

CITY OF LONDON SCHOOL FOR GIRLS
SPECIAL EDUCATIONAL NEEDS POLICY

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CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This Special Needs Policy takes into account:

The Special Educational Needs and Disability Code of Practice: for 0-25yrs (September 2014)

The Children and Family Act (April 2014)

The Equality Act 2010

Teachers Standards 2012 Section 5

CLSG Accessibility Policy (September 2014)

CLSG Student Mental Health Policy (June 2014)

CLSG Supporting Students with Long Term and/or Serious Medical Conditions in School Policy (June 2013)

JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. OVERVIEW

1.1. City of London School for Girls (CLSG) is an academically selective school catering for girls of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum. Consequently the school does not deal with the full spectrum of ability or with the full range of Special Educational Needs.

1.2. However, the school does admit some pupils of high ability, who prove to have specific learning difficulties, such as mild dyslexia or dyspraxia. It admits some pupils who have special needs relating to physical disabilities or health problems. Some pupils are found to have emotional or behavioural difficulties after admission.

1.3. It is the policy of CLSG, wherever possible, to provide all students with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

2.1. A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

2.2. A pupil has a learning difficulty or disability if she

- a) has a significantly greater difficulty in learning than the majority of her peers or
- b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

- 2.3. The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.
- 2.4. It should be noted that under the Equalities Act 2010 'Hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CLSG this usually comes in the form of 1:1 or small group tutorials with a specialist teacher.
- 2.5. Pupils identified as having Special Educational Needs within this school would not necessarily be placed on the SEN list in another school. However, within the culture of the school and the level expected of pupils it is felt that these individuals do have support requirements.
- 2.6. To summarise, students at CLSG may require special educational provision if they:
- Have a specific and/or significant learning difficulty
 - Present emotional or behavioural problems
 - Have a mental or physical disability
- 2.7. A child or young person does not have a learning difficulty or disability solely because the language in which she is taught is different from the language spoken at home.
- 2.8. It should be noted that it is the school's aim to cater for all the requirements of all students, including the most able at CLSG by offering them challenging and rewarding work which will stretch all pupils allowing them to achieve at or above the level expected of them.

3. ASSESSMENT AND IDENTIFICATION OF STUDENTS DURING THE ADMISSIONS PROCESS (7+, 11+, 16+)

3.1. The school will admit pupils of high academic ability who have satisfied the school's entry requirements but may have special educational needs. Parents of candidates who know in advance of the test that their daughter has been diagnosed with a specific learning difficulty or is receiving additional support must inform the admissions office.

3.2. Entry to Prep at 7+

3.2.1. During the admission process for the Preparatory School, arrangements can be put into place for those girls who may require it. Any requirement should be discussed with the admissions officer at the time of final registration.

3.2.2. The school's Preparatory Department has established a regular programme of objective tests designed to detect early signs of possible

learning difficulties which we would highlight to parents during an offer process.

3.3. Entry to Senior School 11+/16+

- 3.3.1. Exam access arrangements e.g. extra time or use of a lap top will be awarded to candidates during the exam/admissions process if they provide CLSG with a recommendation from their School SENCO or from an Educational Psychologist. It should be noted that all requests for exam access arrangements must meet the JCQ regulations as agreed by the North London consortium.
- 3.3.2. Screening also takes place in the first term of Y7 measuring ability in spelling, reading and comprehension skills. Low scores will generate an initial meeting with the English teacher and SENCO responsible and a course of differentiated quality first teaching put into practice. Parents and pupil will also be asked for input to determine pupil targets. Poor handwriting and poor fine motor control will also trigger further investigation.
- 3.3.3. The senior school uses the MIDYIS tests to give a baseline for predicting future performance and these scores can also be used to generate further investigation.

