

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY
(including provision for pupils with Specific Learning Difficulties and/or Disabilities and pupils with English as an additional language)

AIMS

We aim for all pupils to achieve their individual potential and become confident individuals living fulfilling lives.

Members of staff are encouraged in establishing a positive whole school attitude towards the learning and progress of all pupils. The measures outlined in this policy are in addition to the differentiation provided by teachers as part of their normal lesson preparation and delivery.

The aim of this policy is to ensure compliance with the Children and Families Act (2014) and the Equality Act (2010). It follows guidance issued by the Equality and Human Rights Commission and the Independent Schools Council and is designed to fulfil the SEN Code of Practice (2014).

This policy is reviewed annually and is amended as necessary, in light of changes in legislation, the adoption of new initiatives, or the publication of government/inspection reports. A copy is available on the school website.

ADMISSION

Admission to St Helen and St Katharine is in accordance with the school's Admission Policy. All pupils with sufficient aptitude will be considered for a place at the school. The school supports pupils with a wide range of SEN and regularly reviews and evaluates the breadth and impact of the support it can offer or access. In assessing a prospective pupil, the school will consider each case on an individual basis and will make reasonable adjustments to the admission process, including the provision of auxiliary aids and services, to prevent individuals being put at a substantial disadvantage. Admissions will inform the Learning Support (LS) Co-ordinator of any SEN information on registration in advance of a pupil joining the school. Where pupils apply with medical, psychiatric or educational psychology reports, parents and pupils are invited to discuss this with the LS Co-ordinator to agree the best options for their daughter.

The school recognises that pupils may have difficulties in areas of communication and interaction; cognition and learning; social, emotional and mental health issues or sensory and physical needs. Pupils with a history of behavioural or emotional problems may be accepted into the school. The school may require a medical examination to be carried out and, if any medication is prescribed, parents must ensure that medical advice is followed. The school will consider whether the presence of a pupil with behavioural or emotional problems in the school will impair the education of other pupils or put other pupils or staff directly or indirectly at risk.

The school will make reasonable adjustments to support pupils with sensory/physical needs, including the provision of auxiliary aids and services. A specialist learning support tutor is available to provide lessons to pupils on a one-to-one or small group basis to address difficulties. This service is to assist those pupils with learning difficulties such as mild dyslexia or mild forms of dyspraxia; it is not suitable for pupils who need more help than one session each week can provide. The need for this support will be reviewed on a half termly basis. The school does not provide a designated classroom assistant for an individual pupil.

Where a pupil joins the school with a statement of special educational needs or Education Health and Care (EHC) plan, and the school is named in the statement or EHC plan, the school will take responsibility for the day to day provision for the pupil, whilst the Local Authority (LA) will take legal and financial responsibility.

Should the LA decline to name the school in a statement or EHC plan, parents may make their own arrangements to apply for a place at the school in line with the school's admissions policy and the processes outlined above, provided that the LA is satisfied that the school is suitable.

DISCLOSURE

When applying for a place, parents are asked to set out the nature and extent of special needs on the application form. In order for the school to consider reasonable adjustments for individual pupils, full disclosure by parents of any medical reports, educational psychology or psychiatric assessments, or any other relevant information in advance of application is essential. In cases of doubt, parents should consult the school well in advance of an application. The Head of Section, Headmistress or LS Co-ordinator may request a meeting with the parents in advance of the entrance examination. Subject to this, the school will be sensitive to any requests for confidentiality.

Pupils will not be disadvantaged because of a stated special need. If parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, the school may be unable to make reasonable adjustments to cater for the pupil. In such a case, the school reserves the right to withdraw the offer of a place or, if the pupil has already joined the school, to ask the parents to withdraw the child.

