	ST ALBANS GIRLS' SCHOOL
Special Educational Needs and Disabilities Policy	
GB sub-committee: Curriculum, Assessment & Standards Committee	
Co-ordinator: Mrs K Smith	
Last Reviewed: Summer 2023	**Next Review: Summer 2024**
Signed by: **Margaret Chapman** *Head Teacher*	**Signed by:** **Claire Barnard** *Chair of Governors*

1. RATIONALE	
1.1	St Albans Girls' School believes that Special Educational Needs and Disability (SEND) is a whole school issue and that **'Every Teacher is a Teacher of SEND'**
1.2	St Albans Girls' School recognises that all students are individuals with particular needs, strengths and weaknesses. However, some students have exceptional abilities and others have significantly greater difficulty in learning than the majority of their peers. It is committed to offering an inclusive education to ensure the best possible progress for all students whatever their needs or abilities. Not all students with disabilities have Special Educational Needs and not all students with Special Educational Needs meet the definition of disability but this policy covers all these students.

1.3	**Definition**
	Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.
	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:
	    A. have a significantly greater difficulty in learning than the majority of others of the same age; or
	    B. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
	Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.4	This policy sets out how the school makes, monitors and reviews its provision for students with SEND. The education of students with identified special educational needs

	will be based on the recommendations of The Children and Families Act 2014, enacted on the 13th March and the new SEND Code of Practice (revised November 2014 and published in 2015) which accompanies this legislation, the Equality Act 2010 and the DDA (1995 and amendments contained within the DDA 2005). In accordance with the SEND and Disability Act 2001 which amended the Disability and Discrimination Act 1995, the school aims not to treat disabled students '*less favourably*' and to make '*reasonable adjustments*' to ensure that disabled students are not at a substantial disadvantage.
2. AIMS	
2.1	To ensure that students with learning difficulties and/or disabilities (LDD) are identified, assessed and monitored effectively.
2.2	To promote as far as possible the inclusive education of students with LDD by developing differentiated learning techniques.
2.3	To place students at the centre of all decisions made about the provision for their needs.
2.4	To actively promote equality of opportunity for all disabled people using the school premises as outlined in the Disability Equality Statement.
2.5	To ensure that staff have a clear understanding of their roles and responsibilities in the provision of Special Educational Needs (SEND).
2.6	To involve parents/carers as partners in enabling students with LDD to achieve their potential, by promoting positive and supportive working relationships.
2.7	To respect the rights of all students with SEND to participate in the activities of the school and in the national curriculum so far as is reasonably practicable.
3. PROCEDURES	
3.1	**Admission** Admission to the school is based on the Local Authority's admissions' criteria for secondary schools which apply equally to all students and, under those criteria, a student with a statement of Special Educational Needs or Education, Health and Care Plan, (EHCP), shall have priority for admission to the school.
3.2	**Identification and Assessment** Early identification may take place prior to entry to the school when students are visited in primary schools and Special Educational Needs requirements are reported to the SENCO and pastoral team.
3.3	Identification and assessment are continuous processes including:

	3.3.1	Teacher observation and assessment, including behaviour issues, long-term learning outcomes and attendance.
	3.3.2	Performance within the national curriculum at the end of Key Stage 2.
	3.3.3	Progress in literacy and numeracy objectives
	3.3.4	Standardised screening or assessment tools at the beginning of Year 7 and for later admissions to the school, including ability tests and reading comprehension tests.

	3.3.5	Monitoring of students' progress against their targets and review with parents at least annually.
	3.3.6	In Year 9, all students with a statement or an Education, Health and Care Plans have a transition review.
3.4	**The role of the SENCO** The SENCO in collaboration with the Head Teacher and governing body plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENCO include:	
	3.4.1	overseeing the day-to-day operation of the school's SEND policy,
	3.4.2	maintaining the SEND register,
	3.4.3	liaising with and advising colleagues,
	3.4.4	leading the inclusion team of teachers and TAs,
	3.4.5	coordinating provision for students with SEND,
	3.4.6	overseeing the records on all students with SEND,
	3.4.7	liaising with parents of students with SEND,
	3.4.8	ensuring the professional development of whole staff in SEND strategies and awareness of whole school and national issues/updates,
	3.4.9	liaising with external agencies including the advisory teacher support and educational psychology services, SYP, health and social services and voluntary bodies,
	3.4.10	Inducting and providing in-service and external training as appropriate,
	3.4.11	Ensuring effective deployment of resources to meet student needs,
	3.4.12	Reporting to Governors and Leadership Team on SEND student progress
	3.4.13	Monitoring SEND student funding
3.5	**Responsibility of the SENCO or Leadership Team** The SEND or Leadership Team is responsible for:	
	3.5.1	Ensuring that all staff are aware of the implications of the Code of Practice and monitoring its implementation throughout the school in partnership with the Governing Body.
	3.5.2	Encouraging each faculty to take responsibility for the organisation of teaching arrangements, the provision of differentiated materials and monitoring the progress of students.
3.6	**A graduated approach: 'Every Teacher is a Teacher of SEND'**	
	3.6.1	Quality First Teaching: 'The baseline of learning for *all* students'. • Any student who is falling significantly outside of the range of expected

