



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 personal responsibility and personal fulfilment so that all 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.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, in mainstream schools

There is no statutory definition of 'Medical Conditions' but the implication of the legislation is that pupils must not be disadvantaged in the provision of education if they require support or special procedures due to a medical problem which may be long term, short term or include a disability (if the last, the Equality Act also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could be dangerous to any pupil or staff member. A pupil with a medical condition may have an Individual Healthcare Plan. Students with medical conditions who are finding it difficult to keep up with their studies are referred to the SEN coordinator (see Medical Needs Policy).

Many 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There are many factors which may impact on students' progress and attainment. Such impacts may be related to attendance and punctuality, being in receipt of Pupil Premium or due to factors related to the language spoken in the home (which may not be English). We are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. However, this does not mean that all vulnerable pupils have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Aims

In line with our overall school aims to enable all students to achieve their maximum potential, we aim to:

- ensure effective and timely identification of students requiring SEND provision
- work in close partnership both with students identified with special educational needs and with parents/carers to make special provision for their particular needs.
- ensure that all students with SEND participate have access to the full range of school activities within the constraints of available resources
- continue to develop relationships with outside agencies to support SEND students effectively
- deploy SEND resources effectively
- effectively track and monitor the progress for SEND students
- provide whole staff training to ensure staff are skilled to support the needs of all students with SEND

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 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 and support 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 can engage 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 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 on the school’s website. Include the name of the person responsible for coordinating the SEND provision on the school website.
- 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 Nikki Reeve 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
- Working together with the TAs to ensure the most appropriate and effective use of their time
- Ensuring effective transition for pupils transferring from or to another institution.

The needs of the majority of students will be met in the classroom through high quality teaching which is differentiated and personalised. Teachers are expected to make every effort to ensure that students with SEND are fully involved in the life of the class. In exceptional circumstances, it may be possible for a student 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 for pupils with 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 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 for one afternoon a week a specialist in Dyslexia who carries out diagnostic testing for access arrangements and advises on the provision needed for students with specific learning difficulties. Within this time, she may on occasion also be able to offer some 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 learning resources used by students with special educational needs are delivered through high quality teaching 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. SEND provision is funded from the main school budget with the exception of provision for a few students whose acute needs meet a high threshold and whose provision is funded through their Education Health Care Plan (EHCP) or Statement.

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
SEMH	Social, emotional and mental health difficulties
CI	Communication and Interaction

SP Sensory and or physical

M Medical

The purpose of identification of a student's needs is not to provide a label but to ensure that we provide the most effective support for that student. 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.

Effective identification of a student's strengths and weaknesses will be used to plan appropriate provision for them, either through personalised provision within the classroom ensuring the removal of barriers to learning or through interventions advised by external specialists which seek to target the student's areas of weakness. Students who have been noted for information only will move onto the Register as and when it becomes clear that their needs cannot be met by routine differentiation and high-quality teaching within the classroom.

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. 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 one page student profile and a My Plan document to layout 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 recommended
- Any other 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 an 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.

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	19.2.18	Annually	Spring 2019	Statutory	Yes