



Special Educational Needs Policy

2011-12

This policy applies to Early Years Foundation Stage, Junior School and Senior School.

Hollygirt School takes note of the following statements of principle which inform the school's policy for LDD/SEN.

The DfEE's Guidance for Proprietors states that:

'What is offered in the school should make it possible for them (pupils) to get the most out of their school years and keep all reasonable options open for future education, training or employment. This entails having the opportunity to acquire a broad and balanced range of knowledge and skills through appropriate and effective teaching over a worthwhile period of time.....Each school is expected to seek to develop the personal qualities of each pupil and to give tuition, offered with due regard to objectivity, appropriate to his age, ability and aptitude...'

The DfEE Code of Practice on the Identification and Assessment of Special Educational Needs gives the following definition of a child with LDD.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Provision for Learning Disabilities and Disorders means:

- (a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind

SEN relates to children who have received a statement of special educational needs from a local authority. It must be noted that Hollygirt School is unlikely to access any funding for support which would be forthcoming in the maintained sector.

Hollygirt is able to offer teaching in small classes in many areas of the curriculum which is an intrinsic way of supporting all learners, obviously with benefits for pupils with a learning difficulty or disability.

Provision made at Hollygirt School for LDD is in furtherance of the school aim of providing:

A broad programme of academic study which fosters a desire to learn, the ability to think and work independently and opportunities for each girl to develop her potential to the full, thus maintaining a tradition of academic excellence.

This will be achieved by following the school procedure for pupils with LDD.

At present there are two SENCOs – one in the Senior School and one in the Junior School.

Procedure for Pupils with LDD

1. The day-to-day implementation of the school's procedures is organised by the SENCOs in the Junior and Senior Schools.
2. The school is committed to the early identification of and support for pupils with LDD, and is aware that nationally in the course of their schooling, one in five pupils might be anticipated to have LDD at some point. Thus, identification is not a one-off process on entry to the school only, but staff are encouraged to maintain a constant vigilance during normal teaching and other school activities for any indication that a child might have a LDD.
3. All children with LDD will be placed on the school's Special Educational Needs register, which will be regularly updated. Staff will be regularly kept informed by the designated teachers as to the names and progress of the children on the Register. Parents will also be kept informed through Parents' Evenings, and individual meetings as necessary. The Trustees Academic Committee will receive an annual report on LDD at their spring meeting.
4. All staff who teach a child should receive a copy of the Individual Education Plan (IEP) and follow the advice it contains for maximising attainment in a co-ordinated manner.
5. LDD/SEN should be regularly considered at Curriculum and Pastoral Committees, and in Staff and Departmental Meetings.
6. There should be regular monitoring by the designated teachers of the progress of all children with IEPs and, once the level of concern reduces, consideration should be given to the removal of the child's name from the register.

Identification of LDD

On entry to the Junior School and each September, girls in Years 1 to 6 are tested and their reading and spelling ages are calculated, as are their verbal reasoning scores in Years 3 to 6. A non-verbal reasoning test is also administered in Year 4 and 6. Information may also be gained from the MIDYIS tests administered in Year 7.

When a LDD is thought to exist, the teacher concerned should discuss the situation with the SENCO, and with colleagues as appropriate. A LDD is thought to exist when in the opinion of the class or subject teacher a girl is having more difficulties in literacy, numeracy and behaviour from the standard to be expected at the child's age or is particularly advanced. The SENCO then provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies (*School Action*). The class teacher and the SENCO will then collect information about the child and seek additional help from the parents. The SENCO would normally contact the parents of any girl for whom an IEP is being prepared and invite them in for a meeting involving the Junior School SENCO and the Form Tutor. The SENCO and the class teacher should then decide on the action needed to help the child. Strategies employed to enable the child to progress should be recorded with an Individual Education Plan (IEP). This will include short-term targets set for or by the child, the teaching strategies to be used, when the plan is to be reviewed termly with the parents' views on the child's progress sought. The girl will also take part in the review process and be involved in setting the targets.

