



Special Educational Needs Policy

There are two members of the SEN department for the school. Kate Bowes is the SEN Support Coordinator and works within the school, updating the SEN list, providing support for students who teachers who have concerns about a child and providing relevant SEN related information to staff. Kate works in partnership with Jessica Bendell, who is our Consultant SENCo. Jessica is an experienced SENCo who is able to assess students if there are concerns from parents or teachers, and who can provide advice and support accordingly. She can also provide external contacts if further investigation is needed. They can be contacted by email – kbowes@st-margarets.co.uk and jbendell@st-margarets.co.uk. They liaise with the Senior Leadership Team regularly.

Contextual Information

St Margaret's is a small school with small class sizes, and the intention is for the majority of learning support to occur through capitalising on a teacher's greater opportunity to focus on attending to the individual.

The SEN List

A list of girls either with a diagnosed special need or identified as needing extra support or monitoring, is maintained by the SEN Support Coordinator. It is their responsibility to ensure that this list is kept up to date, and that key information relating to those girls is distributed to teachers and the examinations officer.

1.0 Introduction

- 1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how St Margaret's School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- 1.3 The *Disability Discrimination Act (DDA) 1995* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs. Some children and young people who have SEN *may* have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'
- 1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the *SEN Code of Practice, DfES 2014*, the school accepts that a medical diagnosis may mean that a child is



disabled but is not necessarily SEN. When evaluating need, the school will primarily consider the child's educational needs rather than begin with the medical diagnosis or disability.

- 1.6 Supporting pupils at school with medical conditions: the school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, *or may be an underlying cause for a concurrent SEN*, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will be made to enable access to all areas of the school curriculum for pupils with a disability.
- 1.5 Pupils with SEN and/or disabilities admitted to St Margaret's School could have difficulties with one or more of:
- Cognition and learning;
 - Communication and interaction;
 - Behaviour, emotional and social;
 - Sensory and/or physical.

2.0 Aims

To ensure that the school complies with the requirements of the *Education Act 1996*, and the *Disability Discrimination Act 1995 and 2005*. It also aims to embrace some of the recommendations of the 2014 revised SEN Code of Practice.

To ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well being.

3.0 Implementation

SEN provision from the Early Years (EYFS) to Year 6

Initial concern that a child's current rate of progress is inadequate (compared to the majority of her peers at St Margaret's) either generally or in a specific aspect of learning may be the result of any of the following:

- A class or subject teacher's observation (nb this may include observations about behaviour which sometimes may be an expression of an underlying SEN);
- Screening procedures;
- Parental concerns.

These concerns should be brought to the attention of Jessica Bendell. At this stage, the focus is to remove any barriers to learning and to start the graduated response (PLAN, ASSESS, DO).

4.0 Co-ordination of the school's special educational provision

This is outlined at the beginning of this document.



5.0 Admissions

Parents of a pupil with an existing Educational Psychologist's report or an EHC plan (or both) should supply the school with these upon applying for a place at the school. This will enable the school to determine what support is required and either prepare provision for this, or advise the parents if the requirements are beyond those that a small school like St Margaret's is able to provide.

6.0 The arrangements for coordinating the provision of education for pupils with special educational needs at the school

6.1 Identification and Assessment

The following represents the most common (though not necessarily the only) means by which a girl is referred to the SENCO:

- Standardised testing results (in line with the national figure used, we include girls achieving an SS of below 85);
- Previous school reports or information provided by parents/schools prior to a girl joining St Margaret's;
- Referral by a member of the teaching staff based on a girls' performance after joining St Margaret's using the concern form (from January 2018);
- Internal examination results.

6.2 Access Arrangements for examinations are organised by the SEN Support Coordinator in consultation with the Director of Studies and Examination Officer. This can include 25% extra time, or other arrangements as outlined in the current JCQ (Joint Council for Qualifications) regulations.

6.3 Routine for the above

- All new pupils above Year 4 take the Lucid Rapid Dyslexia Screener within the first 6 months of their arrival at the school. Any pupils whose results are flagged up as being worthy of further investigation are monitored and may be referred for a further screening assessment such as the CTOPP-2.
- Pupils otherwise referred to the SEN team as being causes for concern (either by other staff, parents or because their scores in standardised testing indicate a potential issue) will first be observed and/or interviewed by members of the send team, and where appropriate initial assessments undertaken. These can happen at any time during the academic year.
- Parents/Carers of pupils who are granted extra time for their internal exams or assessments, but who will be undertaking public/external exams are assessments, will be encouraged to set up Access Arrangements assessments during Year 9 or Year 10 so as to allow time for the application process.

7.0 Procedures used by the school for working with SEN pupils

Graduated Response Overview

When a pupil has been identified with SEN the following three areas of need will be considered:

1. Communication and Interaction

Pupils who have difficulty communicating with others.



2. Cognition and Learning

Pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

3. Sensory and/or Physical Needs

Pupils with a physical disability such as auditory impairments. Those pupils may need additional on-going support and equipment to access the curriculum.

