



# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **SENIOR SCHOOL**

Owner	SENDCO
Authorised by	Head and Governors
Dated	July 2018
Review	July 2019

## Definitions

This document is produced in accordance with the duty of equality contained in the Equality Act 2010 and the SEND Code of Practice 2014. This requires schools to take positive steps to ensure that all pupils admitted to the school (including disabled pupils) can fully participate in the education provided and that they can enjoy the other benefits, facilities and services, which the school provides for pupils.

Provision for pupils with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole. The school is committed to high quality teaching that differentiates and shows insight into the range of factors that can affect a pupil's ability to learn. This commitment is to all pupils in the school.

The Equality Act 2010 definition of disability:

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of 'day to day' activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided. Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;

- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language

For disabled pupils, the school is committed to making reasonable adjustments, as required under the Equality Act. The school's policy on charging for Auxiliary aids and services is included below.

### **Policy**

The school aims to:

- make "reasonable adjustments" to ensure that all pupils admitted to the school have access to the curriculum we offer
- provide differentiation opportunities within lessons appropriate to the individual's needs and ability
- ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- ensure that SEND pupils take as full a part as possible in all school activities
- ensure that parents are kept fully informed of their child's progress and attainment and that high quality dialogue takes place about how pupil's educational needs can be met
- ensure that SEND pupils and the parents of SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

### **Policy on charging for auxiliary aids and services**

Our charges for providing Learning Support lessons (which are regarded as auxiliary services under the Act) are explained in the Terms and Conditions which parents agree to when pupils are admitted to the School.

Reasonable adjustments for pupils with a disability will not incur an extra charge. However, it should be noted that this applies to pupils who are disabled in the terms of the Equality Act and that provision is subject to the test of reasonableness, which is context-specific.

As the legal framework changes, we will take account of legal advice provided by the Independent Schools Council (ISC), and will always be willing to respond flexibly to individual pupils' needs.

## **Procedures**

### **Staffing**

The Special Educational Needs/ Disability Co-ordinator in the Senior School (SENDCO) is Miss Melanie Render.

Support lessons for those with Special Educational Needs/Disability (SEND) is provided by a visiting specialist Literacy Support teacher who gives weekly lessons (usually during school hours) paid for by parents. Payment is made directly to the teacher.

### **Admission arrangements**

See Admissions Policy

### **Education, Health and Care Plans**

Pupils with Education, Health and Care plan (EHC): currently there are no pupils in Derby High Senior School with a full EHC plan. However, there is currently one student without an EHC but whose disability /needs require a risk assessment.

In certain cases where a pupil with SEND is considering applying to the school, the SENDCO may draw up an EHC plan. This would occur when a pupil has Special Educational Needs which would require additional arrangements not normally in place. The EHC plan would include details of what would additionally be required for the child to access the school curriculum and whether or not there would be a cost to parents of these special arrangements (acknowledging the school's duty to make 'reasonable adjustments'). It would be shared with parents so that they could consider this information alongside other information which the school routinely provides to interested parents.

### **Transition arrangements**

The SENDCO requests information about possible Special Needs concerning pupils who are making the transition from Year 6 to Year 7 from:

- Derby High Junior School
- The School Registrar concerning information from parents and other schools.
- The SENDCO will meet with parents whose child is making the transition from Junior school to the Senior school towards the end of year six, to aid an effective transition for SEND pupils.
- SEND pupils from year 6 will be given an additional tour round the senior school with the SENDCO to support their emotional wellbeing during the transition to the Senior school.

The SENDCO will provide information upon request for pupils with SEND who are making the transition to Higher Education.

### **Identification of pupils with SEND**

#### **Screening for literacy difficulties**

- Since November 2012 pupils in Year 7 have been screened for literacy related difficulties on entry to the school, using the Lucid Exact computer screening tool. An educational psychologist then writes a report for each pupil providing feedback on whether monitoring or further testing are recommended. All new pupils will be screened unless parents request otherwise. Pupils entering the school in Years 8 to 11 will also be screened near the beginning of the academic year. If they enter in the middle of the year, they will be screened with the Year 7 intake the following Autumn.
- Pupils who join the school in the sixth form will be screened during the first half-term of arrival at the school.
- Regardless of whether or not a pupil was screened on entry, this may be conducted or repeated later if a member of staff expresses concern to the SENDCO, or if the pupil herself wishes screening to take place. This is done either using the by using the Lucid Exact screening tool. This may be used twice in the secondary school period, as it is adaptive.
- Pupils who have been through the screening process, which suggested that they were unlikely to be dyslexic, but who subsequently give cause for concern, will follow the same process as outlined in the flowchart.