4. OBJECTIVES FOR CLSG IN RELATION TO SEN

When a pupil has been identified as having special educational needs the school will endeavour to:

- 4.1. Ensure full entitlement and access for pupils with SEN who are otherwise of high academic ability, to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2. Identify those pupils who have problems with learning which are significantly greater than the majority of pupils within the same age group and academic level.
- 4.3. Supply information to the pupil and her parents outlining the support required and to take into consideration the views and feelings of the pupil and her parents.
- 4.4. Meet the needs of pupils with special educational needs with appropriate provision and resources. Where possible this will be done within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside school.
- 4.5. Advise and liaise with staff and parents on the identification of SEN and provide or refer for the assessment of these needs.

5. RESONSIBILITY FOR STUDENTS AT CLSG WITH SEND

- 5.1. All teachers at CLSG are responsible and accountable for the progress and development of the pupils in their classes, including those that need additional SEN support from specialist staff. High quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEN.
- 5.2. CLSG will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support SEN pupils.
- 5.3. Class and subject teachers, supported by HoDs or HoS carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:
 - 5.3.1. is significantly slower than that of their peers starting from the same baseline
 - 5.3.2. fails to match or better the child's previous rate of progress
 - 5.3.3. fails to close the attainment gap between the child and their peers
 - 5.3.4. widens the attainment gap

6. IDENTIFICATION OF SEN: FOUR BROAD AREAS OF NEED:

When a pupil has been identified with SEN the following four areas of need will be considered:

6.1. Communication and Interaction:

This includes pupils who are on the autistic spectrum, including Asperger's syndrome and pupils with speech, language and communication needs (SLCN). All of whom have difficulty communicating with others.

6.2. Cognition and Learning:

This includes pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

6.3. Social, Emotional and Mental Health Difficulties:

This may include pupils who have a wide range of social and emotional difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.

Attention Deficit Hyperactive Disorder and Attention Deficit Disorder would also fall under this category. (ADHD and ADD)

6.4. **Sensory and/or Physical Needs:**

This includes pupils with a physical disability (e.g. vision impairment VI, hearing impairment HI). Those pupils may need additional on-going support and equipment to access the curriculum.

