



CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy last reviewed by:	Kathleen O'Connor
Date policy last reviewed:	September 2023
Approved by:	Board of Governors
Date approved:	22 nd September 2023
Date next review due:	September 2024

Contents

1.	Introduction
2.	Aims and objectives
3.	Legislation and guidance
4.	Definitions
5.	Roles and responsibilities
6.	Our approach to SEND
7.	In school support for SEND
8.	Consulting and involving pupils and parents/ carers
9.	Educational Health & Care Plans (EHCPs)
10.	Exam Access Arrangements
11.	Planning the transition into Post 16, Universities, Training and the Workplace
12.	Evaluation of SEND Provision
13.	Expertise and staff training
14.	Arrangements for dealing with complaints
15.	City Corporation Local Offer

This policy should be read in conjunction with the following:

- Admissions Policy
- Attendance Policy
- Accessibility Plan
- Pupil Mental Health Policy
- Medical Conditions, Medicines and Infection Control Policy

- Safeguarding and Child Protection Policy
- Complaints Policy
- Teachers' Standards 2012 Section 5
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. Introduction

City of London School for Girls (CLSG) is committed to ensuring that every single pupil receives an outstanding education. Every child is an individual with their own strengths and challenges.

Throughout their time at CLSG, some pupils will encounter barriers which will have a significant impact on their learning which will call for additional support and provision; special education needs (SEN).

2. Aims and objectives

Aims

- To ensure all pupils with SEND achieve their full learning potential.
- To ensure that all pupils with SEND become confident, independent pupils who are supported and prepared for further study and adulthood.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about the pupil's support and provision.
- To ensure equality and inclusion for all pupils

Objectives

- Ensure the school fully implements national legislation and guidance relating to pupils with SEND.
- Use a whole school approach to identify pupils who have difficulties with learning which are significantly greater than most pupils within the same age group.
- The school will make its best endeavours to meet the requirements of any individual within the context of 'reasonable adjustments' as required by the Equality Act (2010).
- Provision and support is pupil centred. It is personalised to meet the needs of every pupil.
- To ensure pupils, parents/carers and school staff are partners in planning, reviewing and decision making.
- To meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be completed within school, however, it may be necessary to advise parents to seek specialist input, assessment and/or teaching outside of school.

- To provide support and training for all staff working with children with special educational needs.
- We strive to create an inclusive and equal teaching environment that offers all pupils, no matter their needs and abilities, a broad, exciting and challenging curriculum.
- To work collaboratively with external agencies and specialists.

3. Legislation and guidance

This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

4. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

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, if it is felt that a pupil's needs cannot be solely addressed in the classroom.

Areas of SEN

The SEND Code of Practice identifies four areas of need:

- *Communication and Interaction*

This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).

- *Cognition and Learning:*

This includes pupils with specific learning difficulties, including Dyslexia Dyspraxia, and Attention Deficit Hyperactivity Disorder (ADHD).

- *Social, Emotional and Mental Health*

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

- *Sensory and/or Physical needs*

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

A pupil might fall into one of more of the categories listed above.

5. Roles and responsibilities

The SENDCO

The SENCO is Kathleen O'Connor.

Supported by SEND teaching colleagues, she will:

- Work with the Senior Management Team (SMT) and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with internal professionals, such as the Pastoral Team, School Counsellors and School Nurse, as appropriate, to support the needs of pupils.
- Liaise with external professionals, including educational psychologists, medical professionals and professionals from other schools to support the needs of pupils as appropriate.
- As appropriate, liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- To provide support and training for staff to ensure they have the ability to identify SEND and adapt their teaching if necessary to provide differentiated quality first teaching.
- To attend regular training and INSET sessions relevant to the role.