### **Screening for dyspraxia and dyscalculia**

- Concern over possible dyspraxia may be prompted as a result of the dyslexia screening in Year 7 or by concerns raised by a member of staff, when it may be raised with parents and assessment discussed.
- If concern is raised over possible dyscalculia, either by staff, parents of pupils, the pupil will be screened using the Testwise Dyscalculia screener. This will be organised by the Maths department, after consideration of a pupil's difficulties and evaluation of whether screening is appropriate.
  - Social, Emotional and Mental Health (SEMH) concerns will be managed in liaison with parents, pastoral staff, relevant external agencies such as CAMHS and GPs and reasonable adjustments put in place where necessary.
  - If there are concerns that a pupil may have a Social and Communication Disorder and/or Autistic Spectrum Disorder, these concerns will be managed in liaison with parents, pastoral and teaching staff and relevant external agencies such as CAMHS and GPs. Reasonable adjustments and differentiated learning tasks will be managed accordingly.

### **Process and timescale following screening on entry**

- Parents are advised when the pupil joins the school that screening will take place and asked to notify school if they do not wish their daughter to take part.
- Pupils are screened just after the Autumn half term.
- The educational psychologist sends the screening reports to the SENDCO, who then sends them to parents early in the Spring term, together with a letter suggesting further action where appropriate.
- In the Spring term the SENDCO telephones those parents who have requested that the school contacts them with reference to the screening results.
- Staff then monitor pupils who may be at risk of dyslexia or other learning difficulties between January and June and provide written feedback to the SENDCO.
- The SENDCO then writes to parents at the end of the academic year to give the results of the monitoring process and to make recommendations as to further action. This marks the end of the cycle of screening and monitoring for that particular cohort of pupils, though pupils may of course be raised in the future, should there be subsequent cause for concern.

### **Referral to Educational Psychologist**

The SENDCO works with parents in providing advice and information, when they request a discussion with her. As a result, referral to other agencies may be made, in particular to the educational psychologist with whom the school works closely, Dr Clare Boorn.

### **Other Special Educational Needs**

The SENDCO will discuss concerns with the parents, help them to access diagnosis where appropriate and facilitate the needs of the pupil being met, including providing staff with information which will assist them in supporting the pupil more effectively.

Where assessment is considered appropriate, the school usually recommends that it takes place in Year 9; this is so that the pupil is then covered for exam concessions throughout their time in secondary education, if this is recommended by the psychologist's report. New JCQ regulations require assessments to be done no earlier than year 9: it is therefore not recommended that pupils are assessed in 7 and 8.

Parents may wish for a full psychological assessment to take place during the sixth form period, in order to prepare for Higher Education. More details are available through the website for the Disabled Students' Living Allowance.

### **Organisation of support lessons**

Most of the pupils who have Special Needs are dyslexic and therefore received dyslexia targeted tuition. However, teaching staff are aware of other SEND and respond to these routinely.

- The SENDCO liaises regularly with the Literacy Support teacher to ensure a flow of relevant information pertinent to pupils' Special Educational Needs to and from the staff. In addition, the pupil may request help with strategies to tackle their academic work and the Literacy Support teacher may liaise directly with staff who teach the pupil.
- The SENDCO liaises with the literacy support teacher in order to produce a rota of support lessons. This rota is then issued to pupils.
- The rota is designed to ensure that, as far as possible, the pupils do not miss the whole of an academic lesson and that a different lesson is missed each week on a rotating basis. The lessons last 45mins.
- The SENDCO monitors the effect of pupils in L5 and above missing academic lessons in order to attend dyslexia support lessons and liaises with staff to minimise disruption to pupil progress. Where possible, a fixed lesson is offered outside academic lesson time.

### **SEND support to help pupils access the school curriculum**

Upon assessment by an educational psychologist or by further screening as provided by literacy support teacher, parents are provided with a letter listing the support currently available within lessons (see Appendix A). This includes the following:

- the suggestion that a 'buddy' may let the pupil borrow their file when the pupil needs to photocopy notes, either to supplement their own notes, or because they needed to just listen in class rather than to also attempt to write at the same time.
- the pupil may ask the librarian in order to access free photocopying of work missed
- use of ICT software to aid spelling and reading skills such as Claro Read
- use of tinted overlays
- staff to provide notes/Power Points wherever practical
- self-help study-skills strategies to aid organisation, learning, memory, application, revision etc. – available on the shared drive of the pupils' network area
- reducing the number of subjects studied at GCSE if sensible and beneficial e.g. there is no requirement for girls with a confirmed learning difficulty to study a Modern Foreign Language at GCSE or to take all six options
- differentiation in terms of learning tasks, materials, groupings and method of working
- wellbeing support will also be offered through the form tutor, Head of Key Stage and the Chaplain within school and other outside agencies if felt appropriate.
- exams concessions where a pupil is eligible (evidenced by Educational Psychologist reports/medical diagnosis, for example) and, in the case of external exams, subject to JCQ rules

The Senior School does not use a system of IEPs; instead the SENCO provides information which will help teachers to give appropriate support to pupils in dealing with SEND related difficulties in the lesson context. This is available in a secure part of the school database related to the individual pupil. Occasional staff INSET is provided to help staff to be effective in their support of SEND pupils.

