
GDST

POLICY - Learning Support SEND

Policy owner	SENDCo
Policy last reviewed	November 2022
Policy next review date	September 2023
Policy audience	Staff and parents

Provision for Students with Specific Learning Difficulties & Disabilities at Norwich High School for Girls including EYFS.

The SENDCo for Norwich High School for Girls is a shared role with Dr Stephen Goymer (2.5 days) and Mrs Brynne Laska (3 days) . This policy was updated in November 2022 informed by the Children & Families Act 2014 (0 – 25 SEND Code of Practice), The Equality Act 2010, Special Educational Needs & Disabilities Regulations 2014, GDST Inclusion Policy April 2014, GDST Safeguarding Procedures Policy & Norwich High School for Girls Anti Bullying Policy.

Next review: November 2023

The school aims to encourage and foster the development of all its pupils, and to ensure access to all aspects of the curriculum for pupils who meet its selective entry criteria.

Definition:

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty if he or she:

a) has a significant greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The **0-25 SEND Code of Practice 2014** describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people & their families
- enabling children, young people and their partners to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning

We recognise that there will be a number of pupils who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, which is usually a natural feature of differentiated quality first teaching in the classroom. These pupils are considered by the school to have '**additional learning needs**' (ALN).

Learning needs fall into the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Needs may cut across some or all of these areas and may change over time.

Students may have SEN or ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

Students are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. These students however are likely to have additional needs of a different kind and may well receive support from our department for their language development.

Disability is defined under the Equality Act of 2010. A person has a disability if s/he 'has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Students may have either a disability or SEN or both. Not every student with SEN qualifies as disabled under the statutory definition.

Aims & Objectives of this policy:

- To identify and provide for students who have SEND & ALN.
- To ensure every student is helped to fulfil her potential and is able to take

- full advantage of the school curriculum;
- To identify the roles and responsibilities of staff in providing for student's learning difficulties and disabilities;
- To raise staff awareness of specific learning difficulties and additional learning needs and effect good channels of communication;
- To support the development of a whole school approach which promotes good, flexible learning and a variety of teaching styles.
- To base strategies employed on the SEND Code of Practice 2014 and The Equality Act 2010.
- To provide support and advice for all staff working with SEN & ALN students;
- To facilitate early identification and assessment of student's learning difficulties;
- To ensure that parents are able to play their part in supporting their student's education and to recommend to parents when additional support is needed;
- To foster partnership with parents, external support services and agencies to ensure students with SEND & ALN make progress;
- To ensure that appropriate support is provided to students;
- To ensure that resources are allocated according to need;
- To make appropriate recommendations for access arrangements in line with up-to-date JCQ guidelines.

Identification:

- It is the whole school's responsibility to identify and support students with SEND and ALN and staff have received training in identifying and supporting students with specific learning difficulties.
- At the transition from primary to secondary, students with learning difficulties or disabilities are noted and information is passed to the SENDCo. At this stage, the SENDCo may meet with parents and/or communicate with the primary school of the student, and may also meet the student to assess how best we can meet the student's needs.
- A list of SEN students and ALN students are available on the staff shared area of the school network and is regularly updated. This also contains Individual Education Plans (IEPs) - replaced by SEND profiles from 2021-22 and information about exam access arrangements.
- Referrals for learning support are raised by teachers, parents and in some instances girls themselves.
- Students may also be raised at the weekly briefing meeting.
- Data from performance tracking and monitoring and is used in conjunction with the Deputy Head Teachers and relevant Heads of Year to monitor progress of students with SEND & ALN and also to identify students who may need intervention from the Learning Support Department.

- The SENDCo will collate information from teaching staff and communicate as necessary with the head of year, parents etc. and sometimes an assessment by an educational psychologist or external agency may be recommended. Parents meet the costs of private assessments.

Provision:

- The SENDCo works closely with staff to ensure that all staff are aware of those students whom they teach who are on the SEN register and that they keep abreast of any changes about these students' needs. IEPs, SEND Profiles and 'Bitesize' stickers are the main vehicles for this, but email and face-to-face communication on a daily basis can also be effective.
- Teachers are required to consider appropriate differentiation strategies that take account of these students' needs so that they can achieve and make progress. This is the first step in taking a graduated response to students who have or may have SEND. The approach consists of a four-part cycle of *assessing* student needs, *planning* appropriate differentiation, *putting these into practice* and *reviewing* the outcomes. (Assess, Plan, Do, Review).
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The SENDCo leads on making appropriate applications for access arrangements in public examinations for girls with SEND, working closely with the Exams Officer.
- The department supports the teaching of study and revision skills, particularly for those studying for GCSEs and A levels as identified by teachers
- 1:1 and small group support for students with SEND & ALN is available in school from the SENDCo and Learning Support Assistants within the constraints of available resources.
- 1:1 teaching may be offered during lessons which have been 'dropped' by students for a variety of reasons or during private study periods for GCSE and A level students.
- The SENDCo fosters effective relationships with support services and external professionals and/or agencies.
- The SENDCo can be approached at any time to discuss how the needs of students can be met.
- Some pupils may have an Individual Education Plan/SEND Profile written for them to outline provision and targets. This document is written by the SENDCo in the Senior School and the SEND Lead Teacher together with the class teacher in the Prep school. Parents and students are encouraged to contribute and comment upon it.

