



Westcliff High School for Girls

## **Special Educational Needs Policy**

**November 2017**

## **KEY CONTACTS WITHIN THE SCHOOL 2017-2018**

### **HEADTEACHER**

Paul Hayman

### **DEPUTY HEADTEACHER**

Sarah Bain

### **NOMINATED GOVERNOR FOR SEN**

Mike Wilson

### **PUPIL SUPPORT AND GUIDANCE TEAM**

### **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR**

Caroline Dell

### **LEARNING MANAGERS**

Caroline Dell	(Year 7)
Emma Smith	(Year 8)
Rebecca Nobes	(Year 9)
Julian Cottee	(Year 10)
Helen Pitt	(Year 11)

### **HEAD OF SIXTH FORM**

Barry Hayton (Assistant Headteacher)

### **PASTORAL SUPPORT CO-ORDINATORS**

Johannah Cammidge	Years 7 – 8)
Sally Joscelyne	(Years 9 –11)
Selina Arthur	(Years 12 & 13)

### **TEACHING ASSISTANTS**

Tema Elman (HTML)

### **ATTENDANCE OFFICER**

Marion Bassett

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### **1 PURPOSE**

- 1.1 It is the aim of Westcliff High School for Girls that every student should reach her full potential at all stages of her progression through the school. The school admits pupils by testing cognitive ability between the ages of ten and eleven. It is possible for pupils who are admitted to the school to have special educational needs e.g. a physical disability, health related problems, emotional or behavioural problems or to have a specific difficulty related to one or more skills.
- 1.2 The Leadership Team along with Middle Managers and all teachers share the responsibility for monitoring and evaluating the accessibility of the curriculum for all pupils. It is the responsibility of every subject teacher to monitor the progress of individual pupils and to identify those who will need support. The school is committed to identifying and supporting individual needs.

### **2 AIMS**

- 2.1 To identify educational needs effectively using the criteria set out in the Special Educational Needs Code of Practice: for 0-25 year (July2014) and provide the support necessary to enable pupils to make progress.
- 2.2 Subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. They should seek to identify pupils making less than expected progress given their age and individual circumstances.
- 2.3 To involve and work with pupils and parents at the various stages and take into consideration their views.
- 2.4 To make use of outside agencies where necessary as part of a planned and graduated response to individual need.
- 2.5 To work closely with feeder schools in order to share detailed information about children with special educational needs and to continue with a comprehensive assessment and recording programme throughout the school including the passing on of relevant paper work.
- 2.6 To inform and support departments in meeting individual need through sharing baseline information, Individual Support Plans, targets and strategies.
- 2.7 To review pupil progress regularly or as and when appropriate.
- 2.8 To work collaboratively with teaching staff, heads of departments and learning managers to ensure that barriers to learning are removed and students are enabled to achieve.

- 2.9 To evaluate annually the effectiveness of the S.E.N. provision within the school using the schools review and evaluation process.

### **3 OBJECTIVES**

- 3.1 Initial assessment is through information received from feeder schools together with subject teacher assessment or parental/carer concern, SATS results and school assessments.
- 3.2.1 In line with the recommendations in the Code of Practice the views of the student are always taken into consideration.
- 3.3 Identifying needs can be characterized by progress which is significantly slower than that of their peers starting from the same baseline. If progress fails to match or better the previous rate of progress. Fails to close the attainment gap between the child and their peers or the attainment gap widens.
- 3.4 All staff are involved in accurate pupil assessment. Assessment information will include National Curriculum levels and SATs results and the schools Pupils tracking data, behavior management log and attendance data. All subject areas are required to make differentiated provision where appropriate to meet pupil's needs and keep accurate records of pupil's progress.
- 3.5 Teachers are responsible and accountable for the progress and development of the pupils in their class. Where a pupil is not making adequate progress teachers, SENCO and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.
- 3.6 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The majority of pupils can make progress through such teaching.
- 3.7 It is the responsibility of all staff to remove barriers to learning, set suitable learning challenges and plan to meet the diversity within each group. The school will regularly and carefully review the quality of teaching for pupils who are risk of underachievement.

### **4 THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS**

The overall management of special educational needs is the responsibility of the Senior Management Group, the SENCO and Curriculum Support Department.