### **Provision of information regarding SEND to staff**

- A list is made available for staff, which gives information from the screening and also for those who have undergone a full psychological assessment. This is available in the staff area on the school's computer network. The list is updated on a regular basis.
- Summaries of detailed information from screening and psychologist's reports are available on Schoolbase and on the staff area of the school's Computer network.
- Staff receive regular verbal updates on pupils in the weekly pastoral meeting. Requests for information from staff about pupils who may have special needs may be made. Information is provided on which pupils have been screened or tested and on whether they are entitled to examination concessions.

### **Review of pupils' progress**

**The literacy support teacher will supply regular reports for those pupils who are having dyslexia support lessons to parents and to the school.**

- The literacy support teacher highlights ways in which particular pupils could be more effectively supported in the context of their ordinary lessons and the SENDCO passes these on to staff. Equally, staff concerns over pupil difficulties are relayed to the support teacher.
- Where possible, a "Special Needs Review" is held on the same day as Tutor Review. The SENDCO interviews pupils up to and including KS4, who have been assessed as having SEN or received further screening about the support they receive in the context of their ordinary lessons. During tutor review U3 tutors are also encouraged to provide brief written feedback about how pupils were coping with the transition to Senior School; this is included with monitoring feedback.
- Staff may perhaps also use the opportunity of the Special Needs Review to raise concerns with the SENDCO
- Staff are encouraged to consider whether pupils may have SEND when writing end of term reports, either by considering a pupil's work practices or whether the achievement is in line with tests (e.g. MidYIS).
- The SENDCO reviews pupil achievement in the end of year exams

### **Review of Special Needs issues with SLT and governors**

The SENDCO works closely with the Assistant Heads (Teaching & Learning and Data& Curriculum Management) in seeking to monitor pupil progress, in drawing parents' attention to pupil difficulties and working with parents to deal with problems.

The SENDCO seeks to provide information to the Head regarding individual pupils or issues, when appropriate. In particular, will keep the Head informed on issues relevant to the governing body, in their role of oversight of the school's Special Needs provision. The SENDCO meets regularly with the governor with oversight of the SEN issues.

### **Exam concessions**

(See also Assessment and Recording policy and procedures.)

- The SENDCO passes details of public exam concessions which have been recommended as a result of assessment to the Exams Officer. She also provides the evidence (for example the psychologist's report) to support the application for special arrangements. This usually occurs at the beginning of Year 10. For pupils higher up the school, new access arrangements are triggered when the recommendation is received.
- Laptops: Details of the procedures for granting the concessions of making use of a laptop a pupil's normal way of work are contained in the laptop concession policy.
- For pupils who have received further screening, but not a full psychological assessment, and who have had literacy support lessons, the SENDCO will suggest that parents arrange testing with an educational psychologist to see whether a concession certificate is appropriate.
- The SENDCO provides information regarding special arrangements to the Deputy Head to enable her to make the necessary invigilation provision.
- Extra time is allowed in internal school exams for pupils in Years 7 to 9 who have been assessed as requiring this.

### **Junior School liaison**

- The SENDCO meets regularly with her Junior School and Kindergarten counterparts, including termly meeting with the governor with responsibility for Special Needs.
- Information about screening of Junior School pupils and arrangements for testing is passed to the Senior School SENDCO.

### **Links with outside agencies**

The SENDCO provides information requested by other agencies involved in assessing pupils e.g. paediatricians and occupational therapists.

### **Gifted and talented pupils.**

We do not label pupils as Gifted and Talented as we feel this can put pressure on those pupils and demoralise those not identified in this way. However, we recognise the need to provide stretch and challenge for pupils who are academically able, especially talented in practical subjects or who show promise in individual subjects. Department schemes of work provide opportunities to challenge and stretch these pupils through differentiation. (See Differentiation Policy). There is a Sixth Form Academic enrichment seminar programme aimed at able pupils in the Sixth Form but which is open to other pupils too.

### **English as an additional language (EAL)**

Pupils newly arrived from foreign countries, and whose first language is not English, are encouraged to have additional EAL lessons outside school and are withdrawn from those subjects which place an unreasonable strain on their language facility. Teachers will make appropriate adjustments in the volume and complexity of tasks set whilst the pupil's grasp of English is relatively weak. Teachers liaise when required with the EAL teacher via the SENDCO in order to provide information about progress, required skills and a judgment about the length of time for which additional lessons are required.