The Senior Management Team (SMT)

The Headmistress will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working with the Learning Support Department to review each pupil's progress and development, and decide on any changes to provision
- Working with external professionals as appropriate

- Ensuring they follow this SEND policy

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil with SEND will be given the opportunity to provide information and express their views about their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The pupil

We have a student-centred approach to SEND at CLSG. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. Our approach to SEND

Identification of Need

Upon Application to the School

Upon application, parents are required to inform the school of any specific learning or educational needs that their daughter requires. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist or medical professional. It is important that full details are provided so that the school can assess whether it can implement any required arrangement for entrance exams.

Whilst the school will pay due care to a pupil's requirements upon application, should a place be offered and accepted, any subsequent adjustments will be based upon evidence of need as it is presented within the context of the school and the pupil's learning at CLSG. Access arrangements awarded for entrance examinations do not automatically carry forward.

For pupils with SEND who transition from City Junior School (CJS) to CLSG, the Learning Support Department will liaise with relevant CJS colleagues regarding transition planning and transition meetings for each pupil and her parents/carers.

Baseline Assessment

Whole year screening takes place in the first term for Year 7 pupils and new pupils joining Sixth Form, or upon entry for midyear admissions. Screening measures spelling, reading and comprehension rates and speeds. Such assessments can be used as early indicators of potential underlying cognitive and learning needs. There is no additional preparation work to be done for these assessments; they are not tests.

Gathering Information

The school recognises that potential underlying difficulties might only emerge as a pupil progresses through the school. Teachers can raise SEND concerns about a pupil's learning via the school's internal "SEND Concern" referral system. In addition, the Learning Support Department holds regular monitoring meetings with Heads of Year and Heads of Section to review pupils' progress. Pupils can also make self-referrals and parents can raise concerns directly to the department or via their daughter's Head of Year.

7. In School Support for SEND

When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice, the school adopts a graduated response to identification and support of pupils with SEND.

The school aims to:

- liaise closely with the pupil, her parents and staff to identify needs accurately and effectively and provide appropriate support.
- adopt a pupil central approach to its provision and support to ensure support is tailored to every child's needs.
- liaise with outside agencies, as appropriate, to further support pupils as required.
- provide specialist in-house cognitive assessments as and when appropriate in consultation with a pupil, her parents/guardians and teaching staff.
- liaise with pastoral staff to support the social and emotional well-being of pupils with specific needs or learning difficulties.
- collaborate with subject teachers to ensure the needs of pupils with SEND are met.
- monitor and review the progress of pupils in line with the school's tracking and reporting procedures.
- provide staff with relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning.
- provide ongoing CPD for staff

Learning Support List and Monitoring List

The school's Learning Support List provides teaching staff with an up-to-date record of pupils in the school who have identified SEND. It details their areas of need and provides advice on appropriate teaching strategies.

The Learning Support Department also keeps a record of pupils who may have received support or intervention from the department but who do not meet the criteria for the Learning Support List. This list may also include students with SEND who responded well to intervention and as a result

their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from tracking lists.

As the school adopts a graduated response and “plan, do, review” approach to its work, these lists are reviewed and updated regularly.

Personalised Learning Plans

A Personal Learning Plan (PLP) may be prepared in collaboration with the key stakeholders (pupil, parents/carers, staff) depending on the pupil’s level of need. A PLP will reflect a pupil’s strengths and areas of need and provide specific teaching strategies to meet the needs of the pupil. PLPs should be regularly reviewed and updated, in line with guidance from the Code of Practice.

Teacher Information Sheet

A PLP is not always required but some additional information to teachers about a pupil’s needs may require A Teacher Information Sheet is used as a centralised and accessible way of sharing such advice and guidance with teachers.

External Specialist Reports

In some cases, external professionals (e.g. Educational Psychologist (EP), therapists or medical professional) may be required to assess a pupil. The school may advise parents/guardians of the benefits of such support and the benefits of the school liaising closely with such professionals.

Parents/guardians should share professional reports with the school to establish and agree support in school.