The SENCO is responsible for:

- The day to day operation for the School's SEN policy
- Liaising and advising fellow teachers

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- Co-coordinating provision for children with special educational needs
- Maintaining the schools SEN register and overseeing the records on all pupils with special educational needs
- Liaising with parents/carers of children with special educational needs contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

### **5 ACCESS FOR DISABLED**

The school strives to be an inclusive school and aims to be accessible for pupils with disabilities. The nature of the school buildings, layout and large numbers of steps would cause a degree of difficulty for wheelchair users. Most buildings have lifts for easy access to first floor rooms.

### **6 THE ALLOCATION OF RESOURCES**

- Resources have been allocated to provide:
  - Staffing: The SENCO is a Learning Manager
  - The school presently employs one teaching assistant
  - For pupils with Educational Health Care Plans the provision specified in the plan is made through teaching assistants, resourced through the schools special needs budget.
- Accommodation and Resources
  - Resources for literacy and specific learning difficulties
  - laptops/tablets computers
  - dicta phones

The special needs department has a budget for professional development which provides courses for staff to develop their knowledge and expertise in this area.

## **7. IDENTIFICATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- 7.1 The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. The school will assess each pupil's current skills and levels of attainment on entry.
- Subject teachers should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.
  - Any concerns should be referred to the Head of Department, Learning manager and then the SENCO who will investigate the possibility of creating a support programme
  - At this early stage evidence will be gathered and the school will put general teaching support in place where required. The pupil's response to such support can help identify their particular needs
  - Every subject area is responsible for the content of the curriculum and for assessing the suitability of teaching methods and material to match the level and rate of progress of pupils and it is essential that the atmosphere in the classroom is positive and supportive. In addition differences between pupils must be acknowledged and catered for. Examples of good practice, new initiatives and resources should be shared at departmental level.
- 7.2 All year groups are monitored by the SENCO and the Learning Managers and Pastoral Care Co-ordinators draw up a support programme, the SEN Profile, in consultation with parents.
- 7.3 Identification is through feeder school records, teacher assessment, parental/carer concern, SATs results and school assessments. Members of the Pupil Support and Guidance Team visit feeder primary schools in order to meet new entrants with SEN prior to them joining the school. Special Educational Needs e.g. Code of Practice level, health issues, physical problems are identified at this stage.
- 7.4 The Learning Manager and form tutor will use the Pupil Tracking Data to identify learning difficulties and monitoring procedures and action should be taken.
- 7.5 Parents are encouraged by the school to liaise initially with the Pastoral Support Co-ordinators. Consequently, more able pupils who are not achieving their full potential or are struggling in some areas can be identified by the parent(s) and school.
- 7.6 The school is aware of the role of all staff e.g. teaching, secretarial, technical, midday supervisors, medical personnel, social workers, school attendance officer, Educational Welfare Officers etc. in identifying pupils who are experiencing learning, social, emotional or physical difficulties. All staff should report such observations to the SENCO either directly or through Heads of Subject / Departments, Learning Managers or Pastoral Support Co-ordinators.

- 7.7 Once a student has been identified as having special educational needs a staged approach is implemented through the Code of Practice by the SENCO.

## **8 ASSESSMENT AND PLANNING ARRANGEMENTS**

- 8.1 Initial in class support is actioned by the subject teacher and head of department, then the learning manager provides further monitoring across the subjects. If progress has not been made the evidence will be passed onto the SENCO to ascertain if there are any underlying problems.
- 8.2 The Learning Manager should pass the information to the SENCO who will discuss with the Learning Manager what steps will be taken.
- 8.3 The SENCO will invite the parent(s)/guardian(s) of the pupil to a school-based meeting to discuss the school's concerns and further action if required and if further assessment is required
- 8.4 At the school-based meeting an Individual Support Plan will be drawn up and agreed by the pupil, the parent(s) or guardian(s), the Learning Manager and the Pastoral Support Co-ordinator. This will take the form of an information sheet which will state the nature of the pupil's difficulties and long term outcomes and short term outcome, suggesting strategies and support required and identifying who will be supporting the pupil.
- 8.5 Copies of the information sheet will be circulated to the pupil, the parents, the tutor, the Learning Manager, Pastoral Support Co-ordinator and all staff who teach the pupil plus a copy of all records will be placed on the school system
- 8.6 The pupil will be placed on the school's SEN Provision Map for pupils with Special Educational Needs.
- 8.7 The Individual support plan will be reviewed each term.
- 8.8 Subject teachers will record progress and current concerns on the feedback sheet
- Both the pupil and the parent(s) / carer will be invited to attend a school-based review meeting where the outcomes will be discussed, amended or removed if there is sufficient evidence of success.

