



St Albans High School  
for Girls

## SEND POLICY

The whole school refers to all staff and pupils in the Preparatory School and the Senior School of St Albans High School for Girls. This includes: the Early Years/Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2); Senior School (Key Stages 3-5). St Albans High School for Girls is an independent, selective day school with approximately 1050 pupils between the ages of 4 and 18.

The School believes that every child should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community. The School is committed to providing equal access for all pupils to the broad curriculum to which they are entitled; within a supportive caring community, encouraging each child to achieve her personal best and develop into an independent individual, who has deep respect for others, and is fully prepared to take her next step in her education with enthusiasm and confidence.

### POLICY OBJECTIVES

- 1.1 To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN* (DfES 2014) and the guidance issued by the Equality and Human Rights Commission under the Equality Act 2010.
- 1.2 To seek to identify, at the earliest opportunity, any child who may have special educational needs.
- 1.3 To provide different levels of intervention, support and resources to match the child's level of need.
- 1.4 To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- 1.5 To strive to ensure that no child is discriminated against – in any area of school life, on the basis of her disability and / or SEND.
- 1.6 To strive to ensure that pupil's records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- 1.7 To conduct regular reviews of the pupil's progress.
- 1.8 To seek to work in partnership with the pupil and their parents at all stages.
- 1.9 To accommodate examinations concessions in accordance with the relevant recommendations made in full diagnostic assessment reports, for example dyslexia/dyspraxia (as stated in current JCO Regulations & Guidance.)
- 1.10 To endeavour to ensure that each child with SEND and / or a disability is ensured a smooth transition into the School where pupils' current needs will be communicated and met.

### DEFINITION OF SEND PUPIL

The Equality Act 2010 defines 'disability' as: "*a physical or mental impairment with a substantial long-term adverse effect on a person's ability to carry out normal day-to-day activities.*" The Education Act 1996 says that a child has Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- A. Have a significantly greater difficulty in learning than the majority of others the same age; or
- B. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at A) or B) above or would do if special educational provision was not made for them.

*2014 SEND Code of Practice: 0-25 years*

## **Categories of Need**

Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Health Difficulties*
4. *Sensory and/or Physical Needs*

## **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they many have a difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with AS, including Asperger`s Syndrome and Autism, are likely to have particular difficulties with social interaction.

## **Cognition and Learning**

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties ( SpLD) affect one or more specific aspect of learning. This encompasses range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, display increased anxiety levels or a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

## **Inclusion**

*'Inclusion is a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work'*  
(Miller and Katz(2002))

## **Inclusive Values, "Every teacher is a teacher of SEN"**

We are committed to ensuring that all children, no matter what their starting point, achieve to their full potential during their time at the School. The following values underpin our work:

- To ensure that every child should have equal rights to be included in our educational setting as a valued, responsible and equal member of our learning community.
- To ensure equal access to all pupils to the broad curriculum to which they are entitled; within a supportive, caring community, encouraging each child to achieve their personal best and develop into an independent individual, who has deep respect for to others, and is fully prepared to take her next step in her education with enthusiasm and confidence.
- To seek to identify the needs of pupils with SEN as early as possible.
- To enable all pupils to participate in lessons fully and effectively by providing interesting and well differentiated lessons.
- To ensure that all school staff are aware of each pupils needs so that such needs may be met in all school settings.
- To work in partnership with parents and pupils to ensure their views are taken into account.
- To regularly monitor the progress of all pupils to ensure that no pupil falls behind or fails to make progress.
- To accommodate examinations concessions in accordance with the relevant recommendations made in full diagnostic reports, for example, dyslexia/dyspraxia (as stated in current JCQ Regulations and Guidance).

Teachers are responsible and accountable for the progress and development of the pupils in their class High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN

Where a pupil is identified as having SEN the SEN support should take form of a four part cycle;

### **Assess:**

In identifying a child as needing SEN support, the subject teacher should work closely with the SENCO with early identification and should carry out a clear analysis of the pupil`s needs

### **Plan:**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided with any teaching strategies

### **Do:**

The SENCO should support the class or subject teachers in the further assessment of the pupil`s particular strengths and weaknesses. The subject teacher should remain responsible for planning and providing differentiated work.

### **Review:**

The effectiveness of the support and interventions and their impact on the pupil`s progress should be reviewed in line with the agreed date

Where a pupil is receiving SEN support, the school should talk to parents regularly to set clear outcomes and review progress towards them.

## **Identification and Assessment of a Special Educational Need and/or a Disability**

We have a clear approach to identifying and responding to SEN/D.

When pupils start in reception information is gathered about them in a variety of ways including:

- Gathering information from previous settings
- Talking to parents and carers at pre-school visits and once the child starts school
- Completing early reviews of progress
- Completing classroom observations

Following regular assessment and observation pupils that are making less than expected progress given their age and individual circumstances are identified. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

In the first instance, the response to concerning progress is high quality teaching targeted at the areas of weakness. Teachers can select any extra support that they think might support the pupil.

Teachers and SENCO will work collaboratively to tailor pupil provision

### **Responsibility of the Governing Body**

The Governing Body will appoint a Governor with responsibility for SEND. She or he will meet with the SENCO at the Senior School and the Prep School to review and discuss the SEND provision.