- 7.1 Unless already diagnosed prior to joining St Margaret's, or identified through Standardised Testing at the application stage, the first identification that a pupil may have SEN is likely to be that she is not making appropriate progress or is unable to access the curriculum that is being taught to the majority of the rest of the class. The identifying teacher should raise the issue with the SEN Support Coordinator for further investigation. They will inform the pupil's parents that their daughter has been referred to him/her before undertaking any formal steps to identify and support their daughter. Following this, Jessica Bendell will investigate, adopt (or recommend, for example in the case of an Educational Psychologist's report) an appropriate mechanism for assessing whether there may be a need and if so, what immediate provision and response should be offered by the school. Where this goes beyond basic classroom differentiation, such as if it is believed that the girl needs extra-lesson support, a plan will be outlined. Where this plan involves significant intervention such as an extra support lesson, parents will normally be informed of this.
- 7.2 Once a pupil is identified as having SEN Jessica Bendell will recommend the next steps for the additional or different provision which could be further assessment, additional or different curriculum materials, or a different way of teaching. This will be communicated to the girls' relevant teachers and if appropriate, the girl's parent(s).
- 7.3 Recommended strategies and interventions used are recorded by class teachers are reviewed at least annually by the class teacher and SEN Support Coordinator.
- 7.4 The pupil's strengths and successes should underpin the strategies outlined. Sometimes strategies will be cross-curricular and sometimes subject specific.
- 7.5 If it is felt that the pupil requires the intervention of an external specialist, or alternatively the Local Authority needs to be contacted with a view to applying for an EHC assessment, parents will be informed prior to further action in this area. Parents should always be contacted for discussion prior to the engagement of any external specialist or SEN-related agency for the intervention or support for an individual pupil.
- 7.6 Twice a year a scheduled teachers' meeting will be devoted to discussing the results of teacher-based interventions initiated to support pupils on the SEN (and HA) registers, and successful and unsuccessful strategies will be shared. Concurrently, the progress of girls on the SEN register/list will be recorded as part of that pupil's profile.
- 7.7 These reviews will may result in the possible removal of a girl from the register if she has made sufficient progress, or may result in a conclusion that further provision is needed.



7.8 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL. EAL is covered in a separate policy.

8.0 Responsibilities

8.1 The SEN Support Coordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy;
 - Inducting new teachers on the school's SEN support methodology and where resources can be found;
 - Liaising with and advising fellow teachers;
 - Liaising with assistants or external specialist teachers;
 - Coordinating provision for pupils with SEN;
 - Overseeing the records on all pupils with SEN;
 - Liaising with parents of pupils with SEN;
 - Contributing to the in-service training of staff; and
 - Liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies;
 - Liaising with the Deputy Head to oversee that welfare needs related to school life resulting from a pupil's SEN or Disability are monitored and, where appropriate, steps are taken to support a pupil with welfare needs.
- (a) In relation to each of the registered pupils whom the SENCO considers may have a SEN, informing a parent of the pupil that this may be the case as soon as is reasonably practicable.
- (b) In relation to each of the registered pupils who have SEN:
- Identifying as far as possible the pupil's SEN;
 - Co-ordinating the making of SEN provision for the pupil which meets those needs;
 - Monitoring the effectiveness of any SEN provision made for the pupil;
 - Securing relevant services for the pupil where necessary;
 - Ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date;
 - Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- (c) Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEN.
- (d) Contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and
- (e) Providing teachers or the relevant staff with information regarding arrangements for trips for girls whose SEN may require particular planning or attention prior to or on the trip.



- (f) Providing the examinations officer, and / or Senior Management, with advice about the required or recommended examinations access arrangements for pupils on the SEN register.
 - (g) Providing the Governing body with an Annual Report on SEN at the school.
- 8.2 All staff in the school have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to their support. Staff will routinely be offered support and training as part of their CPD, either in the form of whole staff training sessions or attendance of individual, commercial in-service training sessions.
- 9.0 How SEN pupils' needs are determined and reviewed**
- 9.1 Identification of particular individual needs of pupils is a collaborative process between school staff, the SENCO, pupil and parents with additional expertise provided as and when appropriate from an external provider (e.g. Ed. Psychologist).
 - 9.2 Progress of girls on the SEN Register is internally reviewed by staff twice a year, independently of normal school reporting to parents.
 - 9.3 For pupils who join the school with an EHC plan, the school will work with the body issuing the statement (usually the LEA) to ensure that the provisions of the statement are addressed.
- 10.0 Arrangements made by the governing body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school**
- Any complaints should in the first instance be directed to the Principal. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal he/she has the right to refer the matter to the governing body.

This policy should be read in conjunction with the following:

- Equal Opportunities Policy
- 3 year SENDA (Special Educational Needs and Disability Act)



APPENDIX 1 – Miscellaneous Regulations

Where a Local Authority (LA) has concluded that a child should be placed at St Margaret's (and St Margaret's is named in the statement or EHC plan), the LA retains legal and financial responsibility for ensuring that the provision specified in the statement or EHC plan is made.

This may include paying the school fees. The day to day practical responsibility of making provision rests with the school.

APPENDIX 2 – Annual Routine Summary

The focus of the St Margaret's response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

Meetings – Twice a Year

Two meetings will be devoted to sharing good practice and evaluating the effectiveness of support strategies, including outlining what further support is (or could) be given.

September/Early October

- After baseline assessments have been conducted, check through scores for those below 85 SS for English or Maths to see if any girls need to be added to the list of those being monitored
- Staff review progress of those already on the list (from the previous year) to see if any girls could/should be removed from list
- Remove any leavers from list and give files to school secretary for storage
- Add any girls for whom we have prior information suggesting they should be on the list (e.g. existing Ed Psych report) and issue preliminary support ideas to staff (as discerned from reports)
- Liaise with staff regarding teaching of girls on the SEN list, where applicable giving them advice or information for supporting girls on the list (that they teach)
- The staff should now collate notes for their own support plans for these girls
- Staff should discuss their support plans with each of the relevant girls (as long as they are old enough to have a meaningful contribution to the dialogue)

Mid-October

- Where applicable, arrange for any individual lessons for girls or SENCo co-ordinated support e.g. use of laptop, use of relevant reinforcement software.
- Assess girls (Year 9 onwards) for examination access arrangements where it is felt that there may be an underlying difficulty causing them to run out of time in examinations, for example.

May/June

- Evaluate responses and make notes / suggestions for following term's support strategies.

June

- Issue a report to Governors using the template provided.