



NOTTINGHAM GIRLS' HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

Special Educational Needs and Disabilities (SEND)

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 special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad and balanced curriculum.

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 special educational needs and disabilities 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 Special Educational Needs Coordinator (SENCO) 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 special educational needs and disabilities 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 special educational needs and disabilities 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 Special Educational Needs Coordinator and management of provision

Special Educational Needs Coordinator (SENCO): Ms Cate Harvey

The SENCO's role is to work closely with the Head, SLT and colleagues in the strategic development of the school's SEND 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 SEND policy and coordination of special needs activity; the aim of which is that all pupils with SEND 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 SEND policy and provision;
- monitoring and evaluating the impact of the SEND 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 SEND policy;
- managing the SEND budget;
- coordinating the educational and support provision for pupils with SEND;
- overseeing screening procedures for SEND;
- 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 SEND 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 SEND students, and the effective use of this data
- overseeing the collection, recording and updating of records for all pupils with SEND, and ensuring these records are available and the SEND register up to date;
- ensuring information on pupils with SEND 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 SEND in external tests and examinations; i.e. Access arrangements
- ensuring Junior /Senior liaison with regard to SEND;
- 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 SEND 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 SEND;
- 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 teaching and learning opportunities for pupils' 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 SEND;
- Being aware of which pupils in the school have SEND 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 SEND and providing relevant information for the SENCO;
- Raising concerns about pupils with possible SEND with the SENCO.

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 one page profiles if appropriate
- Liaison with external agencies
- Small group work with a teaching assistant

In addition the SENCO 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 SEND 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 SENCO 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 SENCO.

Information about the needs of individual girls from other junior schools and those entering the school in other years is passed to the SENCO 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 SENCO 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

Concerns can be raised by the teacher, child or parent. In the Junior School, teachers will be asked to fill in a Cause for Concern form with detailed information, including what strategies they have tried already. In the Senior School, all a girls teachers will be asked to complete a Normal Way of Working form providing their views of the child’s performance in their subject. The SENCO will collate these forms and meet the girl for a pupil voice exercise. All information is then put together to decide whether further assessment is necessary. If this is the case, the SENCO will assess and feedback to staff, the girl and parents with any conclusions and recommended strategies. This may include access arrangements or a One Page Profile or both.

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 SENCO.

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

Nature and level of intervention

The SEND register 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’ similar to 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 SENCO and other staff as appropriate, it does not include individual or small group tuition except on a short-term ad hoc basis.

The SEND Register 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 SENCO undertakes additional monitoring and target setting for certain pupils where this considered helpful. It is integral to all SEND 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 SENCO is available at parent’s 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 SENCO and staff are available to discuss the specific needs of students named in the SEND Register at Parents’ Consultation Evenings.

The SENCO 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 SENCO and comply with GDPR guidelines.

Senior school

Each student registered in the SEND Register has an individual file kept by the SENCO in the SENCO’s office in a locked filing cabinet. 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 access to 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 SEND Register 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 SENCO's and full use is made of this.

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

The SENCO provides other INSET for staff as required and informal advice for teachers and parents on a frequent basis.

Partnership with outside agencies

Liaison with external support services takes place as necessary.

The School hold a directory containing contacts of all special agencies and organisations in the area to which referral can be made. The SENCO 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 SENCO concerning DSA applications and UCAS personal statements as required.

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.

Complaints

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

Reviewed September 2020

Next Review January 2021