### **Responsibility of the Pastoral Team**

The Pastoral / House Staff / Form Tutors in the Senior School and the Form Teachers and staff at the Prep School are key to information gathering and liaison with SENCO / outside agencies as necessary. The SENCO will communicate regularly with the parents

### **Responsibility of Parents**

The School sets out to liaise with parents in order to encourage them to have an active role in their child's education. Parents play a key role in enabling pupils to reach their potential. Parents are invited to attend parents' evenings and additional individual meetings as and when appropriate. They are also expected to inform the school of any relevant essential information pertaining to their child's SEND or indeed any factors that could affect this. Parents are also expected to reinforce the support given in Additional Curricular Education lessons to ensure pupils have carried out the required set tasks and by regularly checking pupil's homework diary. Parents are informed about a pupil's progress either directly from the SENCO, House Staff and / or school reports as necessary in the Senior School and by the SENCO or Form Teacher in the Prep School.

### **Responsibility of Pupils**

Pupils are also encouraged to take responsibility for their own progress and attend support lessons and complete set homework as required.

### **Provision**

The school adopts a graduated response in order to match provision to individual pupils needs  
Monitoring pupil progress

We define adequate progress according to each pupil's situation. Depending on the pupil concerned this might be progress which;

- Reduces the attainment gap between the pupil and her peers
- Prevents the attainment gap growing wider
- Matches or betters the pupil's previous rate of progress
- Ensures access to the appropriate curriculum
- Demonstrates improvement in organisational, social and personal skills

## **Intervention**

Depending on the evidence gathered, alongside pastoral information with monitoring and progress data, the following reasonable adjustments may be made;

- Provision of differentiated learning material in class and for homework
- Invitation to attend subject clinics or study skill groups
- Additional testing, screening and monitoring
- Provision maps shared with all teaching staff highlighting strengths, weaknesses with targets
- Individual or group ACE support sessions for Literacy Skills, spelling programme, organisational skills, study skills
- Extra time or other exam concessions eg rest breaks, use of lap for class tests and external examinations
- Access arrangement provision following JCQ guide lines
- Additional pastoral support network, counselling provision

## **ROLE OF THE SENCO**

The key responsibilities of the Head of Learning Support include:

### **1. High incidence SEN**

- Monitor impact of SEND and other factors on children's development and consider links between SEND and underachievement
- Be aware of educational implications for the 4 areas of need from cop
- Arrange necessary meetings and reviews
- Maintain ACE Register
- Work collaboratively with Pastoral leads, HMs and SLT

### **2. Leading, developing and supporting colleagues**

- Oversee identification of children with SEND( and other vulnerable groups)
- Supporting staff in development of inclusive QFT(quality First Teaching)
- Liaising with other schools to support Transition into reception ,Year7 and if new to school
- Contributing to staff inset
- Liaising with and advising colleagues about how they can fulfil their responsibilities with respect to identifying and meeting the specific needs of the individual pupils they teach.
- Working with Exams Office in Senior School

### **3. Teaching learning and assessment**

- Facilitate teaching staff to develop and implement appropriate support strategies in the classroom
- Have an understanding of approaches , strategies and resources to personalise provision and remove barriers to learning for pupils with SEND
- Model teaching ,learning strategies
- Provides a strategic lead for CPD in relation to SEND

### **4. Strategic development and data**

- Work with SLT and GB to influence strategic development of policy and practice

- Use data to identify, target set and track progress for pupils with SEND
- Practise robust self- evaluation
- Co -ordinate exam dispensation across all key stages

#### **5. Planning, monitoring and evaluation**

- Audit, plan, monitor and evaluate approaches and intervention to meet the needs of the pupils with SEND
- Record and review pupils` progress
- Work with Examination Officer to ensure appropriate arrangements in place for pupils sitting examinations
- Ensure equality of access and opportunity
- Assessing diagnosing needs of new pupils and updating results
- Monitoring the progress and provision which is already in place and adapting it as necessary

#### **6. Pupils/parents/professionals**

- Ensure that pupils with SEND and their families are involved in planning, agreeing, reviewing and evaluating provision made for them
- Use the principles of building a team around the child to ensure advice and support is used effectively
- Build effective working relationships with parents ,staff, governors and professionals

#### **7. Statutory/regulatory framework**

- Consult laws and associated guidance, including Code of Practice and Equalities legislation
- Consideration to data protection, confidentiality and Health and safety guidelines

#### Herts CC LOCAL OFFER

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

This policy is reviewed annually by the Senior Leadership Team in conjunction with the Learning Support Co-ordinator. This policy updates that of 2015. The Governors will monitor its effectiveness at a policies audit committee.

**Last reviewed:            June 2018**

**Next review:              June 2019**

**SEND POLICY**

This SEND policy is written to comply with the 2014 Children's and Families Act and its SEN Code of Practice together with the Equality Act 2010. Reference is also made to the following guidelines and documents:

- Admissions Policy
- Disability Policy
- Examinations Concession Policy
- Curriculum Policy
- Education visits (EVI)
- Equal Opportunities policy

**The Prep School SEND Leader:** Mrs Michele Gold [goldm@stahs.org.uk](mailto:goldm@stahs.org.uk)

**Senior School SENDCO:** Mrs Tessa Corbett [corbettt@stahs.org.uk](mailto:corbettt@stahs.org.uk)

**SEND Governor:** To be confirmed shortly

**Accessibility**

This policy can be made available in large print or other accessible format if required.