PRINCIPLES OF SEN PROVISION

The School undertakes to ensure that:

- The school has a named LS Co-ordinator who will be responsible for the day to day operation of the SEN Policy.
- The school has a designated governor for SEN, who will be responsible for keeping her/himself informed of the operation of the Learning Support Department and of this policy and will act as the line of communication with the governors on SEN matters.
- Appropriate funds are used to enable the school to fulfil its duties to those pupils with SEN
- On admission to the school, assessment procedures will be used to assess the individual needs of all pupils in accordance with statutory requirements and that, on transfer, this information will be passed on.
- The entrance procedures are fully accessible to pupils with special educational needs
- Action is taken to remove barriers to learning and put effective special educational provision in place using a graduated approach: assess, plan, do, review. Pupils with SEN are monitored carefully to match interventions and ensure that they can access the curriculum appropriately
- Parents of SEN pupils have access to staff responsible for special educational needs; in the first instance by contacting the relevant Head of Section and then the LS Co-ordinator.
- The Head of Section will monitor appropriate classroom teaching and individual pupil needs within and outside the classroom.
- We ensure that other schools and colleges to which pupils may transfer know their Special Educational Needs and Learning Difficulties.
- Advice on I/GCSE and post 16 courses is available to all pupils and that the school is committed to developing in every young person the values, skills and behaviours they need to get on in life.

- The school's discipline policy acknowledges its legal duties under the Equality Act (2010) in respect of safeguarding and of pupils with special educational needs.

THE ROLE OF THE LS CO-ORDINATOR

- Undertake 1:1 and small group teaching, Educational Assessments.
- Keep up to date with changes in legislation and guidance from relevant bodies, such as The Independent Schools Inspectorate, The Joint Council for Qualifications and The SpLD assessments Standards Committee.
- Liaise with the Examination Officer and Heads of Section in relation to examination entries and arrangements
- Liaise with and advise fellow teachers, parents, external agencies and governors, and discuss teaching strategies where necessary.
- Identify and encourage appropriate SEN training for staff involved with SEN pupils
- Manage and update the staff SEN resource library both in the staff room and electronically on the school's shared drive.
- Play a key role in the organisation and application of SEN provision and in the maintenance of the Learning Support Register.
- Regularly update and maintain the Learning Support Register with updated information on students with SEN and appropriate advice on teaching within the classroom. This will be emailed to staff when new information is added with a reminder that staff should annotate/mark books as appropriate.
- Make appropriate use of teachers and facilities from outside the school, including support services; these may include health and social services and voluntary organisations.
- Manage, review and update SEN teaching resources.

Parents of pupils with SEN will have all the usual opportunities to access school staff. In addition they have the opportunity for involvement in the identification, assessment, monitoring and review of their child's progress with the LS Co-ordinator. Parents who have specific concerns about SEN provision for their child should also liaise, in the first place, with the Head of Section and then the LS Co-ordinator.

ASSESS

The school aims to identify SEN needs at the earliest point and make effective provision to improve long-term outcomes for the child or young person. Early identification, assessment and provision is very important for the following reasons:

- it can minimise the difficulties that can be encountered when intervention and provision occur;
- it can maximise the likely positive response of the child;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.

Referral to the L S Co-ordinator, via the Head of Section, can come from a multitude of sources, e.g.

- subject teacher's request;
- pupil self request;
- parental request;
- management request;
- GP request;
- information from previous school (e.g. primary school or secondary school);

- admissions testing of Year 5, 6 and 7 pupils and late entrants;
- diagnostic tests; MidYIS (Year 7), ALIS (L6);
- review of pupil's progress in conjunction with Heads of Section.

In addition, whole year screening takes place in Year 5 and Year 7, and screening of new entrants takes place in Y12. The L S Co-ordinator collates screening data.

Where a pupil has been referred via the Head of Section, or has been identified through the screening process, the following process takes place (see appendix 1):

- A record of this is added to the SEN register.
- LS Co-ordinator gathers information from teaching staff and form tutor.
- LS Co-ordinator may then have an early discussion with parents and pupil.
- Progress will be monitored carefully. It may be agreed with parents that initial diagnostic screening tests are carried out with a pupil, or referral to an external professional may be advised.
- Following diagnostic screening, there will be a discussion with pupil, parents and LS Co-ordinator/ Head of Section regarding desired outcomes, including the expected progress and attainment. The views and wishes of the pupil and their parents inform next steps which may consist of continuing to monitor progress; advice given to teachers and/or support lessons with the LS Co-ordinator; the commissioning of an assessment report carried out by the LS Co-ordinator (this is a charged service (see appendix 2)) or referral to an external professional. Records are given to parents alongside, where necessary, information regarding diagnostic assessment report options. Parents are also provided with contact details of the local authority's Information, Advice and Support Service.
- Where a parent decides to undertake an assessment report with an external professional, prior communication with the school is essential. The school may not be able to accept reports that have been commissioned by professionals who have not had prior contact with the school.

