 Woodford County High School for Girls SCHOOL POLICY Special Educational Needs Policy	Effective Date :	12/02/2013
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1. Aim

This policy seeks to provide an approach to SEN which clearly focuses on identification and strategies for dealing with those with SEN at Woodford. The school aims to provide the appropriate support, counselling and resources needed to enable each student to reach her full potential. The school is concerned with the interests and welfare of every child.

2. Purpose

Its purpose is to ensure that:


- Every student's needs are identified and monitored from entry.
- All procedures for identifying SEN are known by all staff.
- There is involvement with parents at an early stage and that parents are encouraged to be involved in turn with finding solutions.

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- d. Clear, factual and up to date records follow the child through the school.
- e. The SEN policy is agreed by senior staff and governors of the school. The policy will be available on the school MLE and copies made available to parents on request.

3. Principles

- Woodford County High School is a selective girls' grammar school. Students are admitted to the school through the Redbridge administered selection test and generally fall within the upper part of the ability range.
- Within the whole school aims, we seek to recognise and develop fully the potential of each student. To achieve this we will encourage personal development and build on prior achievement. We will provide appropriate support, counselling and the resources needed to enable this to happen
- All students are entitled to a full and balanced curriculum; at KS3 and 4 there is equal access to the curriculum for all.
- The needs and interests of young people are of central importance; the requirements of all students who may have Special Educational Needs either throughout, or at any time during, their school careers must be addressed. Governors have a statutory duty to ensure that proper provision is made.
- All teachers share the responsibility for teaching students with SEN.
- There is a range of needs, and a variety of ways in which to meet those needs, but the needs of most students will be met in school and without statutory assessment or statements.
- The knowledge, views and experience of parents are vital and there should be the greatest possible degree of partnership between parents, their children and the school, the LA and other agencies.

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4. Definition of SEN

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Special educational provision is additional to or different from the educational provision made generally for children of their age in school.

5. Procedures and Provision

Policy and procedures at Woodford reflect current legislation, in particular the DfES Code of Practice on Special Educational Needs (November 2001).

The SENCO at Woodford County High School is Ms Heather Bickley. The SENCO is responsible for coordinating SEN provision at the school.

The member of the governing body with responsibility for Special Educational Needs is Mr Mike Walton. The governor monitors and evaluates the SEN provision by carrying out visits to the school with a SEN focus. The visits will usually include lesson observations.

A register of children with SEN will be maintained by the SENCO. This is available on the school's computer network for staff to consult. The SENCO presents an updated SEN register and information regarding individual students to the teaching staff at the beginning of each academic year. Further information and updates are communicated to staff throughout the year as necessary.

All children with SEN should be identified and assessed as early as possible.

The school will use a graduated response as outlined below:

School Action:

When a teacher identifies a child with SEN, the child should be provided with interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

The triggers for intervention through **school action** could be the teacher's or others' concern about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas



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- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Information provided to the school by primary transfer methods or parents may also trigger intervention through **school action**.


A teacher who has a concern about a student should consult the relevant Key Stage Coordinator and the SENCO, who can then gather further information on the student. If it is then considered that the student has a special need, the SENCO and the student's subject teachers, should decide on the action needed to help the student to progress. It is likely that this will involve contact with the parents and input from the Educational Psychologist.

Strategies employed to enable the student to progress should be recorded within an **Individual Education Plan (IEP)**. The plan will be written in consultation with the student and a copy sent to the student's parents. Parents will sometimes be involved with the setting up of the IEP. Copies will also be distributed to the student's teachers. The IEP should include information about:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success criteria
- outcomes (to be recorded when IEP is reviewed)

School Action Plus

Schools should always consult specialists when they take action on behalf of a student through **school action plus**. At this stage external support services will usually see the student so that they can advise subject and pastoral staff on new IEPs, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Note: Specialists can be involved at the school action stage.

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The triggers for **school action plus** could be that, despite receiving an individualised program and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualized behaviour management program
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external support services will then advise on new and appropriate targets for the student's IEP and on accompanying strategies.

Statutory assessment:


Under exceptional circumstances the help given through school action plus may not be sufficient to enable the student to make adequate progress. It would then be necessary for the school in consultation with the parents and any external agencies involved, to consider whether to ask the LEA to initiate a statutory assessment in order for a statement to be put in place for that student.

Students may enter the school with a statement already in place.

The SENCO will visit the student's primary school to meet the student and to gather the information necessary to ensure that a smooth transition from primary to secondary school can take place. The student may also make a separate visit to Woodford in addition to the normal Year 6 induction visit so that all necessary provision can be put in place. These visits may also take place for a student without a statement but who is on the SEN register at primary school.

The provision required by the statement is put in place for the student. Examples of Provision can be found in Appendix 1 of this document.

The statement is reviewed at least annually through the Annual Review. This is coordinated by the SENCO and involves the student, parents, teachers, as well as any key personnel e.g. the educational psychologist. Written advice is requested from all key participants and this forms the basis for the discussion at the review meeting. The student's progress and the provision being made for the student is reviewed.

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New targets are set and recommendations for any necessary alterations to the statement made.


Following the meeting, the SENCO will prepare the report and submit it to the LA no later than 10 days after the Annual Review meeting. The LA considers the report and makes any decisions necessary.

6. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any Amendments to this Policy require approval by the Governing Body of Woodford County High School. The policy will be reviewed regularly according to changing circumstances. Governors will report on the school's SEN policy in their annual report to parents.

7. Questions

If you have any questions about this present statement of policy, please contact the School Business Manager, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.

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8. Appendix 1 – Examples of Provision

Examples of provision

This is not meant to be an exhaustive list. The strategies used will be appropriate for the individual student.

1. Help within school

- a) Additional support and time from subject or other teachers. This support may include:
 - Review of topics at student's own pace
 - Provision of additional resources suited to student's preferred learning style and academic ability
 - Assistance with time management and organisation
- b) An LSA may be used for in class or individual tutorial support.
- c) Students may be assigned sixth form mentors for particular subjects or general support.
- d) Sixth form peer supporters can provide help with regard to emotional and social relationships issues.
- e) Use of external agencies in school. Referrals will be made through the SENCO. The agencies operating in school are as follows:
 - The Educational Psychologist comes to school every 6-8 weeks and carries out assessments for specific learning difficulties, gives advice on learning and study strategies to students and staff and attends parent and staff consultations.
 - The New Rush Hall outreach teacher comes to school for half a day every fortnight and gives support to students with regard to a wide range of issues including learning support and emotional difficulties.
 - The Hear and Now adolescent counsellor attends school one day a week and sees individual students on a range of issues. Group workshops are also carried out occasionally.

2. Other external services

- The Educational Welfare Officer comes into school once every fortnight to monitor attendance. Concerns can be followed up by letter or a home visit.
- The Child and Family Consultation Service
- The Home Tuition Service
- The Brookside Unit for emotionally disturbed children
- Connexions