



# Lady Margaret School

## **POLICY TO PROVIDE FOR THE INCLUSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, LEARNING DIFFICULTIES AND DISABILITIES (SEND POLICY)**

**Reviewed: May 2015**  
**Next Review: Summer 2016**

### **AIMS OF SPECIAL NEEDS, LEARNING DIFFICULTIES AND DISABILITIES (SEND) POLICY AND PROCEDURES**

Lady Margaret School is committed to offering an inclusive curriculum to ensure the best possible progress for all our girls whatever their needs or abilities within the constraints of our site and budget. We use the following definitions of SEND:

- Pupils have SEN if they have a learning difficulty which calls for special educational provision to be made for them.
- Pupils with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

#### **POLICY**

1. To raise awareness and understanding of all members of staff with regard to the pupils' special educational needs.
2. To provide a staged process by which these pupils can be identified and assessed in a range of areas including the cognitive, emotional, social, behavioural and physical.
3. To make suitable provision for them fully to develop their abilities, interests and aptitudes and gain maximum access to a broad and balanced curriculum (within the constraints of the school site and the school budget).
4. To incorporate the above in school procedures which will have been approved by the Governors and distributed to all staff for incorporation into departmental schemes of work and to the librarian and support staff for information.

5. To support the Tri-borough SEND offer and our own SEND local offer.

## **PROCEDURES**

### **1. SEN Co-ordinator (SENCO)**

SEND is led by the SENCO under the leadership of the Deputy Headteacher Inclusion. We have a named SEND Link Governor.

Specific responsibilities of SEND leadership include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for all pupils with SEND;
- liaising with and advising teachers;
- managing Learning Support Assistants;
- overseeing the records of all pupils with SEND;
- liaising with parents;
- contributing to in-service training of staff;
- liaising with Tri-borough support services and other external agencies (such as Health and Social Care).

### **2. Admission Arrangements**

Places are given to pupils with Statements or draft Statements which name Lady Margaret School, unless the school is unsuited to the child's age, ability, aptitude or special needs; or the placement would be incompatible with the efficient education of the other pupils or with the efficient use of resources. The decision to admit or not to admit will be taken after consideration of any reasonable steps which the school could take to prevent the incompatibility.

### **3. Specialised Provision**

The school has a small team of Learning Support Assistants co-ordinated by the SENCO. The caring atmosphere of the school, and the commitment and dedication of all the staff to the progress of each individual further enhance this specialist support. This gives pupils with SEN the emotional stability and confidence to overcome many difficulties and to realise their full potential in every area of school life.

Details of the provision may be found within our Local Offer.

### **4. Identification and Observation of Pupils with SEN**

A pupil has SEN if she has a learning difficulty or condition that calls for special educational provision to be made for her. This might cover a range of need or concern.

Cognitive:    literacy  
                  numeracy  
                  specific learning difficulty  
                  short concentration span

- difficulty in sequencing
- difficulty in following instructions
- difficulty in memorising
- moderate learning difficulty
- organisational difficulties

Physical

- hearing impairment
- sight impairment
- speech/language impairment
- poor motor skills
- difficulties with co-ordination
- illness

Emotional

- behaviour problems
- anxiety
- lack of self esteem
- a tendency to withdraw
- social isolation
- difficulty in making relationships

When a pupil is identified by either a parent or teacher as potentially having a specific difficulty, The SENCO decides after consideration and discussion with the relevant members of staff, whether a pupil's difficulties warrant her inclusion on the SEN register. This may involve the SENCO instigating a period of differentiated work in lessons and request the pupils' attendance at homework club. If, after a suitable period of time, the pupil is still seen to be struggling, the SENCO will liaise with the Educational Psychologist (EP), talk with the parents and with their consent, fill out a referral form to be seen by the EP for cognitive testing. The School has a limited number of hours of EP time; so a list of priorities will be established based on the severity of the learning needs.