PLAN

- Where it is decided to provide a pupil with SEN support, the LS Co-ordinator meets again with pupil and parents to discuss outcomes and agree support strategies. These may include, for example: advice given to teachers and/or support lessons with the LS Co-ordinator; the use of auxiliary aids or exam access arrangements. A pupil profile outlining tailored support strategies and targets is created and parents receive a copy.
- A clear date for reviewing progress is agreed.
- All staff that work with the pupil will be informed of their needs and support strategies, in line with any recommendations in a Specialist Teacher's Assessment Report, or Educational Psychologist's Report. This takes place via the Learning Support Register and internal communications system.
- The support is selected to meet the needs of the individual pupil. Those pupils who attend regular learning support sessions will have targets set by the LS Co-ordinator in addition to those set by teaching staff.
- Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

DO

The school's approach to provision recognises that there is a continuum of SEN and that the majority of pupils with SEN have their needs met by the school, occasionally with the help of outside agencies and other specialists.

- The Learning Support Register lists those girls with SEN, stating the reasons and giving teaching recommendations.
- Staff are informed of where to find individual differentiation strategies on the Learning Support Register.
- New entrants with SEN, or those that are newly identified as having SEN, are added to the Learning Support Register. Staff, Heads of Section and, in some cases, the School Nurse are informed of these additions via the internal communications system.
- Form Tutors consider support strategies to inform ongoing pastoral discussion with pupils.
- Girls may need some extra individual or small group support and may attend weekly lessons with the LS Co-coordinator.
- Reasonable adjustments, including the provision of auxiliary aids and services, will be put in place for disabled pupils to prevent them being put at a substantial disadvantage.
- Examination access arrangements, such as extra time, separate invigilation, or use of a laptop, will be put in place for disabled pupils:
 - i. where they are at a substantial disadvantage in comparison to someone who is not disabled
 - ii. where it can be demonstrated that it is their normal way of working in advance of an examination series

This is carried out by the LS Co-ordinator and Exams Officer in line with regulations issued by exam boards and the Joint Council for Qualifications. Where access arrangements involve the use of a laptop, students must meet the conditions of the Laptop Policy. Where pupils require separate invigilation for examinations, the school is only able to implement this arrangement at the recommendation of a suitably qualified specialist or medical consultant.

- The existence of a medical diagnosis or a physical disability in itself does not imply that the candidate in question has special educational needs.

REVIEW

- The effectiveness of the support and interventions is reviewed by the LS Co-ordinator in conjunction with staff, Heads of Section and the Director of Students.
- Pupil profiles and targets are reviewed annually.
- Academic progress of those pupils with SEN is recorded for analysis on a spreadsheet by the LS Co-ordinator.
- Staff assessment of the skills progress of pupils on the SEN register is included in the review process where relevant to the individual pupil.
- In light of a pupil's progress and development, support is reviewed in consultation with subject teachers, parents and pupils.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The School uses reports submitted in the registration process, performance in the entrance examination and benchmarking assessments to identify pupils in this category. Progress of EAL pupils is carefully monitored by their tutor and subject staff. Any concerns will be referred to the Head of Section and LS Co-ordinator.

If language difficulties are in any way hindering a pupil's progress, then appropriate support is offered and organised by the LS Co-ordinator.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT AND PLANS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment. If appropriate, the LA arranges an Education, Health and Care (EHC) Plan (previously known as a Statement of Educational Needs) and arranges, monitors and reviews the provision. All reviews of an EHC plan or statement will include a focus on preparing for adulthood, including employment, independent living and participation in society. This will include links with employers and help raising aspirations and developing career plans. N. B. This stage is only applicable for around two per cent of children and parental/LA involvement is required.

