



Educational Support Policy

This policy applies to all pupils in the school including those in the Early Years Foundation Stage. It sets out the procedures for ensuring that pupils identified as having educational support needs (ES) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities the school will have due regard to the Special Educational Needs (SEN) Code of Practice (2014), and the GDST SEN Fundamental Principles, Policy and Guidance.

Any amendments to this policy and a review of its implementation, including the allocation of resources, will be made in consultation with the Head and formally recorded.

Aims of the policy

The aims of this Learning Support policy are:

- To define the school's objectives regarding educational support and how these will be met (as far as is possible within the limitations of staffing, buildings and other constraints and at the Head's discretion);
- To define the role of the Head of Educational Support (HES) and the overall management of learning support provision in the school;
- To define the nature and level of school intervention.

The school's educational support objectives

- Pupils with educational support needs are identified as early as possible and procedures are followed to ensure their needs are met;
- Procedures are in place to ensure teachers and non teaching staff are aware of such pupils and supported in meeting their needs;
- Appropriate resources are available and are used in the school;
- Pupils with educational support needs are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- The views of the child are sought and taken into account;
- Children with educational support needs feel valued members of the school community and their self-esteem is protected;
- Parents are encouraged in their key role in supporting their child's education;
- Full use is made of support agencies outside the school where appropriate.

The role of the Head of Educational Support and management of provision

Head of Educational Support (HES) for whole school and Trust Consultant Teacher for SEND: Ms Cate Harvey

The HES's role is to work closely with the Head, SLT and colleagues in the strategic development of the school's ES policy, taking account of the Trust's SEN fundamental principles, policy and guidance, and to be responsible for the day to day operation of the school's ES policy and coordination of special needs activity; the aim of which is that all pupils with ES are identified and supported so that they can participate in the full range of school life and activities, and succeed to their individual potential.

This will involve responsibility for the following – the implementation of various aspects of policy and provision being a matter for the Head to judge:

- working closely with the Head and SLT, to be involved in the strategic development of the ES policy and provision;
- monitoring and evaluating the impact of the ES policy and provision, reporting back to the Head and SLT, and making recommendations regarding future developments;
- overseeing the day-to-day operation of the school's ES policy;
- managing the ES budget;
- coordinating the educational and support provision for pupils with ES;
- overseeing screening procedures for ES;
- overseeing a referral and follow up process for students of concern;
- assessing, screening and interpreting the learning difficulties of individual pupils;
- reviewing diagnostic tools and procedures used for key assessments;
- overseeing a system whereby information about ES students is available to all involved in teaching and learning, including advice on strategies to support the student and target setting where appropriate;
- tracking and monitoring rates of progress and welfare of ES students, and the effective use of this data
- overseeing the collection, recording and updating of records for all pupils with ES, and ensuring these records are available and the ES register up to date;
- ensuring information on pupils with ES is distributed to all relevant staff, including the Examinations Officer and the member of staff in charge of UCAS submissions; and the Head of Sixth Form as necessary
- acting as a point of reference / contact point with regard to national regulations on arrangements for pupils with ES in external tests and examinations; i.e. Access arrangements
- ensuring Junior /Senior liaison with regard to ES;
- liaising with, advising and supporting fellow teachers, including Heads of Department, Pastoral Coordinators, the School Nurse etc.;
- identifying training needs, liaising with the Inset Coordinator, and contributing to staff INSET;
- liaising with parents of pupils with ES and arranging for annual reviews;
- liaising with feeder and / or receiving schools;
- liaising with external agencies including the educational psychology services, health and social services and voluntary bodies;
- in consultation with the Head, being alert to any pattern arising in the school's identification of pupils with ES;
- contributing to the school's audit of provision, including intervention planning;
- keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary

The role of teaching and non teaching staff

All teaching and non teaching staff in Trust schools are expected to provide for pupils' approaches to teaching known as 'Quality First Teaching' in the SEND Code of Practice 2014, which maximise their access to the curriculum and enable them to reach their potential. This will involve:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with ES;
- Being aware of which pupils in the school have ES as appropriate
- As practitioners usually responsible for working with a child on a daily basis, differentiating their teaching to take account of individual needs;
- Assessing and monitoring the progress of pupils with ES and providing relevant information for the HES;
- Raising concerns about pupils with possible ES with the HES.

