

BISHOP'S HATFIELD GIRLS' SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Date of last review:	Summer Term 2015
Date of next review:	Summer Term 2017
Adopted by Governors:	10th June 2015

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SPECIAL EDUCATIONAL NEEDS POLICY

Status

This policy was formally adopted by the governing body at Bishop's Hatfield Girls' School after due consultation with the senior leadership team and members of the SEN staff. It is the intention of the governing body that it be reviewed biennially. It is a statutory policy.

The Legal Framework

The main statutory provisions covering SEN are:

- DfE Revised Special Educational Needs Code of Practice (September 2014)
- Disability Discrimination Act (2005)

This policy should be read in conjunction with the school policies on Attendance, Disability Equality, Equality, Teaching and Learning, the Curriculum Statement and policies on Assessment and Marking.

Aims

BHGS believes that each pupil has individual and unique needs and is entitled to an education that is most appropriate to her ability and best suited to her individual strengths and needs. We acknowledge that a significant proportion of pupils may have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular within the limitations of resources, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that pupils with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

The school adopts a flexible response to pupils with SEN, aiming to deliver the most appropriate education for all pupils. This may include a wide range of strategies to provide access to a broad and balanced education. Our response acknowledges that there is a continuum of special educational needs, and seeks to make full use of available resources from within the school as well as seeking specialist advice and support from outside the school where this is necessary.

Roles and responsibilities

At BHGS provision for pupils with special educational needs is viewed as a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN/Inclusion Governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN Policy
- they have regard to the requirements of the Revised SEN Code of Practice (2014)
- parents are notified if the school decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Head of Learning Support/ Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- overseeing the day-to-day operation of this policy
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN

- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year tests and external examinations
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with the SENCOs in other schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- assist in making provision for the individual needs of pupils identified as having SEN, whether in class, small groups or the Pupil Support Centre.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admissions and Special Educational Needs

The admissions' policy of BHGS is that of the Local Authority. Allocation of places to the school is administered by the LA, according to the criteria outlined in our prospectus. Neither a pupil's abilities nor her learning difficulties feature in these criteria, unless she has a statement of special educational needs which names this school as the one she should attend.

Occasionally, parents with daughters in Year 6 at primary school may worry that by openly discussing their concerns about their daughter's SEN they might jeopardise her gaining a place at the school. This is not the case. On the contrary, full discussion with the school's SENCO can help with planning for a successful transition and preparing appropriate support for their daughter if she is allocated a place at BHGS.

SEN In-Service Training

The school recognises the area of SEN as an important area for in-service training. The school encourages and provides funds for:

- the SENCO, Learning Support staff and subject teachers to attend relevant courses and events.
- whole school INSET to support good SEN practice in the classroom.

Pupil Support Centre

There is no funded specialist unit at Bishop's Hatfield. However, the school has a Pupil Support Centre (PSC) which was opened in September 2006. The PSC is used as a teaching base for small groups and individuals as well as providing an environment where pupils can be reintegrated into a school setting from other schools, exclusions or school refusal. A high level of individual support and personalised programmes of work is made available to girls attending the PSC.

Disability Access

Although a basic level of disability access is in place at Bishop's Hatfield, the current school building's architectural design means that some of the campus remains unsuitable for access to pupils with significant physical disabilities and mobility difficulties, such as those using wheelchairs. Access to upper storeys of the school is not possible and during current building activities the access to some areas of the school site may be more restricted.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they may discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. In the event of a formal complaint parents should follow the procedure in the school's complaints' procedure.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO, subject co-ordinators and the Senior Leadership Team
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- the School Improvement Plan, and Faculty Improvement Plan, both of which- are used for planning and monitoring SEN provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.