



Westcliff High School for Girls

Special Educational Needs Policy

November 2016

KEY CONTACTS WITHIN THE SCHOOL 2016

HEADTEACHER

Paul Hayman

DEPUTY HEADTEACHER

Kathy Herlock

NOMINATED GOVERNOR FOR SEN

Mike Wilson

PUPIL SUPPORT AND GUIDANCE TEAM

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

Caroline Dell

LEARNING MANAGERS

Caroline Dell	(Year 7)
Claire Porter	(Year 8)
Alice Overton-Smith	(Year 9)
Helen Pitt	(Year 10)
Josaine Mitcham	(Year 11)

HEAD OF SIXTH FORM

Barry Hayton (Assistant Headteacher)

PASTORAL SUPPORT CO-ORDINATORS

Johannah Cammidge	(Years 7-8)
Sally-Anne Joscelyne	(Years 9-11)
Katie Fairweather	(Years 12-13)

TEACHING ASSISTANTS

Tema Elman (HTML)

ATTENDANCE OFFICER

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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 (July 2014) 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.

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- 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.

3 OBJECTIVES

- 3.1 Initial assessment is through information received from feeder schools together with subject teacher assessment or parental/carer concern.
- 3.2 Identifying needs can be characterized by progress which is significantly slower than that of their peers starting from the same baseline.
- 3.3 All staff are involved in pupil assessment. Assessment information will include 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.
- 3.4 Teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is not making adequate progress teachers, Learning Managers, SENCO and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.
- 3.5 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.
- 3.6 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

- 4.1 The overall management of special educational needs is the responsibility of the Senior Management team and the SENCO.

The SENCO is responsible for:

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

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- 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

- 5.1 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 IDENTIFICATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- 6.1 A pupil has SEND if they have a learning difficulty or disability which calls for special education provision to be made for her. A child of compulsory school age or a young person has a learning difficulty or disability if she has significantly greater difficulty in learning than the majority of others of same age or has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools and post-16 institutions.
- 6.2 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.
- 6.3 Quality first teaching ensures most pupils access the curriculum and are able to progress. All Subject teachers are responsible for progress for all the pupils in their class and 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.
- 6.4 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
- 6.5 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

- 6.6 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.
- 6.7 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.
- 6.8 The school is aware of the role of all staff 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.
- 6.9 Once a student has been identified as having special educational needs a staged approach is implemented through the Code of Practice by the SENCO.

7 ASSESSMENT AND PLANNING ARRANGEMENTS

- 7.1 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.
- 7.2 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
- 7.3 **School support** - Parents/carers and pupils are consulted and then information is shared with teaching and support staff through the provision map. Pupils will be monitored and reviewed regularly. If further assessment shows they have a specific need they will be given an Individual support Plan (ISP) At the school-based meeting an Individual Support Plan will be drawn up and agreed by the pupil, the parents/carers.
- 7.4 Copies of the ISP 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

7.5 **Education Health and Care Plans (EHCP)** – pupils who needs cannot be met at SEN school support and are working on 1st percentile will be considered for an EHCP. Appropriate agencies will be consulted and request will be made to the local authority. Pupils on an EHCP will have an annual review and 2 further ISP meetings each academic year.

7.6 **Pupils with disabilities** – for these pupils we liaise with outside agencies and follow their recommendations making reasonable adjustments.

8 **ISP's**

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

9 **SUPPORT FROM OUTSIDE AGENCIES**

9.1 Pupils can receive help from outside agencies via the Educational, Health Family assessment (EHFA). The Attendance officer, School Nurse or Educational Psychologist can be involved at this stage. All pupils who have been placed on an EHFA and provided support through it will have it reviewed every six weeks.

10 **PARENTAL INVOLVEMENT**

10.1 **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.

10.2 **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.

10.3 **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.

11 DEALING WITH COMPLAINTS

- 11.1 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 Head teacher responsible for SEN, the Head teacher or a school governor.