Nature and level of school intervention at NGHS

Admissions

At admission each pupil is looked at as an individual case to see whether the school can effectively meet her needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if he or she was unable to attain the required academic standard or if the school was unable to cope with the child's disability after having taken reasonable steps to do so.

In accordance with our Equal Opportunities policy, the School will make reasonable adjustments to the admissions process for a particular pupil and, where applicable, to the School's provision for specific learning needs in so far as these can be met given the nature of the School. We ask parents to contact central Admissions to discuss any special arrangements which are required in respect of the assessment process.

Provision

Junior school provision, including EYFS

Any specific learning needs are discussed with parents before the pupil joins the school to ensure that all concerned are aware of the provision that can be made.

Children who require individual support on a daily basis may work with their form teacher or a member of the teaching support team for a short while at the beginning of the day. This is usually a short term option for very specific situations.

Provision offered may include:

- Specific arrangements within the class such as photocopied sheets rather than working from the board, instructions broken down into small steps, specially supported activities beyond the usual differentiation provided
- Provision of activities provided for children to do at home with parents
- Meetings with parents
- Development of IEPs if appropriate
- Liaison with external agencies
- Small group work with a teaching assistant

In addition the HES will:

- Liaise with all staff to ensure they are aware of support required
- Review the pupil's progress and arrange follow up meetings or changes to provision as required
- Liaise with the class teacher
- Maintain records for ES issues
- Keep up to date with relevant legislation, research and good practice and revise policies and practice as necessary
- Ensure staff are aware of developments in best practice and are supported in their application
- In liaison with form staff develop lists for pupils who need additional curriculum support or where there is some 'cause for concern' but no indication of a current specific learning need. These are reviewed regularly against targets set for each pupil and updated. If this monitoring indicates a specific need then school screening then will be arranged.

Senior school

In the term prior to entry to Year 7, there is a meeting between the Junior School teacher and the HES in which the needs of individual students are discussed, and documentation such as assessment reports are

handed over. Names of girls who may need extra monitoring during the transition period are also provided to the HES.

Information about the needs of individual girls from other junior schools and those entering the school in other years is passed to the HES by the admissions officer and/or school nurse or parents.

Effort is made to ensure that girls with specific learning or sensory difficulties are not disadvantaged in entrance examinations and procedures.

The school does not have facilities for providing specialist 1:1 or small group tuition to meet individual needs except on an occasional short-term basis. We occasionally “withdraw” students from mainstream lessons but in the main, pupils’ needs are met within the classroom through Quality First Teaching.

- The HES is able to carry out assessments for Specific Educational Difficulties and, where appropriate, provide a written report and make recommendations to parents and class teachers. No charge is made to parents for this. In some cases, it is advisable for more detailed assessment by an Educational Psychologist or other specialist to be carried out. In these cases any cost is borne by parents. The school discusses the results of such assessments with students and parents and takes action as appropriate to meet any needs identified.
- Mentoring and monitoring of certain pupils can be provided as appropriate.
- The school makes every effort to ensure that appropriate Access Arrangements are in place for students taking external examinations. This is the responsibility of the HES in liaison with the Examinations Officer.
- There is a full-time Nurse on site who is able to provide advice and support regarding the individual needs of some pupils as appropriate.
- Disabled toilet facilities are available and some ramped access.

Identification and assessment of SEND

It is usual for initial concerns to be raised by a pupil’s form teacher who will discuss issues with the HES. They look together at the pupil’s work and consider whether further assessment is needed. Parents are then involved in decisions and discussions and, if they wish, an initial screening using appropriate tests will be undertaken. The results of this are analysed by the HES and discussed with parents, form teacher and classroom teachers.

Any action considered helpful for the child is discussed with parents and the pupil and, if it is felt that individual provision would help the pupil, beyond the usual classroom differentiation and support, then this is recorded by the HES.

Records are reviewed regularly, at least every year, and passed to the new teachers in September.