- 8.9 The following assessment systems are used:

Snap –specific learning difficulties

Snap - social, emotional and behavioral difficulties

### Strengths and Difficulties questionnaire

- The SEN department also recommend a SPLD specialist teacher to test pupils who staff have highlighted as possible concerns. The specialist teacher will provide a report in indicating if the pupil is at risk of dyslexia or not.
- Pupils at risk of dyslexia are recommended to have a full dyslexia report completed by a recommended educational psychologist or a member of the British Dyslexia team.
- Reports are recommended to be updated in the Sixth form for UCAS purposes.

The SENCO is responsible for overseeing the assessment of pupils, the provision map, Individual Support Plans and the maintenance of accurate records. All teaching staff have a responsibility to removing barriers to learning and enable all students to access the curriculum, and to maintain appropriate records.

## 9 ISP's

Individual Support Plans are written for pupils with special educational needs. It outlines both the parents and pupil's views, long term and short term outcomes to aid progress. The plan also highlights how individuals can help to support the pupils to access the curriculum. ISPs are updated three times in a year during the year.

## 10 SUPPORT FROM OUTSIDE AGENCIES

- 10.1 Pupils can receive help from outside agencies via the Educational, Health assessment (EHFSA). The Attendance officer, School Nurse or Educational
- 10.2 Psychologist can be involved at this stage. All pupils who have been placed on an EHFSA and provided support through it will have it reviewed every six weeks.
- 10.3 The Educational Psychologist makes termly visits to the school to discuss general concerns and whole school issues with the SENCO and to work with pupils who either have a statement of special needs, learning difficulties, emotional or behavioural needs as well as with those who have specific learning difficulties such as dyslexia. Where appropriate the Educational Psychologist works with school staff to support pupils with Special Educational Needs.
- 10.4 In cases where further support is necessary the school will seek help from the Educational Psychologist or other specialists to discuss the need for a statutory assessment to be made or considered by the Local Authority.
- 10.5 The Local Authority will then consider the appropriateness of a Statement of Special Needs. Together the school, in accordance with the Code of Practice, arrange, monitors and reviews provisions thereafter.

## 11 EDUCATIONAL HEALTH CARE PLANS / STATEMENTED PUPILS

- 11.1 Pupils with current statements will have their statement converted to an Educational Health Care Plan (EHC) by April 2018.
- 11.2 Pupils with either an EHC or statement will be closely monitored by the SENCO and will receive support from Teaching Assistants/ Learning Support Assistants where applicable.
- 11.3 The SENCO and all involved parties will review statements annually.

## 12 PARENTAL INVOLVEMENT

**Information:** The schools SEN Policy document is available on request to all parents and the aims are published in the school prospectus. Parents are encouraged to discuss their concerns with form tutors, the SENCO, Learning manager or Senior Staff through appointment, reviews and parents evenings. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the school for pupils with special educational needs through the review process. All outside agencies, including LEA support services, national and local voluntary organisations are considered during the review.

**Partnership:** WHSG aims to work in partnership with parents of pupils with special educational needs. Initial notification to parents is by letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss concerns and progress at all stages and their views are recorded.

**Access for Parents:** WHSG has found the most purposeful means of communication is by meeting with parents and through direct telephone contact. Meetings are held in private offices or home visits can be arranged.

## 13 SUCCESS CRITERIA FOR SCHOOL POLICY

The effectiveness of the school's SEN Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

## 14 DEALING WITH COMPLAINTS

If parents/carers are concerned about the provision discussed with them at reviews or during a meeting they would be encouraged to forward their views to the Deputy Headteacher responsible for SEN, the Headteacher or a school governor.