Please note that when parents/carers are advised to seek support that is beyond the scope of the extra help available from CLSG, any charges arising will be borne by the parents/carers and not by the school. For bursary funded pupils, CLSG may be able to offer financial assistance.

Please refer to the Access Arrangements section for further information on the use of specialist teacher/EP reports for access arrangements.

8. Consulting and involving pupils and parents/carers

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account any concerns the parents/carers have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

9. Educational, Health and Care Plans (EHCPs)

For a prospective pupil with an EHC Plan, the school will consult the pupil's parents/guardians and, where appropriate, her current school and Local Authority to ensure that the provision can be delivered by the school.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in a Plan.

10. Exam Access Arrangements

The regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications (JCQ) and other relevant Awarding Bodies, such as Cambridge International Examinations (CIE).

The regulations are designed to ensure no candidate is placed at a substantial disadvantage in comparison to her peers as a result of a specific need or learning difficulty and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.

In order to justify the requirements for a specific access arrangement, evidence has to be presented to demonstrate a history of need and how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon evidence of need. Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

Whilst careful attention will be paid to the contents of historically commissioned external reports from Educational Psychologists, these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for access arrangements to be granted.

Equally, external assessments commissioned by parents may not be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school. Prior to assessment, the school should have provided background information to the external professional such that the school and the assessor are working together to ensure a joined up and consistent approach.

It is important to recognise that Access Arrangements awarded at previous schools are not automatically carried forward and do not guarantee eligibility for exam Access Arrangements at CSLG. All pupils who arrive with external reports must be made aware that the school will, in most cases, re-assess irrespective of previous recommendations.

If a pupil's performance within the school suggests that they may require specific access arrangements to be made for public examinations, the views of the pupil, her parents/guardians and subject teachers as well as evidence of performance within the school will be collated in order to demonstrate a clear picture of need. With permission, one of the school's qualified assessors will carry out an assessment using a range of nationally standardised tests from those approved by the JCQ. Subject to pupil and parental agreement, the reports of external professionals who have liaised closely with the school to identify a pupil's needs may also be used when making an application. Only with the appropriate evidence can an application be made for specific access arrangements. Parents will be provided with assessment results and, if necessary, an application for a specific access arrangement will be made.

Where Access Arrangements are required as a result of a long-term medical condition, the professional diagnosis should ensure there is clear and substantial evidence for an arrangement to be made as a direct result of the candidate's long term and continuing medical needs presenting a persistent and significant barrier to learning.

Pupils with exam Access Arrangements are awarded such arrangements as their standard way of working in school (classwork and internal assessments and tests) as well as in public examinations.

The use of a word processor is one type of Access Arrangement. Please refer to the Exam Policy for further information on the use of word processors at CLSG.

Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre.

11. Planning the Transition into Post 16, Universities, Training and the Workplace

- Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.
- The SENDCo 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 SENDCo will support pupil and parents liaise with relevant educational providers or employers to ensure that relevant information about previous SEND provision is shared appropriately.
- The pupil's Local Authority will be able to offer advice on the financial support available to pupils in higher education and how to claim it, including the Disabled Students Allowance (DSA).
- DSAs are available to help pupils 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.

12. Evaluation of SEND provision

We will evaluate how effective our SEND provision is with regards to:

- Our whole school approach to SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13. Expertise and training of staff

The Learning Support Department is comprised of highly experienced staff. Our SENCO holds a nationally recognised SENDCo qualification and specialist teaching qualification (AMDBA). In addition, the school has two experienced Learning Support Teachers, Carolyn Brown and Carolyn Cole. Both are former SENDCOs, whilst Carolyn Cole also holds a specialist teaching and assessment qualification (OCR Level 7 equivalent).

14. Arrangements for Dealing with Complaints

Any serious complaints relating to SEND provision will be dealt with using the school's Complaints Procedure. Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENDCo, staff, parents and pupils as appropriate.

15. City of London Local Offer

For information on the City of London's Local Offer please click [here](#).