Together with the EP, parents and teachers, the SENCO will then outline an Individual Education Plan for that pupil. An Individual Education Plan (IEP) is reviewed bi-annually for each pupil of SEN. This contains agreed targets and strategies for pupils which all relevant members of staff must implement to meet the needs of the pupil. It may also include in-class support and/or withdrawal, study skills or IT support such as use of a lap top computer or electronic spell checker. At weekly IEP meetings, relevant members of staff comment on the effectiveness of the targets and strategies and the progress of the pupil. Review information is then sent by the SENCO to the form tutor, relevant teachers, SEN staff, parents and pupil.

### **Screening Procedures**

All Year 7 pupils are closely monitored, particularly in English and Mathematics.

### **Screening of older pupils**

Staff may refer older pupils for cognitive testing at any time. These tests are carried out by the Educational Psychologist, or in the case of Access Arrangements for public examinations, a specialist teacher from the Dyslexia Action Institute.

## **Parental Involvement**

Parents are informed immediately if their child is identified as having special needs. Every effort is made to enlist the active involvement of parents of pupils with SEN in the education of their children. Parents' views contribute to SEN provision at all the stages of assessment and they receive IEPs and review information regularly throughout the school year. Parents have the opportunity to discuss SEN provision with subject teachers, the SENCO and Special Needs staff at parents' evenings. They may also contact the school to request information from or a meeting with the SENCO or SEN staff.

## **5. Disapplication from and modifications to the curriculum**

Some pupils identified with specific learning difficulties may find elements of the National Curriculum inappropriate. If the pupil has a Statement or Education, Health and Care Plan (EHCP), a modification or disapplication is written into it; temporary exceptions may also be made in exceptional circumstances for pupils with and without statements. Pupils may also be disapplied temporarily at Key Stage 4 and also permanently in specific subjects provided alternative programmes are arranged.

## **Curriculum Support**

The initial year 7 monitoring of pupils' literacy and numeracy abilities determines whether a pupil may cease to study a modern foreign language in order to make space in their timetable for extra support. This time is then spent with a teacher in a small group of no more than four pupils, receiving extra literacy and numeracy support. Teaching within these groups is in conjunction with subject specialists, using mainstream materials and content and reinforcing basic skills when necessary. It is integrated with the curriculum to ensure carry-over of these skills to mainstream work.

## **6. Differentiation within lessons**

The targets and strategies set out in pupils' education plans aim to ensure maximum integration of pupils in all the areas of the curriculum. These may include in-class support and/or withdrawal, and/or differentiation of materials. The views and agreement of the pupil are always obtained before implementation of the plan.

A programme of individual support in the classroom is also given to pupils with Statements in accordance with the terms of the Statement. It is our expectation that all pupils will be set and will complete homework. However, tasks may be differentiated.

The SENCO and SEN staff are available to give advice to teachers in helping all pupils on the SEN register. This may involve the differentiation or modification of teaching and learning materials or the planning of alternative courses for pupils who have been temporally or permanently disapplied from parts of the curriculum.

SEN support or children with an EHCP have the following strategies implemented in to all areas of the curriculum. These are:

- PowerPoint presentations should be printed and distributed as hand-outs.
- A dyslexic child should not be asked to read aloud

- Topic key words and definitions are given prior to lessons where possible
- Consideration to SEN pupils must be given when planning activities in class.

## **7. Application for an Education, Health and Care Plan (EHCP)**

If it is considered at a review meeting that a pupil's difficulties are so severe that her needs cannot be met within the school based stages, the Headteacher or parent may apply to the Local Authority (LA) for an EHCP assessment. The LA decides to move to a formal assessment stage. Although the formal process should be 20 weeks, different frameworks are applied across the different LAs. If the LA decides not to grant an EHCP, the student is moved to the status of SEN support. This is handled through the school. If a pupil is granted an EHCP the LA will be involved in funding the resources to meet the pupil's needs and monitoring the progress of the pupil and the effectiveness of the provision. The EHCP is reviewed annually (see section 11).

## **8. The Involvement of Outside Agencies**

At SEN Support, the advice of specialists from outside the school is sought. The specialist whose field is most relevant to the pupil's special need comes into the school to discuss the pupil's difficulties and may carry out assessment. This could be an EP, specialist for the visually or hearing impaired, occupational, speech and language, or physiotherapist. It could be an advisory teacher from the learning or behavioural support service or a volunteer from one of the recognised volunteer agencies. Input from the relevant outside agent is added to the pupil's IEP, which is then monitored and reviewed. Outside agencies may also be involved at other stages. Eye or hearing tests, medical or social welfare, or careers advice could be included for pupils with SEN at any of the stages.