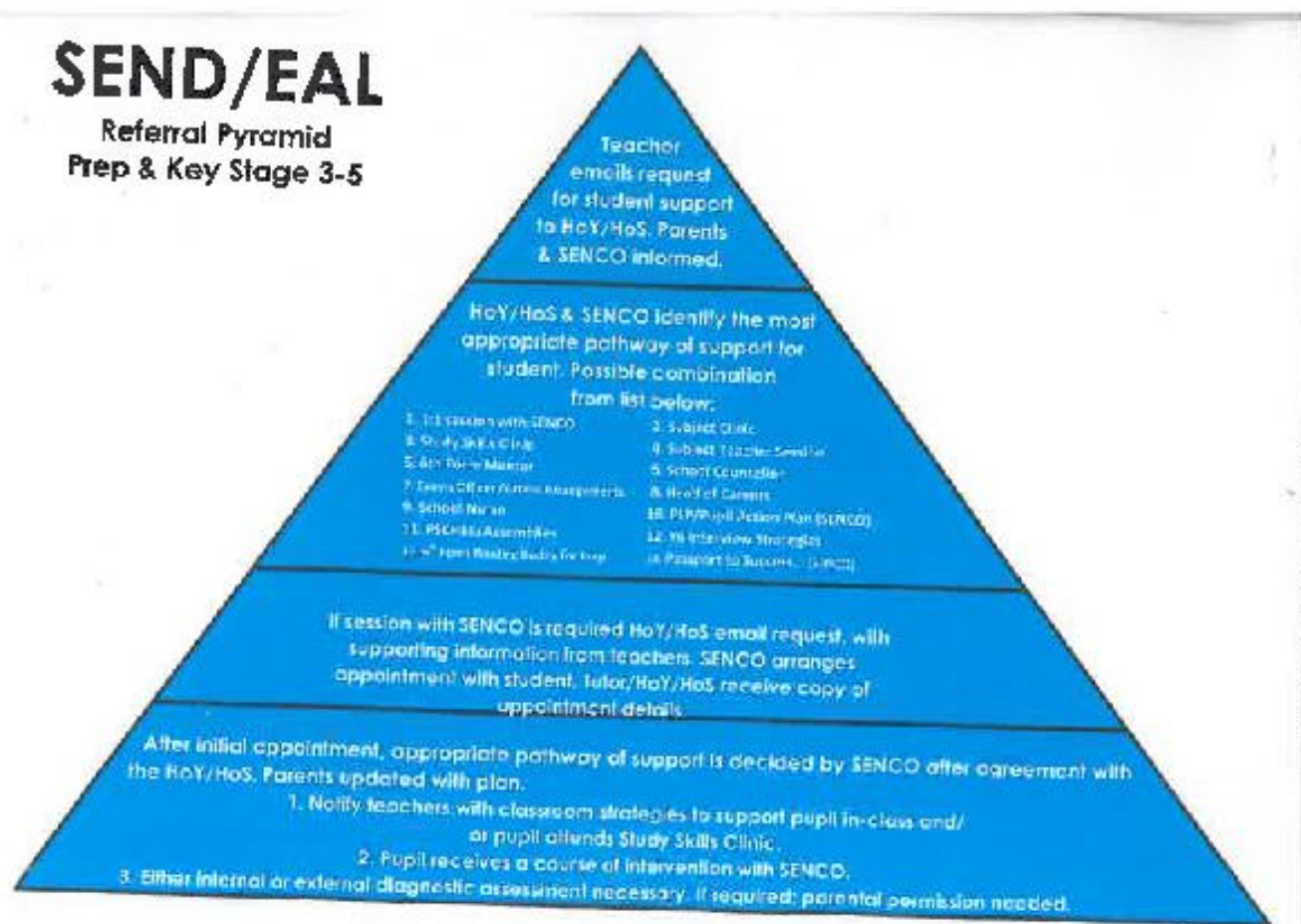
It should be noted that the school will make **best endeavours** to meet the requirements of any individual within the context of 'reasonable adjustments' as required by the Equality Act (2010).

Please note it is very possible that a pupil might fall into one of more of the categories listed above. This is known as 'co-morbidity'.

7. THE GRADUATED RESPONSE

7.1. When a pupil has been identified as having SEN, CLSG will take action to remove barriers to learning and put effective special educational provision in place. The school SENCO is made aware to ensure that the student is placed on the SEND list and all staff, therefore informed.

7.2. SEN support is revised and refined with a growing understanding for the pupil's needs as they progress through the school. This is known as the graduated approach as illustrated in the diagram below.



8. ADDITIONAL SEN SUPPORT

- 8.1. If it is decided that further intervention is required which is additional to or different from the differentiated curriculum on offer, the class or subject teacher, working with the SENCO, should consider all the relevant information and after a clear analysis, outline the pupil's needs. This should draw on thoughts and recommendations from all staff who teach the student and address the thoughts and experience of the girl's parents and the pupil's own views. To help inform this process further, a basic educational assessment may be carried out by the SENCO after agreement with the parents.
- 8.2. A Personal Learning Plan (PLP) will be prepared in collaboration with the key members mentioned above. This co-production will reflect a pupil's strengths and areas of need and highlight targets. The PLP should be regularly reviewed and updated in line with the Code of Practice.
- 8.3. In some cases an external Educational Psychologist or other professional may be required to assess a pupil. It is the responsibility of the Head of Year, and/or SENCO to liaise with external professionals once agreement from parents has been sought. There are some cases when the school nurse/and or school counsellor will also be involved in the referral process.
- 8.4. Please note that when parents are advised to seek assessment by an outside professional, or engage a specialist teacher to assist their daughter beyond the scope of the extra help available from the school SENCO any charges arising will be borne by the parents and not by the school. For bursary funded students who require an external assessment CLSG will assist with a financial obligation.
- 8.5. One to one specialist teaching with a SENCO will be provided for pupils who require it but this provision is not necessarily weekly.

