



SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS (ACADEMY) SCHOOL AIMS

South Wilts is a progressive grammar school for girls, which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Definition of Special Educational Needs

Students have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them. Students have a *learning difficulty* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in the school.

Aims

In line with our overall school aims to enable all students to achieve their maximum potential, our aim for students with special educational needs is to work in close partnership with parents/carers to make special provision for their particular needs and we strive to ensure that all students participate in school activities within the constraints of available resources.

Objectives

The specific objectives for the year 2016-17 are to:

- Continue to develop relationships with outside agencies to support SEND students effectively
- Deploy the TA support effectively
- Review and further develop the process for documenting and requesting exam access arrangements in light of the earlier deadline
- Further investigate ways to use SIMS to generate the SEND register
- Provide support for the shadow SENCO role
- Develop and embed further the tracking and monitoring of progress for SEND students
- Contribute to whole staff training to support the needs of students
- Focus on the transition of students with specific needs as they enter year 7

Roles and Responsibilities

Governors' role

Currently the Governor designated with responsibility for SEND is **Mrs Jacqui Goodall**.

The Governing Body of the School will:

- Do its best to ensure that the necessary provision is made for any student who has a special educational need or disability in order for them to make at least the expected levels of progress in line with the non-SEND students.
- Ensure that where the LA has informed the Head teacher that a student has a special educational need or disability, this is made known to all who are likely to teach her.
- Ensure that teachers in the School are aware of the importance of identifying and providing for those students with special educational needs or disabilities.
- Ensure that parents/carers are notified of a decision by the School that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the School together with students who do not have special educational needs, so far as is reasonably compatible with the learning needs call of the student, the efficient education of the students with whom they are educated and the efficient use of resources.
- Have regard to the SEN Code of Practice when carrying out its duties to all students with special educational needs and disabilities.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Have a written SEND Policy containing the information as set out in the "Education (Special Educational Needs) (Information) (England) Regulations 1999".
- Report to parents/carers the implementation of the school's policy for students with special educational needs in the School's Prospectus. Include the name of the person responsible for coordinating the SEND provision in the School in the School Prospectus.
- Ensure the school has the 'Local Offer' which is the statement of educational provision visible on the website
- Ensure that the School implements its 3 Year Disability Scheme so as to avoid discrimination against any disabled student.
- Work with the SENCO to monitor and evaluate the effectiveness of the provision for SEND students.

Special Educational Needs Coordinator's (SENCO) role

Currently the SENCO is Mrs Carolyn Stammers and is responsible for coordinating the provision of special educational needs throughout the School. This will involve:

- Day to day operation of the SEND Policy
- Identifying the main priorities of SEND administration for incorporation in the School Improvement Plan
- Providing advice to staff by supporting and liaising with them to facilitate the formulation of appropriate provisions
- Working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress

- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies
- Contributing to and where necessary leading the continuing professional development of staff as it relates to SEND
- Monitoring, evaluating and reporting on the provision for students with SEND to the Governing Body in conjunction with the Governor designated with responsibility for SEND
- Coordinating the range of support available to students with SEND
- In conjunction with class teachers liaising with parents/carers of students with SEND
- Involvement with others in the implementation of the School's 3 year Disability Scheme
- Liaison with the SENCO at Bishop Wordsworth School
- Liaison with the Exams Officer regarding special access arrangements
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- Working together with the TAs to ensure the most appropriate and effective use of their time

The needs of the majority of students will be met in the classroom. Teachers are expected to make every effort to ensure that students with SEND are fully involved in the life of the class. For some students it may be necessary for them to spend some time in small group work or be withdrawn from the classroom for specific timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work.

The School's coordinated arrangements will appear in a provision map produced by the SENCO and monitored by the SENCO and designated Governor.

Where appropriate the assistance of outside Agencies will be sought to facilitate the provision particular specialist needs.

Admission arrangements

Normal admission arrangements as set out in the School's Admission Policy will apply. All students admitted to School will be treated according to their needs in line with the School's policy for equality of opportunity. Where a student has a particular need (such as a wheelchair access) the Governors will make reasonable adjustments to ensure the student's needs are accommodated.

The SENCO and exams officer will meet to discuss requests for special access arrangements in advance of the 11+ examination.

Specialist facilities

There are no specialist facilities or special unit at the School. The School does employ a specialist in Dyslexia to advise on the provision needed for students with dyslexia **and to offer 1:1 support**. There is an additional space which is now available to students who need to work with some supervision but outside the classroom situation.

