



PLYMOUTH HIGH SCHOOL FOR GIRLS

POLICY: **Special Education Needs Policy**

SLT LINK MEMBER: **Pete Neve**

GOVERNORS SUB COMMITTEE: **T & L**

This policy was adopted/updated: Updated January 2016

This policy will be reviewed: January 2017

Statutory Policy: Yes

Source: School

PLYMOUTH HIGH SCHOOL FOR GIRLS

POLICY FOR SPECIAL EDUCATIONAL NEEDS

RATIONALE

This policy has been developed in accordance with the principles established by the following Legislation and Guidance:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding vulnerable groups Act 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Education Act 2002
- Adoption and Children Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children and Adoption Act 2006
- Children and Young Persons Act 2008
- Border, Citizenship and Immigration Act 2009
- Apprenticeship, Skills Children and Learning Act 2009
- Education Act 2011

Policy and Guidance

- Working Together to safeguard children 2015
- Keeping Children Safe in education 2015
- Plymouth Safeguarding Children Board – Policies and Guidance:
- <http://www.plymouth.gov.uk/localsafeguardingchildrenboard/>

The Governing Body take seriously their responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support those children and young people who are suffering harm.

We recognise that all staff and governors have a full and active part to play protecting our students from harm, and that the student's welfare is our paramount concern.

All staff believe that our school provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1. RATIONALE

1.1 Plymouth High School adopts an inclusive, whole-school policy for meeting the needs of pupil with Special Educational Needs (SEN) in accordance with changes in legislation and philosophy. The school SEN policy is currently aligned with the SEN and Disability Act, 2001. Each subject of the curriculum values the learning and achievement of all pupils and aims to meet their individual needs. Every subject area has a responsibility to ensure that all pupils make progress commensurate with their abilities. Integration of pupils with special needs is regarded as crucial and we believe that all of

our pupils are entitled to a broad and balanced curriculum with access to all subject areas.

1.2 Within the context of the selective intake of our school, Special Needs students are those who do not make the educational progress of which they are deemed capable because they may:

- Experience specific learning difficulties, e.g. dyslexia;
- Have physical handicaps including sensory impairments;
- Have social, emotional or behavioural problems;
- Have had an education which has been interrupted, e.g. through sickness;

or may be:

- Children who are looked after by the local authority.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Young carers.
- Pregnant schoolgirls and teenage mothers.

1.3 It is also recognised that students who are particularly gifted or able may have special needs.

1.4 It is the responsibility of all staff to identify pupils with special educational needs and to refer these pupils to the SENCO (Special Educational Needs Co-ordinator) who will keep a register of pupils identified with special needs, in accordance with the Code of Practice. The school in partnership with parents, works with a range of outside agencies whose assessments are used to support any need and inform a student's individual education plan. The school does not accept privately commissioned assessments. The Gifted and Talented Co-ordinator will maintain a Gifted and Talented register.

2. AIMS AND OBJECTIVES

- 2.1 The Governing Body, Headteacher and teaching staff will do their best to secure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the school has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach her.
- 2.2 The Headteacher, staff and governors are aware of the importance of identifying, and providing for, those pupils who have special educational needs. The governors will keep special educational needs inclusion as part of the School Development Plan.
- 2.3 The Headteacher, staff and governors will report annually to parents on the policy for pupils who have special educational needs.
- 2.4 Plymouth High School for Girls operates an equal opportunities policy for children with special needs who are afforded the same rights as other children; this includes children both with Statements and those with other specific needs.
- 2.5 The Head of Key Stage Three is the Special Educational Needs Co-ordinator (SENCO), responsible for co-ordinating provision so that the needs of these pupils are met.

3. IMPLEMENTATION OF POLICY

3.1 Special Needs students without a statement need to be identified, assessed and monitored through referral to the Special Education Needs Co-ordinator, who will keep a register of such pupils and ensure that updated information is circulated to appropriate staff. The school does not accept privately commissioned reports. Any parent with concerns must liaise with the SENCO. Students are placed at “**school action**” where needs are identified and acted upon by SENCO and other members of school staff or “**school action plus**”, where external support services may need to be involved. Heads of Department will monitor the attainment and progress of these pupils and ensure that provision is made for them in their subject areas. The Individual Education Plans (IEP's) of these pupils will be reviewed twice-yearly by the SENCO.

3.2 The progress of children with a statement of special educational needs will be through formative and summative assessments as outlined in the Code of Practice. The IEP of these children will be reviewed twice-yearly, as required by legislation. All appropriate subject staff will have copies of students' IEPs. Following guidelines on data protection, IEP's and reviews are kept in a locked cupboard in order to preserve confidentiality.

3.3 Once a child's needs are identified, support will be provided in a range of ways including:

- In-class support by teacher/learning support assistant/older student
- Withdrawal for individual/small group work
- Use of specialist equipment and computer software
- Daily planning and delivery of an individualised programme by the teacher.

3.4 The school will liaise closely with parents and outside agencies, e.g. School Psychological Service and the L.A. At IEP review for students with a Statement of Educational Needs, it is expected that parents will be involved. Any review should also combine with Social Services reviews wherever possible. Annual (Transition) Reviews will be held in Year 9 when a Transition Plan will be drawn up - Connexions must be involved.

4. ACCESS TO THE CURRICULUM

4.1 The provision of an exciting learning environment will be a priority in order to arouse pupils' interest and curiosity.

4.2 A climate of warmth and support will be fostered in which all pupils feel valued and can risk making mistakes as they learn without the fear of criticism.

4.3 There will be flexible grouping of pupils as far as is practicable so that learning needs may be met in individual, small groups or whole class contexts.

4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

4.5 Schemes of work for pupils, within classes and year groups will reflect whole school approaches to teaching and learning and will take account of special educational needs.

4.6 Curriculum tasks and activities will be matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience.

4.7 Students with disabilities: From September 2002, LEA's and schools are required to make reasonable adjustments to avoid placing pupils at a substantial disadvantage. Access problems have been noted in our older buildings. The school provides a disabled toilet and lift access in the new block and in the Annexe to access the library and A01 Student Support Base. There is a movable ramp to provide access to the front of the school and handrails have been installed on stairs. The Governors are committed to take action to minimise problems of access wherever possible.

5. RECORDS

5.1 All staff are expected to note the names of girls who are on the SEN Register in their mark books and retain a copy of the IEP. Heads of Departments should ensure that department staff have access to current SEN records, including those of children who have specific medical needs. All staff may have access to central records held in the Main Office. The Medical Administrator will circulate departments with medical concerns at the beginning of the academic year.

6. EVALUATION OF POLICY

6.1 This school policy will be kept under review. The success of the policy will be gauged by the achievement of previously agreed targets outlined in the pupil's I.E.P., annual review/personal interview. In addition, the following criteria may also be used to evaluate the success of the Special Needs Policy:

- Staff awareness of individual pupil needs;
- Success of the identification process;
- Academic progress of pupils with special educational needs;
- Improved behaviour of the children, where this is appropriate;
- Number of children supported by the funding allocation for non-statemented special educational needs;
- Consultation with parents;
- Number of pupils at either "School Action" or "School Action Plus" status.
- Number of pupils taken off the S.E.N. register.