9. Educational, Health and Care Plans (EHCPs)

- 9.1. If any student requires an Educational, Health and Care Plan the authority where the student lives will be contacted and the SENCO responsible will work closely with the authority to ensure that help in this form is forthcoming.

10. PERSONALISED LEARNING PLANS (PLPs)

- 10.1. When a pupil with SEND requires regular specialist intervention which is additional to or different from the school curriculum they will receive a personalised plan devised by the SENCO responsible. The support plan

provides the pupil with a graduated response to their learning needs. The main objective is to ASSESS, PLAN, DO and REVIEW.

10.2. Support plans aim to:

- 10.2.1. Relate to a clear set of expected outcomes, which reflect views, wishes and feelings of the pupil and her parents
- 10.2.2. Outline the pupil's strengths and weaknesses
- 10.2.3. Have stretching and relevant academic and developmental targets
- 10.2.4. Include evidence-based interventions
- 10.2.5. Record progress
- 10.2.6. Be revised regularly, preferably termly
- 10.2.7. Include specialist expertise from outside professionals where necessary
- 10.2.8. Be reviewed by the class or subject teachers in collaboration with parents, SENCOs and where appropriated the pupil themselves; a co-production
- 10.2.9. All teachers who work with the pupil are made aware of her needs, the outcomes sought, the support provided and any teaching strategies that are required
- 10.2.10. Map the provision for the pupil using a 'whole school' approach as identified in the SEN Pyramid
- 10.2.11. Encourage the use of assistive technologies e.g. Text Help, Inspiration, etc.
- 10.2.12. Encourage pupil's self-advocacy

11. ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

11.1. Currently the position of SENCO is a shared one with the role being split between the Senior School (years 9-13) and Lower School (years 3-8). The key responsibilities of the SENCO include:

- 11.1.1. Overseeing the day-to-day operation of the school's SEN policy, including the management of the SEN list
- 11.1.2. Co-ordinating provision for students with SEN
- 11.1.3. Liaising with all the relevant staff who teach a student with SEN

- 11.1.4. Advise on the graduated approach to provide a student with SEN
- 11.1.5. To liaise and keep HoDs and HoS informed of a student's progress
- 11.1.6. To manage the school's SEN budget and other resources to meet students' needs effectively
- 11.1.7. To be in regular contact with parents and facilitate meetings with parents when necessary
- 11.1.8. To liaise with School Counsellor and School Nurse to make staff aware of a concern without compromising the confidentiality agreement between counsellor and/or nurse and student.
- 11.1.9. To provide SEN students with an attainable, aspirational and manageable Personal Learning Plan (PLP) which includes considered points from parents, pupil and teaching staff
- 11.1.10. To contact other schools within the corporation and liaise with their SENCOs
- 11.1.11. To be a key point of contact for any external professionals e.g. educational psychologists, doctors, speech and language therapists etc.
- 11.1.12. To liaise with Universities and Higher Education to ensure a smooth transition.
- 11.1.13. To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 11.1.14. To provide support and training for staff to ensure they have the ability to identify SEN and adapt their teaching if necessary to provide differentiated quality first teaching.
- 11.1.15. To attend regular training and INSET sessions relevant to the role
- 11.1.16. Liaise with other schools and attend the SENCO forums

12. MONITOR LIST

- 12.1. For students who have received support to remove barriers to learning and no longer display any of the concerns listed previously, they are to be monitored and placed on a 'monitor list'. If after one academic year there have been no additional concerns voiced by a class or subject teacher, they will be removed from the monitor list.