Resources

Most of the resources used by students having special educational needs are available in the classroom. Money may also be allocated for further resources, staffing costs and time

allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further resources should be addressed to the SENCO.

Identification and assessment arrangements and review procedures

The School follows the guidance of the current Special Educational Needs Code of Practice. The Code, and the School, does not assume that there are hard and fast categories of SEND, but recognises that student's needs and requirements may fall within or across five broad areas:

CL	Cognition and learning
SMEH	Social, mental and emotional health
CI	Communication and Interaction
SP	Sensory and or physical
M	Medical

Where possible we will try to meet every student's needs within the classroom through ensuring that our planning, teaching and approaches meet the demands of the majority of the students in School. However, where through careful identification and assessment we and/or the parents/carers determine that a student is not making adequate progress, the subject teacher/head of department will consult with the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these may be developed. Where this review leads to a conclusion that the student needs substantial help over and above that which the School normally provides within the classroom we will consider allocating the category of SEN Support to that student.

We will seek additional information from parents/carers and, where appropriate, outside agencies who may be involved with the student. When we have all the available information we will consider with the parents/carers and the student the next strategy for action. This may involve engaging the student in an appropriate programme as part of our Provision Map. Any provision made and the progress of the student will be discussed with parents/carers at parent evenings or through our normal channels of communication.

Where a student is allocated the SEN Support category we will draw up a 1 page student profile and a My Plan document to consider the strategies and the outcomes that we will work on with the student. This will document

- The student's views of their strength and weaknesses
- The names of staff and/or outside agencies involved with the targets
- Short term targets
- The teaching strategies
- What provision is to be made
- When the plan will be monitored and reviewed
- The criteria for judging success or otherwise
- Outcomes after reviews

- The signatures and comment of both student and parents/carers

Statutory Assessment Education and Health Care Plans

The school will work with the Local Authority in the process of transferring current statements onto the new EHCP documentation at the appropriate time.

If a student enters the School with a Statement of Special Educational Needs or a EHCP the School will carry out an annual review, and parents/carers, student, outside agencies, SENCO and other staff as appropriate will be invited to attend.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on the first page of this policy by:

- Developing relationships with outside agencies to support SEND students effectively
- The TA support team working effectively together
- A reviewed process for documenting and requesting exam access arrangements in place and successful
- Monitoring and evaluation of the success and impact of the SEND strategies and interventions
- Use of SIMS to generate the SEND register
- The role of the shadow SENCO developed
- Develop and embed further the tracking and monitoring of progress for SEND students
- Successful transition of new students into year 7
- Staff training undertaken and strategies implemented

The success criteria will be that there is evidence of satisfaction from students and their parents/carers as to the provisions being made.

The SEND Link Governor meets with the SENCO at least twice a year to monitor the success of the policy and feeds back to the other governors.

Complaints Procedure

If parents/carers have a complaint concerning the provision for their child this should be dealt with in accordance with the School's Complaints Procedure.

Continuing Professional Development (CPD)

Through the monitoring of our provision the SENCO, with the head teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School Improvement Plan. Staff who attend training courses will cascade their learning through staff and/or departmental meetings. The effectiveness of the professional development will be monitored and evaluated by the SENCO.

Links and Use of outside agencies

Where appropriate close links are maintained with the LA support services in order to ensure that the School makes appropriate provision for students with SEND.

Arrangements to use outside agencies will be made by the SENCO after discussions with the parents/carers. Any agency used may be involved in the Provision Map and/or the construction, delivery and review of targets set.

Partnerships with parents/carers/students

We recognise that parents/carers are important partners in the effective working relationship and encourage their involvement with the School. We encourage students' involvement in the decision-making processes of their education. We show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and to see themselves as equal partners in the School. For students with SEN this includes discussing the strategies for their success. We encourage students and their parents/carers to participate in reviewing their progress and in setting new goals and challenges. For students on SEN support there will be three opportunities within the year to meet with staff at school.

Links with other Schools

In order to ensure a smooth transfer at school entry, the school will communicate with both feeder primary schools and schools from which new Sixth Form entrants will come, to identify any existing special educational needs. Students with SEN who transfer from other schools will be supported through their induction by the class teacher, the SENCO and by classroom buddies as appropriate.

The needs of students new to the 6th form will be assessed through a meeting with the specialist teacher who will re-evaluate the need for special access arrangements and make recommendations in a profile of need for support within the classroom.

The SENCO will liaise with the SENCO at Bishop Wordsworth's School to develop cooperation and share both resources and expertise

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Curriculum	20.2.17	Annually	Spring 2018	Statutory	Yes