## **9. Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils with SEN are valued and learn to value each other. They learn that everyone is given talents and the SEN policy of the school, in line with other policies, aims to find each child's potential in order to develop it. Talents can be discovered and encouraged in a small SEN group when pupils have the opportunity to talk and there is time to listen and nurture potential. These support groups take place during the lunch break.

### **Moral**

The SEN department aims to raise awareness of individual difficulties and the whole school response to SEN reflects the moral commitment of the school community to supporting students with special educational needs.

Older pupils give up free time to come to an SEN support group. Younger pupils take personal responsibility for their learning and demonstrate that they value the help that is offered. If efforts are made to help them overcome difficulties, they often spontaneously return this effort by offering to help others. They therefore learn by example.

### **Social**

Pupils with SEN sometimes learn within a small group setting where everyone needs help. They therefore learn to take their turn and to realise that others experience similar difficulties. This is reassuring to them. How pupils think of themselves influences their approach to learning and the way they relate to other people. Some pupils underrate themselves or become defensive in trying

to cover up a disability. Pupils with SEN are encouraged to identify strengths and qualities in themselves, which they can value. The individual interest taken in them helps to meet their emotional needs and helps them gain self-knowledge. This is reinforced by a pupil's IEP. The achievement of short-term targets gradually helps them to gain a sense of self-worth. Self-esteem is then developed which helps them relate to better to others.

### **Cultural**

Through learning basic skills, pupils with SEN are able to further their knowledge, interests and enjoyment of books. This extends language, vocabulary, verbal and written expression. In learning to use reference books and the internet, and process information, they answer questions and find solutions as independent learners. Lap top computers and spell masters, enable those with specific or moderate learning difficulties to express themselves more fluently in writing. The contribution of learning support in individual planning for pupils, differentiation of the curriculum through the use of audio-visual material and information technology, all help to remove barriers to learning and bring the curriculum to pupils with SEN. In this way pupils are enabled to absorb culture and values from the environment around them.

## **10. Reviews**

Person (Child) Centred Planning is at the heart of the Review Process. Lady Margaret School operate "Assess, Plan, Do, Review".

This involves,

- Identifying what the core problem(s) is and plan an appropriate strategy, taking into account how the child learns the best
- Carrying out the plan and then reviewing how it's working.
- Seeking alternative educational provision, where a mainstream setting is unsuitable.

### **Reviews at SEN Support**

Pupils' Education Plans at School Action and School Action Plus are reviewed bi-annually at an IEP review meeting and again at the relevant parents' evening. A pupil causing concern would need to be reviewed more frequently. Discussions at reviews centre on whether targets have been met and the effectiveness of strategies. It is also decided whether pupils move to different stages or are removed from the register or Watching List. Comments from staff contribute to the planning, content and revision of IEPs. The review information from meetings is collated by the SENCO and sent to relevant members of staff and the parents. Form tutors, the pupil's Year Head and subject teachers may attend these reviews.

### **Reviews for Statements**

Reviews for Statements/EHCPs take place annually. The SENCO is responsible for setting a date for these meetings and inviting the parents, pupil, year head, form tutor and relevant SEN staff and outside agencies. Dates will be notified six weeks in advance so that any necessary cover may be arranged. The review report is written by the SENCO who sends a copy to all the participants, including the LA.

## **11. The Monitoring and Review of the Policy**

### **Monitoring**

The SENCO is responsible for monitoring the implementation of the policy and will supply on-going information to the Leadership Group on the following:

- a) A termly updated SEN register and monitoring list.
- b) IEPs
- c) The Departmental Reports and Development Plans for the SEN department
- d) The use of resources to meet the needs of pupils with SEN
- e) Opportunities for staff development
- f) The regular meetings of the SENCO with the Deputy Headteacher.