Should the child make little progress or continue to have difficulty in developing literacy and mathematical skills or have ongoing behavioural problems despite the individualised programme, external support services will be sought through *School Action Plus*. The SENCO should advise parents if it is thought that an educational psychologist's report, or equivalent from the Junior School SENCO, is necessary. It is recommended that where a girl's progress is giving significant cause for concern, such a report should be obtained. Where necessary, staff will be given a summarized version of the report as a 'pupil profile report'.

In the Senior School two IEPs will be sent to the parents, one to be signed by them and returned to the school. In the Junior School the SENCO or class teacher will discuss the IEP with the parents and then it should be signed by them.

Once the teacher had identified that a girl between 3 and 5 years has a LDD, the school will intervene through *Early Years Action*. If the intervention does not enable the child to make satisfactory progress the Junior School SENCO may need to seek advice and help from external agencies. These forms of intervention are referred to as *EARLY YEARS*

ACTION PLUS. The girl's teacher and the Junior School SENCO in consultation with the parents will decide on the action needed to progress which will be recorded within an individual education plan. This will include information about the short-term targets, the teaching strategies and the provision to be put in place, the review date and the outcome of the action taken. A request for help from external services is likely to follow a decision taken by the Junior School SENCO and colleagues in consultation with parents, at a meeting to review the child's IEP if it is considered that little or no progress has been made.

Extra Time in Public Examinations

Examination Boards expect to see a history of extra time being given in internal examinations, and assistance being given to help students make the best use of the extra time.

The SENCO will liaise with staff about the giving of extra time to girls with LDD, and with parents about the obtaining of an up to date report from an educational psychologist. Staff views on the appropriateness of extra time in their particular subject will be monitored, with particular regard to placing a girl's standard in a national as well as a Hollygirt context.

Where required and there is a documented need, a scribe or a reader will be provided for internal as well as external examinations.

The Examinations Officer will be kept fully informed.

Provision for Helping Children with SEN/LDD

This will follow the programme established in the IEP, which sets targets and review dates. Help may take different forms, depending on the nature of the LDD.

In the Junior School girls may be:

- Withdrawn from lessons to receive 1:1 tuition in literacy, maths and study skills with the Junior School SENCO.
- Withdrawn in small groups. (e.g. by the SENCO or a classroom assistant).
- Supported within the classroom (e.g. by the SENCO or a classroom assistant).
- Offered help by the class teacher in line with the recommendations of the IEP.

In the Senior School girls may be:

- Withdrawn from lessons in Year 7 once a week to receive 1:1 tuition or small groups in literacy and study skills. These lessons will be taken by the Junior School SENCO. Programmes of learning for these lessons will be devised on an individual basis.
- Approached by the SENCO on the recommendation of subject staff to discuss their learning and organisational problems.
- Withdrawn from the two lessons of German in Year 8 and 9, for extra help in English and/or Mathematics. In cases of particular weakness in literacy and/or numeracy extra lessons in Year 7 will be considered.
- Supported by SENCO or Classroom Assistant in subject lessons in line with the recommendations of the IEP.
- Possible individual lessons in Years 9, 10 and 11 if required.
- Individual mentoring sessions carried out by the SENCO or other suitable teacher.

Monitoring

All classwork is continuously monitored and carefully recorded.

Parents' Meetings in the Junior School take place in the Autumn and Spring Terms. A Parents' Evening takes place before Christmas for parents of girls in Year 11. There are Parents' Evenings for the other forms during the Spring Term.

In the Junior School, the Head of Juniors will report to the Headmistress, following the recording of marks. Any problems are usually dealt with informally in the Junior School. In the Senior School, following the recording of marks, the results are examined by the Deputy Head, and discussed with the Headmistress.

Girls showing a lack of effort and attainment are considered for being placed on report, whilst those whose lack of attainment arises from either lack of ability and/or organisation are referred to the SENCO in the Senior School.