### **Complaints procedure**

These will be dealt with according to the school's complaints procedure.

Prompt and thorough discussion with parents on issues raised with the SENCO and keeping channels of communication open (including use of email) helps parents to feel that their concerns are being attended to.

Please see also

Appendix A Dictaphone use for recording homework

Appendix B Flow chart of SEN screening

### Appendix A

Dear Parents,

We have a number of girls who have dyslexia or other learning difficulties. We recognise that there is a variation in severity of these problems and also the degree to which the girls have developed strategies to cope with the things they find difficult. This is a summary of important points relating to our practice, so that you are aware of the adjustments that can be made, that may be of benefit to some girls if they choose to use them.

### **Dictaphone Use**

We understand that taking down accurate detail of what is to be done for homework can be difficult and can cause frustration at home later. We have therefore agreed to change our policy and to allow students with assessed difficulties (dyslexia and others) to have a dictaphone to be used for this purpose. There will, of course, need to be certain safeguards and restrictions imposed.

- If your daughter would like to have a dictaphone in school, I ask that you notify me on the attached form that she will bring one to school and that she agrees to abide by the rules.
- School cannot accept responsibility for the security of the dictaphone. It should be locked in a locker at lunchtime if possible.
- During each lesson the dictaphone will either a) be left on the teacher's desk – for the teacher to speak into when giving homework details. or b) kept visible on the desk in front of the pupil – so that it cannot be 'played' with.
- The members of staff will either speak directly into the dictaphone when they give homework detail or allow the pupil to enter the detail quietly themselves at this time or at the end of the lesson.
- The dictaphone must not be loaned to other pupils to use or play with at any time.
- The dictaphone must not be used for any other purposes at break or lunchtime.



**It should be noted that if it is used inappropriately by the pupil or by her friends she may lose the right to bring it to school either temporarily or permanently.**

Clearly not everyone will feel the need to use a dictaphone and I would remind the girls that they can always ask the member of staff to check the homework detail they have written down.

#### **Difficulties with taking down information from the board**

It can be difficult to make notes from the board or from dictation and, in particular, to listen and take in information at the same time as making a few notes. If there are any times when your daughter finds she has not managed to take down all the notes she needs, or they are not thorough enough, or there is an occasion when she will find it better to listen in more detail then I have arranged free photocopying through Mrs Bussey in the Library. Either your daughter, or we, can arrange a suitable 'study buddy' (or 'buddies' in option groups) for her who can be relied on to have a good clear set of notes that your daughter can borrow and take to Mrs Bussey to photocopy the relevant section and then stick it in her book. This will enable her to listen more carefully in class without worrying and will enable her to read over a clear set of notes at home. It is very important that this set of notes is stuck in so that they don't become lost. I don't expect this to be necessary or appropriate for all written work but it should prove a useful aid in some situations. Teachers are also able to provide copies of electronic material used on the interactive whiteboard.

#### **Difficulties with completing work within (set) homework time**

Where there is a repetitive homework or a particular type of work that your daughter finds very time consuming or difficult, I would encourage you and/or your daughter to discuss this with the member of staff (a note in the homework book or their diary or a phone call) as it may be possible for a reduced amount to be agreed either now or for future similar situations.

Clearly I understand that some girls are more sensitive to their situation than others and feel that they cope without needing any of these suggestions. We understand this but want you to be aware that these opportunities are available either now or perhaps in the future as work becomes more complex. If you would like to discuss any of these options further please do not hesitate to contact me.

Yours sincerely,

Miss M Render  
Special Educational Needs Co-ordinator

My daughter \_\_\_\_\_ would like to bring a dictaphone to school to record homework details. She agrees to abide by the rules associated with this.

- School cannot accept responsibility for the security of the dictaphone. It should be locked in a locker at lunchtime if possible.
- During each lesson the dictaphone will either a) be left on the teacher's desk – for the teacher to speak into when giving homework details. or b) kept visible on the desk in front of the pupil – so that it cannot be 'played' with.
- The members of staff will either speak directly into the dictaphone when they give homework detail or allow the pupil to enter the detail quietly themselves at this time or at the end of the lesson.
- The dictaphone must not be loaned to other pupils to use or play with at any time.
- The dictaphone must not be used for any other purposes at break or lunchtime.

**It should be noted that if it is used inappropriately by the pupil or by her friends she may lose the right to bring it to school either temporarily or permanently.**

Signed: \_\_\_\_\_ (Parent)

Signed: \_\_\_\_\_ (Pupil)

Date: \_\_\_\_\_

Screening process for dyslexia/dyscalculia/dyspraxia in the Senior School