Nature and level of intervention

The ESH available on Sims is a list of pupils who are considered to have a special educational need or disability in the Trust context according to the Fundamental Principles, that is if they are **hindered in accessing the full curriculum and fulfilling their full potential without recognition of their needs and some form of provision**. It should be stressed that this provision need not be in the form of separate coaching – in all cases the pupil will be catered for in the classroom context. The school adopts the ‘graduated response’ in accordance with the 2015 Code of Practice. There are three levels of need, where 1 is a level of difficulty that can be met through classroom differentiation; level 2 is likely to involve either some form of intervention (e.g. monitoring support in the Senior School and ‘pre-teaching

in the Junior School); girls at level 3 are usually those who require a greater amount of intervention and this normally includes external agency involvement. This action includes the arrangements made by classroom teachers to remove barriers to learning for each individual student and additional the provisions described in the appropriate section of this policy that are provided by the HES and other staff as appropriate, it does not include individual or small group tuition except on a short-term ad hoc basis.

The ESH also names pupils who are being monitored or who have identified needs historically.

The progress of students is monitored by the school's systems and these take into account any special educational needs a student may have. The HES undertakes additional monitoring and target setting for certain pupils where this considered helpful. It is integral to all ES procedures and policies that students and their parents should be fully consulted at every stage.

Assessment, recording and reporting

Junior school

All pupils are involved in the usual assessment, recording and reporting systems. The aim of these is to enable staff, children and parents to see progress against their individual abilities.

If pupils have specific learning needs raised by the parents or clearly apparent during assessment then additional information and discussion will be held in addition to the whole school approach to meet these needs as well as possible. The HES is available at parents evenings to review provisions for girls.

On occasions additional time has been granted for tests at Key Stage 2 but very few of our pupils now meet the current criteria.

Senior school

All pupils are involved in the usual assessment, recording and reporting systems. The aim of these is to enable staff, children and parents to see progress against their individual abilities.

The HES and staff are available to discuss the specific needs of students named in the ESH at parent Consultation Evenings.

The HES carries out additional assessments as appropriate and the outcomes of these are reported to all staff concerned.

Record keeping

Junior school

Records are held centrally by the HES and a copy given to form staff for pupils in their care at the start of every academic year.

Senior school

Each student registered in the ESH has an individual file kept by the HES in the Educational Support room. This contains details of assessments, contacts with parents and other relevant information. Brief details of needs are recorded on SIMS SEN module and relevant documents are attached.

In addition, the examinations officer has a copy of all assessment reports containing evidence of need for access arrangements.

Relevant information is also kept in girls' files in the Admissions Office.

Summaries of assessment reports with recommendations are copied to all teachers of individual girls as appropriate and brief summaries of the needs of all girls named in the ESH are available to all staff. These are updated annually, or more frequently if appropriate.

INSET and support/professional development of staff

GDST has an excellent programme of INSET and support for HES's and full use is made of this.

The HES provides an induction session for all newly appointed teachers and a similar session for PGCE students on placement in the school.

The HES provides other INSET for staff as required and informal advice for teachers and parents on a frequent basis. Further training is given under the role of TCT for staff across the whole of the Trust.

Partnership with outside agencies

Liaison with external support services takes place as necessary.

The Junior School hold a directory containing contacts of all special agencies and organisations in the area to which referral can be made. The HES can also give advice concerning contacts with other services.

Particular attention is paid to the needs of SEND students at points of transition between schools and to a further or higher education institution. Careers staff in the senior school are involved in supporting these pupils where appropriate. Information is given by the HES concerning DSA applications and UCAS personal statements as required.

Complaints

In case of complaint, the GDST complaints procedure should be followed.

EHC Plans:

- Due to the selective nature of the school it is rare for any pupils to have difficulties of such severity that an EHC Plan will become appropriate. The parents of pupils with learning difficulties considered by the school and/or parents to be significant enough to require an EHC Plan should approach their relevant Local Authority and request a Statutory Assessment. The school will supply all necessary documentation requested by the LA and will complete and review EHCs regularly. Where a student is on an EHC Plan, staff will have access to the Plan, along with appropriate training.

Last review: February 2017

Next review: February 2018