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1. Introduction

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice 2014.

2. 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.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes about their support.

3. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.

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- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

4. Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

5. Identification and assessment of pupils with special educational needs

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline

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- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, teachers will work with the SENCO to assess whether the child has SEN. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

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6. SEN Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of ‘assess–plan–do–review’ as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school’s register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

7. Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. These children will continue to have a Statement until the Local Authority completes its transition from Statements to EHC Plans.

8. Additional support for learning available to pupils with SEN

Examples of provision

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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

 <p>Woodford County High School for Girls</p> <p>SCHOOL POLICY</p> <p>Special Educational Needs Policy</p>	Effective Date :	
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- Connexions

9. Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use.

10. Evaluation of the effectiveness of provision for pupils with SEN

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

11. Assessment and review of the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEN pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually.

12. Admissions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

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13. Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

14. Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting

to appoint a member of the Governing Body to have special responsibility for SEN within the school. The member of the governing body with responsibility for Special Educational Needs is Mrs Neovi Fletcher. 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.

15. The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEN
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

16. The Special Educational Needs Co-ordinator

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

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include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEN
- to oversee the day-to-day operation of the school's SEN policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEN
- to work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEN
- to liaise with the relevant Designated Teacher where a looked after pupils has SEN
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEN in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEN are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed and to be their line manager.
- to contribute to the in-service professional development of staff in relation to SEN

17. Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers

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- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEN

18. Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

19. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Redbridge for independent support and advice.

20. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEN pupils to express their views.

21. Storing and managing information

See Woodford County High School's Data Protection Policy.

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22. Links with other schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

23. Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

24. Woodford County High School's Local Offer

Further information on Woodford County High School's arrangements for supporting pupils with SEN can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighbouring boroughs.

25. Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011