

# **Connaught School for Girls**



## **SEN Policy**

**Curriculum sub committee: (amendment 2020)**

**Full Governing Body: September 2020**

**Date of review: September 2023**

## Introduction

At Connaught School for Girls we are committed to educate every girl regardless of their educational needs or disability, race, religion, belief or orientation. All teachers are teachers of students with special educational needs or disabilities (SEND), therefore teaching those children is a whole school responsibility. We aim to provide Quality First Teaching for all our students ensuring that individual needs are identified and met through appropriate access to the right support in order to achieve the best possible progress.

The SEN policy details how we aim to ensure that the needs of all our students with special educational needs are identified and met. The SEN Code of Practice 2014 is the guiding framework behind this policy.

## Principles

At Connaught we aim to ensure that our students with SEND:

- Thrive in a nurturing learning environment with access to a broad and balanced curriculum which is differentiated to meet their individual needs.
- Achieve their full potential academically, socially, physically and personally.
- Make a positive contribution to school and the community as well- mannered citizens.
- Learn to make informed choices as mature citizens in a global society.
- Have access to the right support to meet their particular needs.
- Play an important part in decision making regarding their needs and support together with their parents and carers.

## Aims

- To provide a high standard of teaching with regular assessment of progress.
- To provide an appropriate learning experience within a broad, balanced and relevant curriculum.
- To expect all teachers to have high expectations of all students in respect to behaviour regardless of their educational needs.
- To provide an education that will contribute to the spiritual, moral, social, emotional, cultural, mental and physical development of our students.
- To monitor, review and evaluate policy and provision on a regular and systematic basis.
- To liaise with the local authority and all other agencies, including social services, parent support groups, educational psychologists and medical services, in identifying, assessing and meeting SEND.

- To offer intervention for individuals and groups where needed tailored to the needs of the child.

## Definition of Special Educational Needs

A child or a young person has SEN if they have a learning difficulty or disability which calls for special educational 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 a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders her from making use of the educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post-16 institutions.

## Identification and assessment of students with special educational needs

Our school approach to monitoring the progress and development of all our students informs the identification of students with SEN. This allows us to identify those students who are making less than expected progress at an early stage.

A number of factors may impact on a child's progress and attainment, including attendance, punctuality, family circumstances, having English as an additional language. Therefore, if a student is not making expected progress it is not assumed that they have a special educational need.

Concerns about a student may be raised by parents, carers, any member of staff or professional involved with the student, or occasionally by the student.

The first response to concerns is that of access to quality first teaching that targets the areas of weakness. Most students will have their needs met through quality first teaching. This may include differentiation appropriate to the needs of the student, adaptation to the curriculum, access to appropriate resources, targeted in class support.

Where a student is not making expected progress after this first step, the SENCO will discuss the child's progress together with the Head of Year and the student's teachers and gather relevant information in order to assess if a child has SEN. The SENCO will meet with the student and their parent/carers in order to develop an understanding of the student's areas of strengths and difficulties and agree the next steps and outcomes for the student.

There are four main areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/ or physical needs

Often students may have needs that cut across more than one area of SEN. Our task will be to consider the individual needs of the child and ensure that the best possible outcomes for that student are achieved through the best possible support.

## SEN Support

The school supports children and young people with special educational needs following a three stage process of support where support is determined by assessment following a referral from Teachers/Curriculum Leaders, Heads of Year/ Assistant Headteacher. We adopt the assess-plan-do-review graduated approach to set up and review the SEN support. The support will be adapted if the student is not achieving the expected outcomes or an alternative plan and intervention will be set up.

If a student is not making the expected progress despite the school's best effort we will involve appropriate specialists or outreach services with the agreement of the child's parents/carers.

Some students might make the expected progress after a time limited targeted intervention. These students will then be removed from the school's register of SEN students; however, their progress will be carefully monitored through the school's report cycle.

## Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN students from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

## The three stages of support:

### Stage 1

- Quality First Teaching, high quality teaching differentiated for individual pupils including a differentiated curriculum and good inclusive practice in class.

## Stage 2

- Students not making adequate progress at Stage 1 are provided with increasingly intensive intervention. This takes the form of small, learning groups focused on achieving individual targets.

## Stage 3

- This is intensive and targeted support delivered on a 1:1 basis for individuals.

The SENCO ensures that the school provides a range of intervention programmes tailored to the needs of groups of students and individual students within the school.

The support might take the form of:

- Small literacy groups to support students who have difficulties with their literacy skills.
- 1:1 support from SEN teacher/Learning support assistant for students who need support in different aspects of SEN.
- In-class support from a learning support assistant so that a student knows what to do in class.
- 1:1 or small group support from a Learning Mentor.
- Alternative Personal Development Programme, ASDAN at KS4.
- Homework club support for those students who need extra help and those who need a safe environment where to develop their social skills.
- Making sure that all staff receive regular training by specialists in areas such as literacy, autism, hearing impairment, visual impairment, dyslexia, speech and language.