### **Review**

The policy is reviewed every three years and the following success criteria are applied:

- a) Are the identification, assessment, provision and review procedures understood and implemented by the staff?
- b) Is there effective involvement and liaison with SEN staff, outside agencies, other departments, form tutors, subject teachers and Leadership Group and parents?
- c) Is there effective resourcing for pupils with SEN within the constraints of the school budget?
- d) Are there any areas of the policy that need modification, change or development?

## **12. Access for Pupils with Physical Disabilities**

There is full disabled access to the Olivier Centre and limited access to A, B and C Block via lifts. However there are stairs in some parts of the listed building.

## **13. Facilities for Pupils with SEN**

There is a SEN/Inclusion room available for pupils to be withdrawn in small groups or for individual help from teachers or for assessment by specialists such as the EP. A room is used for Homework Club. The library is open to all pupils throughout the day and the librarian is available to give research support when required. IT facilities for pupils with SEN are available on the same basis as for mainstream pupils, although additional lap tops may be made available to those pupils with specific learning difficulties.

## **14. Links with Special Schools**

Links have been established with special schools such as Cambridge School and Wood Lane.

## **15. Special Examination Provision and Consideration**

In consultation with the SENCO, the Examinations Officer applies to the examination boards for special examination arrangements or consideration for pupils with SEN. Application in these cases is made online, once testing has occurred, to the examination board JCQ.

## **16. Use of Financial Resources**

Resources for the SEN department are provided by a) the SEN allowance for pupils with Statements and b) decoupled funding; part of which provides the salary for the Learning Support Assistants and budget for SEN materials. These materials include stationery, references, text and reading books, testing, diagnostic assessment and complementary audio material and software. Staffing for curriculum support lessons is funded from the school budget.

## **17. The Induction of Members of Staff**

The SENCO highlights and explains the most relevant sections to ensure that members of staff understand the procedures for identification, assessment, provision and review of pupils with SEN. He/she also gives guidance and support to new Learning Support Assistants and carries out their performance management.

## **18. The Governors' Role**

The governors are responsible for ensuring that the necessary provision is made for those pupils on the SEN register and that the SEN policy is fully implemented. The designated link governor liaises with the SENCO who informs him/her of the structures and procedures for identification, provision and review of pupils with SEN at the stages of assessment. The link governor, on behalf of the governors, monitors the implementation and development of the SEN policy and the funding and staff arrangements. S/he ensures that pupils with SEN participate in school activities and checks that parents are kept informed of the policy and procedures, where necessary.

## **19. Reporting to Governors**

The school reports to the governors on the following:

- a) The number of pupils with statements/EHCP plans applying to the school.
- b) The range of need in the school
- c) The provision made for those needs
- d) Any significant changes in the procedures
- e) How resources have been allocated to and among pupils with SEN
- f) Staff development
- g) The monitoring and implementation of the policy.

## **20. Reporting to the Tri-borough**

The school reports to the Tri-borough on the following:

- a) The number of pupils at different stages on the EHCP/SEN Support stage
- b) The use of resources allocated through a statement and its impact on the pupil
- c) The progress of pupils with statements

## **21. In-Service Training**

All members of staff receive training on Special Educational Needs through the School's In Service Training Days and staff are made aware of any SEN courses held inside and outside the Borough. Courses are also made available for those teachers and Learning Support Assistants seeking specialist information and training in the teaching of pupils with particular disabilities. The SENCO also provides any specialist information needed by teachers and Teaching Assistants or arranges for them to see relevant specialists in addressing the needs of pupils with particular disabilities. He/she also contributes to in-service training on the Code of Practice and the SEN policy and any new developments in the area of SEN.

## **22. Careers Guidance for Pupils with SEN**

The Head of Careers at present liaises with the Tri-borough careers service that has a SEN team which specialises in careers for pupils with SEN and has a register of employers for work experience. A representative from the Careers Service attends the annual review of all statemented pupils in Years 9 and 11.

## **23. Complaints Procedure**

Any parent wishing to make a complaint about the SEN provision made for their child at Lady Margaret School should put their complaint in writing to the Headteacher who will consult the relevant teachers. An initial reply will be sent within a week and further action taken as appropriate. If a parent has further concerns s/he must follow the same procedure as set out in the School's Complaints Policy.

A separate statutory procedure is in place for children with Statements and EHC plans which is co-ordinated by their Local Authority.