



Southend High School for Girls

SEND Policy

(Special Educational Needs and Disability Policy)

Last reviewed: March 2018

Southend High School for Girls Academy Trust

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A = accepted with no amendments

B = accepted with amendments

C = new edition created

Southend High School for Girls

Special Educational Needs and Disability (SEND) Policy

Key Contacts and Responsibilities as of September 2017

Ms F Brierley
Headteacher

Ms A Leman
Assistant Head Teacher

Mrs A Griffiths
SENDCo

Mrs C Poxon
SEND Admin Support

Learning Managers

Southend High School for Girls aims to provide a broad and balanced curriculum for all our students in order for them to achieve their fullest potential at all stages of progression throughout the school.

Students may have special educational needs, throughout, or at any time, during their school career. This policy ensures that both curriculum planning and assessment take account of the type and extent of the difficulty experienced by the student. Teachers take into account in their planning a student's special educational needs and the provision made therefore enables her/him to participate effectively in all areas of the curriculum and the broader aspects of school life.

The SENCO has responsibility for:

- Overseeing the day to day operation of the school's SEN policy
- Liaising with and advising colleagues
- Coordinating the provision for students with special educational needs and monitoring the effectiveness of intervention and their progress.
- Liaising with parents of students with special educational needs □ Liaising with external agencies including the LEA's support services and clinical end educational psychology services.
- Liaising with the examinations officer to ensure JCQ regulations are met.
- Working with students to overcome barriers to learning.

The Bursar has responsibility for writing and maintaining the Accessibility and Disability Equality Policies.

Identification of students with SEN

- The SENDCo will work with all staff to ensure that students who may need additional or different support are identified as soon as possible.
- The progress made by all students at this school is regularly monitored and reviewed by the class teacher, learning managers and through the use of targets and data. The school will usually only identify students as having special educational needs when we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.
- Students who are not making adequate progress or who have specific learning difficulties may be identified as having special educational needs.
- The programme of primary/secondary liaison carried out by the learning manager for year 7 alerts the school to potential needs.
- Information from parents is always investigated and acted upon where appropriate.
- Class teachers/learning managers/form tutors consult with the SENCo regarding any concerns they may have about student's progress and achievement.

Monitoring, Assessment and Review for all Students with SEN

- It is the responsibility of every subject teacher to monitor the progress of individual students in her/his charge and to identify students in need of particular support.
- Whole school data will be used to assess and monitor the progress of students with SEND in all areas of the curriculum.
- All students who have been identified as having SEN have an Individual Support Plan (ISP). This is held in their digital profile on SIMS and is accessible by all subject teachers who should use it when considering quality first teaching and differentiation in their lesson planning.
- The ISP is created after discussion with the pupil, their parents, subject teachers and if appropriate, outside agencies.
- A student with a statement of special educational needs will also have an annual review.
- The SENDCO and other appropriate staff will liaise with the receiving school/college/university when a student with special needs is due to transfer.

Access to the Curriculum

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities
- To take an active role in their own learning
- Experience levels of understanding and rates of progress which bring feelings of success and achievement

Every subject area is responsible for the content of its curriculum and for the assessment and suitability of its teaching methods and materials to match the level and rate of progress of students.

There should be clear learning objectives and a positive and supportive atmosphere for all, in which differences between students can be acknowledged and catered for fully. Examples of good practice, new initiatives and resources should be shared through regular INSET particularly at department level.

Staff should be referring to ISP targets for SEN students and liaising with the SENDCo for further information on individual students with SEN.

Assessment and data should be used regularly to inform the next stage of learning.

Staff Training

The SENDCo holds the National Award for SEN Provision.

The SENDCo attends relevant courses on how to support students with special educational needs.

The SENDCo, in consultation with the head teacher/deputy head teacher/assistant heads will provide training for staff through INSET as and when appropriate. Particular support is given to GTs/NQT's as part of their induction programme.

We have a SEN Working Party which convenes to discuss SEND provision and needs. Outside experts are invited in and the findings disseminated amongst staff via weekly bulletin updates and whole school INSET.

External Agencies

The school has links with the Educational Psychologist and the school nurse who all make regular visits. When necessary, specialist teachers visit from the provider unit can be called upon for additional support. The Learning Managers and Head of Key Stages liaise with the SENDCo when it is necessary to make a CAF referral for a student.

Success Criteria

The success of this policy is judged on the aims set out above. The policy will be effective if:

- There is an improvement in the students' performance
- Appropriate referrals are being made by the SENDCo
- Staff and students value the actions which are being taken
- The student is able to achieve her/his potential in a supportive and safe environment