13. MEDICAL CONDITIONS

13.1. The School Pastoral including the school Nurse/and or Doctor is involved in the care of girls with any serious medical condition. Please refer to our policy 'Supporting Students with long term and/or serious medical conditions' for further information.

14. MENTAL HEALTH

14.1. The school has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Student Mental Health' for further information.

15. RESOURCES AND DIAGNOSTIC TESTING

15.1. The SEN department has a range of resources to develop the skills of pupils and it is the role of the SENCO to keep informed of any new resources that will be beneficial to the school. Laptops and iPADS are used during 1:1 sessions as well as printed material.

15.2. The department is well-equipped with diagnostic tests allowing basic educational assessments to take place in school. For a wider, more reaching diagnostic test, parents may be asked to take their daughter to a recommended professional e.g. Educational Psychologist for assessment.

16. APPLICATIONS FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

16.1. The school SENCO is authorised to award girls with SEN and/or disabilities access arrangements and reasonable adjustments e.g. extra time, rest breaks, use of a PC for both internal and external examinations providing that her criteria meet the guidelines set out by the JCQ (Joint Council for Qualifications) and is the student's normal way of working.

16.2. For medical concerns a recent covering note from a recognised medical practitioner will be required.

16.3. Once a girl has been given access arrangements it does not automatically qualify her for access arrangements and/or reasonable adjustments the subsequent year and she will be tested accordingly.

16.4. If necessary further diagnostic testing might be required by an outside professional to establish whether a need for access arrangements exists, if

so the cost of a further referral is the responsibility of the parents. However, CLSG will contribute to the cost for an external assessment for bursary pupils.

17. EVALUATION OF SEND PROVISION

- 17.1. The school's SENCOs liaise regularly with the Director of Studies, Head of Senior School, Head of Lower School, Head of the Preparatory Department, Heads of Year, School Nurse and Exams Officer.
- 17.2. The school's SEN Policy and Developmental plan are updated regularly and adjustments made when necessary.
- 17.3. From September 2014 performance management arrangements for all staff should include an SEN component.
- 17.4. The importance of target setting for individuals needing support is an important part of the new code of practice and over the coming year 2014-2015 CLSG will be thinking and adjusting how we measure our SEN impact. It is the aim that any support is monitored, adjusted and reviewed and parents, staff and pupil are all familiar with it. A focus on outcomes is important if a graduated response is going to work.
- 17.5. Currently SEN support is measured in the following ways:
 - Subject assessments
 - Internal and external exams
 - End of term reports
 - Parent Evenings
 - Personal Learning Plans
 - Diagnostic testing
 - Book looks
 - Learning Walks
 - School leavers destinations

18. PLANNING THE TRANSITION INTO POST 16, UNIVERSITIES, TRAINING AND THE WORKPLACE

- 18.1. Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.
- 18.2. The SENCO will liaise with the Head of Sixth Form, Head of Senior School and Head of Careers before the pupil approaches the transition point. Similarly the SENCO will help pupil and parents liaise with the educational provider or employer to ensure that relevant information about previous SEN provision is shared, if they are moving away from CLSG.

18.3. The pupil's local authority will be able to offer advice on the financial support available to students in higher education and how to claim it, including the Disabled Students Allowance (DSA).

18.4. DSAs are available to help students in higher education with the extra costs they may incur on their course because of a disability. Applications for DSA can be made to Student Finance application services. This varies from year to year, but generally at least six months before the start of the academic year in which the young person is expecting to take up a place.

19. ARRANGEMENTS FOR DEALING WITH COMPLAINTS

19.1. Any serious complaints relating to SEN provision will be dealt with using the school's Complaints Procedure.

19.2. Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENCO, staff, parents and girls as appropriate.

20. CITY of LONDON LOCAL OFFER

20.1. For information on the City of London's Local Offer please go to:

20.2.

<http://www.cityoflondon.gov.uk/services/childrens-and-families-services/schools-education-and-learning/special-educational-needs-and-learning>

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