Pupils with Educational Health Care Plans (EHCP)

LA guidelines according to the Code of Practice are rigidly followed with respect to students who have an EHCP. 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.

English as an additional language

The school likes to make a distinction between those girls who have another language at home but whose mother tongue is English; those girls who are bilingual (i.e. completely fluent in more than one language such that both could be considered as a mother tongue); and those girls who have English as a non-mother tongue (i.e. truly EAL) where it is felt that additional English language skills are needed the school will assess the best way of providing this. In many cases some additional support work may be set regularly. In more severe cases (highly unusual) the school may recommend formal additional tuition, which would be at the expense of the parent. The EAL register can be found alongside the Learning Support register in the staff shared SEND folder.

Public Examinations & Access Arrangements:

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENDCo will liaise with parents, students and the exams officer as to appropriate arrangements.
- The SENDCo will complete a Form 8 Section A and B whilst a specialist assessor or other (educational psychologist) will complete Section C and, with the exams officer, the student will be entered using the JCQ online application system.
- If parents have commissioned a private specialist teacher or EP report, it is up to the SENDCo as to whether they accept the findings in line with JCQ guidance. Parents need to be aware that having a private report is no guarantee of access arrangements being awarded.
- Teachers will supply the SENDCo with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up.
- Students requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a word processor as their normal way of working for at least a term before they can start using it in public examinations.
- During exam periods and if it is their normal way of working, students will use school word processors (for example school laptops).
- Students in KS3 who may require access arrangements in future will be monitored and access arrangements awarded will be on a needs basis,

subject by subject, whilst in Year 7, 8 and 9.

Roles & Responsibilities:

- All teaching staff will be fully aware of the school's procedures for identifying and making provision for students with SEND and ALN and are expected to provide for diverse student needs, maximising their access to the whole educational offer and enabling them to succeed. They will work in collaboration with the SENDCo to:
 - Be aware of which students in the school have additional needs;
 - Have a clear understanding of the needs of all students with SEND and ALN and be able to personalise their approach in order to overcome barriers to learning and engage and support them;
 - Differentiate their teaching and resources to take account of students with SEND and ALN – following guidance based on IEPs and information from the SENDCo.
 - Assess and monitor the progress of students with SEND or ALN recording and reporting relevant information;
 - Decide what action is required to assist the student to make progress;
 - Develop constructive relationships with parents;
 - Liaise with the SENDCo about support and progress.

- The SENDCo, working closely with the Deputy Head Teachers, SLT and teaching colleagues, has responsibility for the day to day operation of the school's SEND Policy and co-ordinating provision for all students with SEND and ALN from Kindergarten to Upper Sixth form. The key responsibilities of the SENDCo include:
 - Oversee identification, referral and assessment of additional needs;
 - Overseeing the day to day operation of the school's SEND policy;
 - Coordinating provision for any student with SEND or ALN;
 - Overseeing the records of all students with SEND or ALN;
 - Liaising with parents of students with SEND or ALN;
 - Liaising with subject teachers, learning support assistants and any other staff member who supports a student with SEND or ALN;
 - Managing the budget and other resources;
 - Liaising with external agencies;
 - Attending relevant training and keeping up-to-date with national/local initiatives and guidelines;
 - Analysing student progress across the senior school to identify those who meet the SEND criteria; ensuring that they are added to the SEND or ALN register and that their needs are met;
 - Monitoring and evaluating the impact of this policy and provision;

- Keeping up-to-date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Staff training in SEND topics
- Aspects of whole school planning.

The Head takes overall responsibility for the school's policies and procedures in relation to areas of inclusion, ensuring that these accord with the principles and aims of the GDST's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The Head will also establish the appropriate staffing arrangements and assign clear responsibilities to the post holder(s). Expectations of the post holder(s) in terms of levels of responsibility, time available to undertake the role, commitment of other staff and linkages to key personnel should be made explicit.

Partnership with Pupils: students with additional learning needs have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision making processes that affect their education.

Partnership with Parents: the relationship between the school and parents has a crucial bearing on the progress of students with SEND or ALN. The school will work actively with parents as partners and value their contribution. All staff have a role to play in developing constructive relationships with parents.

Monitoring and Evaluation of this Policy:

The implementation of this policy will be reviewed, monitored and evaluated via:

- The outcomes of school inspection
- Periodic audit in consultation with the Head and SLT.