject areas have a bank of differentiated materials to allow access by all pupils to the core of that subject knowledge and disciplines.

Teaching Strategies

Compensatory provision has been used to create smaller teaching groups throughout the school in some subjects and year groups, to help girls with special needs.

Withdrawal and Support Policies

- a) A small number of students in year 7 and 8 are withdrawn from one PE session a week to follow a reading intervention program. KS4 Curriculum is in keeping with current Government Guidelines.
- b) Homework/ Support club is available lunchtime in the Learning Support area to support targeted pupils in all years.
- c) Reading interventions are offered to students who have been assessed as needing additional support in intervention sessions.
- d) Socially speaking intervention sessions are offered to small groups (3 or 4 students) who it is felt would benefit from monitored social interaction.

Differentiated Teaching

Subject areas are responsible for matching the curriculum and teaching styles to the needs of the pupils in each class.

The value of I.T. in differentiation is acknowledged and laptops and Ipads are available for use throughout the school.

Girls on the SEN register are given a Learning Passport which is emailed to teaching staff as well as put in the Linked Documents on SIMS.

During the summer term in year 9 students, who have been identified as requiring extra time or a reader as their normal way of working, are tested for Access Arrangements. An application is then submitted to the JCQ

10. EVALUATION PROCESS

In order to monitor the effectiveness of its policies the school needs to evaluate and assess the progress made by pupils. Ways in which this can be done are:-

1. Analysis of the improvement in reading and spelling in those pupils who have weekly interventions.
2. Monitoring of those on the SEN register through the termly reviews of SIMS data and target setting by SENCO, DoL, HoH and Pastoral mentors.
3. Through the twice yearly testing of Reading and Spelling for Y7-10.
4. Through the Performance Management Cycle.

11. ROLE OF GOVERNOR

The SENCO and the Governor with responsibility for SEN meet during the school year to discuss current developments and to assess the success of previous initiatives.

12. COMPLAINTS PROCEDURE REGARDING SEN PROVISION

If the parents of any pupil make a complaint to the form tutor, Head of House or Year Mentor it should be forwarded to the SEN Co-ordinator. She will consult the student's form and subject teachers before contacting the parents.

If the outcome of this conversation or interview is unsatisfactory the Headteacher can be contacted and involved. If the parent wishes they can bring a friend or named person to this interview. In the final analysis the LA can be contacted.

13. LINKS WITH SUPPORT SERVICES

- a) The Educational Psychologist visits when required to liaise with the SENCO and Pastoral Mentors if necessary. Named pupils are discussed, advice is given and a course of action is planned. Children are also seen for testing and assessment, as necessary, parental permission having been previously obtained.
- b) A teacher from the Hearing Impaired Service visits when required to monitor and liaise with pupils on the SEN Register as regards Hearing Impairment. We also have a Teaching Assistant from IPASS who works with two of our most needy HI students.
- c) A member of the Visually Impaired Service will visit regularly if there are any Visually Impaired pupils: their eyesight is checked and they are informally interviewed to discover particular problems.
- d) The Speech and Language Service annually reviews pupils who have been given a programme by the Service.
- e) The IPASS Advisory Service has been consulted and has visited to give advice and support regarding specific needs and premises.

- f) Northcott Autism Outreach has also been consulted and visited to give support, advice and staff training regarding specific needs.
- g) Headstart; small groups of students go off site to promote good emotional wellbeing and mental health for children and young people

The SEN Co-ordinator or members of the pastoral team contact the Social Services and Health Authority as necessary. They also attend Case Conferences/ Core Group meetings when they are called.

Support/ next steps

In Year 9, 10 and 11 EHC plan review meetings, discussions will focus on transition and post 16 requirements. A member of the careers advisory service will be invited to the meeting to give specialist input and students are encouraged to attend open events.

Once students have taken up their post 16 offer the SENCO will be contacted for SEN and Access Arrangement information.

14. THE ROLE OF PARENTS

There is regular contact with all parents via Parents' Consultation Evenings. An SEN presence is to be found at all parents evenings, including transition evenings.

Parents are consulted and kept informed of the SEN process and their views and requests taken into consideration. This is especially so if a parent expresses concern about his/her daughter's progress.

Reviewed October 2019

Next review October 2020