PARENTAL LIAISON AND INVOLVEMENT

Parents are informed so that they can fully understand the measures the school is taking - this is particularly important during assessment and subsequent reviews. Where a parent expresses concerns about a pupil's progress in a specific area, these views are taken into consideration and targets are reviewed.

In addition a pupil with SEN involving an EHC plan will have plans reviewed regularly. Parents' and pupils' views are invited and valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant health professionals and other agencies.

DATA PROTECTION

Confidential information is stored in line with data protection and is only shared with those that need to see it. It will be stored securely for as long as necessary, after which time it will be destroyed.

LINKS WITH ABINGDON SCHOOL

Relevant information on pupil SEN requirement is shared between St Helen's and Abingdon School to inform teaching and learning, and examination provision where appropriate.

Person responsible for review:

**internally by LS Co-ordinator
annually by Governing Body**

Audience:

Policy last reviewed:

Next review due:

Staff/Parents

Lent 2016

Lent 2017

Appendix 1 **Referral Process Flowchart**

Process for for internal referral, screening and assessment of pupils requiring learning support Mj



Appendix 2

Diagnostic Assessment: Advice for Parents

St Helen and St Katharine School adopts an all-round approach to pupils' progress. Where concerns persist, despite support and intervention by tutors and subject teachers, the Learning Support Co-ordinator may recommend a diagnostic assessment. Diagnostic assessment may lead to further intervention and and/or the implementation of exam access arrangements. Access Arrangements can only be implemented where a pupil meets the criteria set out by the Joint Council for Qualifications (JCQ). The Learning Support Coordinator may not be able to outline whether pupils will meet this criteria prior to assessment.

The provision of diagnostic assessment by an in-house Specialist Teacher Assessor is recommended as best practice by the JCQ. Parents continue to have the choice of commissioning an assessment with an external Specialist Teacher Assessor or Educational Psychologist; however prior communication with the school is essential. The school may not be able to accept reports that have been commissioned by professionals that have not had prior contact with the school.

St Helen and St Katharine's Learning Support Coordinator, Mrs Deborah Cobbing, is a qualified Specialist Teacher Assessor listed on the SpLd Assessment Standards Committee website: <http://www.sasc.org.uk/Assessors.aspx>. She holds a current SpLd Assessment Practising Certificate (APC) and full membership of The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS). The school is only able to offer assessment at the advice of the Learning Support Coordinator and provision may be limited, dependent upon level of demand.

The school offers two levels of diagnostic assessment:

Access Arrangement Assessment

£150

The Access Arrangement Assessment considers the pupil's background and history, collating information from the pupil, parents and teachers. Within this context the assessment presents the findings of tests of attainment and tests of cognitive abilities. Some tests are carried out on the computer; others are conducted by the Learning Support Co-ordinator. This assessment may identify a Specific Learning Difficulty (SpLD). In such cases, it can serve as evidence for exam access arrangements, such as extra time.

Full Diagnostic Assessment Report

£350

The Full Diagnostic Report is only available to pupils over the age of 16. It covers the same areas as above with the addition of tests of underlying ability and a more detailed analysis of strengths and difficulties that are presented together in a full report. There are no computerised tests and all tests are carried out by the Learning Support Coordinator. This report may also identify a Specific Learning Difficulty (SpLD) and, in such cases, can serve as evidence for exam access arrangements. The Disabled Students' Allowance (DSA) is a government fund available to disabled students entering into Higher Education. A Full Diagnostic Report may, in some cases, act as proof of eligibility for the DSA. <https://www.gov.uk/disabled-students-allowances-dsas/overview>

Further information on Special Educational Needs (SEN) provision for parents is available from the Local Authority's Information, Advice and Support Service:

<https://www.oxfordshire.gov.uk/cms/public-site/information-advice-and-support-parents-and-children-about-sen>