## How we keep SEN information

EHCP/Statements and other individual student records are kept in the SENCO office in paper form in a secure cabinet.

- A SEN list is also currently held on a database available in the SEN folder in the school network.
- Students with an EHCP have a tracking sheet where all LSAs keep a track record of the students' achievements and concerns.
- Students with an EHCP and those students who receive small group interventions have a learner profile.
- Standard forms are kept in the department office and examples of all currently used internal assessments and other forms are kept in the Senco office.
- A record of SEN provision is available via SIMs on an Intervention Marksheet. This is

updated on a regular basis and is used as part of our overall system for tracking and monitoring student progress as well as feedback to parents.

The SEN department consists of the Special Educational Needs Coordinator and learning support assistants (LSAs). Students are educated in their classroom setting where possible; however some are withdrawn for more specialist support.

## How we adapt our teaching for children/young people with special educational needs

- Students are taught alongside their peers as far as possible.
- Teachers adapt and differentiate their lessons to the needs of all students ensuring that lessons can be accessed by all students and succeed .
- Tasks are adapted to cater for a range of levels within the classroom.
- Assessments used by teachers allow the teacher to plan the appropriate steps for students to reach their next levels.
- Staff training takes place on how to include students with special educational needs.

## How we decide what resources we can give to a child/young person with special educational needs

- Students with special educational needs receive a budget. This amount is fixed by the Local Education authority and the SENCO is responsible for using the amount as cost effectively as possible ensuring that it supports the students who need it.
- Consultation between the SENCO and the leadership team to decide how the budget is allocated. Parents/carers, teachers and the child will contribute their views in order to plan the best intervention possible to meet the needs of the child.
- Careful assessment, planning, implementation and review of interventions to check how successful the support has been.

## Roles and Responsibilities

Provision for students with special educational needs is a whole school priority. However, some key individuals and groups have particular areas of responsibilities.

## Governing Body

- To ensure that the necessary provision is made for any student who has special educational needs.

- Ensuring that the admission policy of the school in relation to students with SEN is handled positively and sensitively, and that all parents and children are made to feel welcome.
- Establishing appropriate staffing and funding arrangements.
- To consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- To review the SEN policy annually and to report annually on the allocation of available resources and the success in meeting the policy.
- To appoint a member of the Governing Body ( Ms Hannah Wood) to have special responsibility for SEN within the school who will meet regularly with the SENCO and conduct visits to the school on a planned programme.

## The Headteacher

- To manage all aspects of the school's work, including provision for students with SEN.
- To keep the governing body fully informed.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- To work closely with the school's SENCO.
- To seek out and share best practice with the LA and other schools
- To ensure that students' needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs.

## The Special Educational Needs Co-ordinator

Ms A. Ricon is the special educational needs coordinator and her key responsibilities include:

- To work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEN.
- To oversee the day-to-day operation of the school's SEN policy.
- To coordinate and develop high quality provision to meet the needs of students with SEN.
- To work in partnership with parents/carers of students with SEN to develop and review effective support for their child.
- To work with teachers to monitor the effectiveness of interventions and the progress made by students with SEN.

- To liaise with the relevant Designated Teacher where a Looked After Child has SEN (Designated Safeguarding Lead).
- To advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented.
- To liaise with other schools to ensure that students make smooth transitions between school placements.
- To work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements.
- To promote the inclusion of students with SEN in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities.
- To ensure that the records of students with SEN are maintained and kept up to date.
- To support and advise teachers about differentiated teaching methods appropriate for individual students with special educational needs and to ensure that staff are aware of new developments in the area of SEN.
- To use school data to track the progress of students with SEN.
- To coordinate the effective deployment of learning support assistants, providing support and training as needed.
- To contribute to the in-service professional development of staff in relation to SEN.
- Line manage the team of LSAs.

## Teachers

- To provide Quality First Teaching for all the students in their class
- To provide for the individual needs of all their students, adapting their teaching and the learning environment as appropriate.
- To be accountable for the progress of all their students, including those who receive additional support from learning support assistants and specialist teachers.
- To work with the SENCO to monitor the effectiveness of interventions and the progress made by students with SEN.



## Learning Support Assistants

- To support students with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies.
- To develop the independence of the students with whom they work.
- To provide feedback to the teacher and/or the SENCO on the progress of the students with whom they work to inform planning and review.
- To maintain contact with parents when instructed by the Senco to discuss the students they support.

## How we check that a child/young person is making progress and how we keep parents/carers informed

- Ongoing monitoring by class teachers with detailed reviews when students reports are produced.
- Review progress of students with EHCP plans termly as well as through daily tracking by LSAs.
- Parental/carer consent before a child starts an intervention, regular contact through either phone calls, certificates of achievement.
- The SENCO is available at parents' evenings to offer advice on supporting your child's learning at home.

## Support we offer for children's/young people's health and general wellbeing

- Regular year group meetings led by Heads of Year to discuss individual concerns.
- All dietary and medical needs are shared with relevant staff.
- Trained staff respond to a range of medical needs in school and provide the relevant medical information to all staff.
- Liaison with outside agencies such as speech and language therapy as well as occupational therapy.
- Liaison with outreach services to support children with visual impairments, hearing and autistic spectrum difficulties.

## Safeguarding of Students with SEND

Students with SEND are more susceptible to safeguarding risks as they are less able to protect themselves from abusers. Our school will ensure:

- That everyone who works with students with SEND knows their role regarding safeguarding.
- School staff are aware of students with SEND who could be more at risk of child sexual exploitation, domestic violence, female genital mutilation (FGM), forced marriage or extremism.
- All staff understand the risks of online bullying or grooming, and how these are increased for students with SEND.
- All staff are aware of how to report any safeguarding concerns and who to report them to.
- Training for all staff is kept up-to-date and is reviewed regularly.
- The welfare of students should be promoted through teaching and learning, through pastoral activities and across the curriculum.
- Students are given opportunities to speak with a designated staff member.
- The school takes action to deal with, and prevent, discriminatory language or comments about pupils with SEND and vulnerable students.

### Specialist external services we use when we think extra help is needed

- Educational Psychology Service
- Hearing impaired and Visual Impairment service
- Speech and Language therapy
- Child and Adolescent Mental Health Team
- Education Welfare Service

### Staff training and development

The Senco carries an audit of training needs when necessary informed by the school development plan to organise any training and professional development opportunities for all staff taking into account school priorities as well as personal professional development. Particular support is given to Newly Qualified Teachers and other new members of staff.

### How we include children/young people in activities and school trips

- Students are encouraged to take part in school trips and activities.
- All reasonable adjustments and adult support will be provided to ensure that any child can participate in school trips along their peers.
- Risk assessments are carried out for all trips prior to the visit.

## Our school environment

There are two buildings at Connaught and students travel from the main building to an annexe for Science and PE lessons. Students travel in groups along a quiet side road. The school has 1 lift to access the three floors in the main building and ramps to access most parts of the school building. The school has one disabled toilet on the ground floor in the main building. The annexe is on two floors and does not have a lift to access the second floor. At Connaught we will endeavour to promote access to the physical environment of the school for disabled pupils. Any improvements necessary to the physical environment of the school and physical aids will be considered in line with the school Accessibility plan and Equality Act guidance.

## How we prepare for children/young people joining our school and leaving our school

- The transition between primary and secondary is managed by the Head of Year 7 with the support of the SENCO. Visits to primary schools are organised in the summer term.
- Transition day for Year 6 children.
- Our Head of Year 7 and the SEN department carry out visits to local feeder primary schools. They gather detailed information of SEND so that we can provide continuity of support between primary and secondary school.
- Further to these we speak to the SENCOs of our feeder primary schools to establish what support to put in place for our new students.
- Students with special needs are supported by the SENCO and the Careers Service to prepare and advise students on college courses. This is discussed at review meetings and a transition plan is completed together with the transition team.
- Contact between the SENCO and the college to share information.

## How parents/carers are involved in school life

- Partnership between staff and parents/carers, parents/carers are encouraged to discuss any concerns at the earliest opportunity.
- Regular dialogue is encouraged through the school diary.
- Parent/carer governor.
- Parents' evenings.
- School Reports.

- SEN Link governor.

## How we give students/young people a voice

- Student council.
- Partnerships with parents/carers, the wider community.

## Who to contact for more information or to discuss a concern

- Form tutor via the student diary or a telephone call.
- Head of Year if the parent/carer of a child is worried about their child's progress.
- SENCO (Ms A. Ricon) to seek support and advice regarding a child's needs.
- LA Local Offer through the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## The local authority local offer

Our contribution to the local offer is: please follow the link:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

Our local authority's local offer is published here: please follow the link:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

## Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 where applicable

### **Related school policies**

Health and Safety Policy

Safeguarding including Child Protection

Equality Duty

Accessibility Plan

### **Covid 19- Appendix**

In response to the Covid 19 pandemic all EHCP students attending Connaught School for Girls have their own individual risk assessment in line with the School's risk assessment and following Government Guidelines.