		academic achievement in line with predicted performance indicators and grade boundaries will be monitored. - Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. - The subject teacher will take steps to provide adapted learning opportunities within the classroom, teaching techniques and materials will be adapted to the individual student's ability offering an inclusive approach to learning, which will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This is the responsibility of the class teacher. - The SENCO will be consulted as needed for support and advice and may wish to observe the student in class. - Through the above actions it can be determined which level of provision the student will need. - If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. - Parents will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. - The Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference. - Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
	3.6.2	**SEND Support** Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEND is to help schools ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below: - Assess - Plan - Do - Review This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.
	3.6.3	**Assess** In identifying a student as needing SEND support the subject teacher, working with the SEND should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and

		assessment data on how the student is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.
	3.6.4	**Plan** Planning will involve consultation between the teacher, Director of Learning, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. When a school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment. Delivery of the strategies will remain the responsibility of subject teachers.
	3.6.5	**Do** The tutor, Director of Learning and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.
	3.6.6	**Review** Reviewing student progress will be made at termly data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.
4. THE LOCAL OFFER St Albans Girls' School is an inclusive school and may offer the following range of provision / intervention to support students with SEND:		
4.1	● Social Skills programmes/support, including strategies to enhance self-esteem ● Individual support provided by the pastoral team of the Student Support Officers, the Student and Family Support Officer and the Bereavement Counsellor ● Individual social skills programme run for individual students according to need	

4.2	**Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation)** ● Supportive transition process, extensive communication with primary schools ● Prompt cards and colour coded timetables to support student organisation ● Pre teaching of strategies and vocabulary for individual students ● Electronic notes pad available to be borrowed according to need ● Use of own laptop in school ● Specialist equipment to access the curriculum ● Assistive technology where applicable
4.3	**Strategies/programmes to support speech and language** ● Interventions from a speech and language therapist delivered by a key worker ● Whole staff training on meeting the needs of students with speech and language difficulties
4.4	**Mentoring activities** ● Peer mentors available to all year groups ● Teacher and student support team mentors
4.5	**Access to strategies/programmes to support Occupational Therapy/Physiotherapy** ● Interventions from an Occupational or Physiotherapist delivered by a trained key worker
4.6	**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)** ● Planned programme of support from a learning mentor/key worker ● Groups to support emotional well-being ● Parental contact at the end of each week
4.7	**Strategies to support literacy development** ● Targeted short term small group interventions for students with attainment levels below expectation. ● 1:1 intervention programme delivered under direction of relevant professionals
4.8	**Strategies to support numeracy development** ● Targeted short term small group interventions. ● 1:1 intervention programme delivered under direction of relevant professionals
4.9	**Strategies to support modify behaviour** ● Use of the school behaviour policy including reasonable adjustments for the impact of disabilities, (available on the website) ● Students may be given a key worker to help them reflect on how to modify their behaviour ● Pastoral support plans will be put in place ● Support from external agencies ● Time allocated for targeted behaviour reflection and strategy planning with a learning mentor ● Protective behaviours with specialist TA
4.10	**Provision to facilitate/support access to the curriculum** ● Targeted in class support ● Teachers provide differentiated materials to support students with additional needs, barriers to learning are identified on Spotlight profiles, Edulink and the Learning Support Drive

	• Interventions are available to enable students to overcome their barriers to learning, matched to student needs • Provision of a personalised curriculum • Case study forums • Access to specialist equipment and assistive technology according to need
4.11	**Strategies/support to develop independent learning** • Use of visual timetables and checklists • Access to personal ICT • Differentiated curriculum • Personalised targets for students • Targeted provision to promote independence with a Learning Mentor
4.12	**Support/supervision at unstructured times of the day including personal care** • Key workers are available to provide support during unstructured time throughout the day • Teaching staff on duty during unstructured time • Midday Supervisors on duty at lunchtime • A large range of lunch clubs are available
4.13	**Planning and assessment** • Individual student targets • Regular review of targets with student and parents • Access arrangements are organised for all exams according to student need.
4.14	**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports** • Liaison with a wide range of professionals • Regular progress meeting with parents • Regular telephone and email contact with parents as appropriate
4.15	**Access to Medical Interventions** • Strategies for the use of personal medication • Access to First Aid trained staff on site • Individual protocols recoded on Individual Health Care Plans for students with significant medical needs • Individual support plans for students with short term medical needs • Liaison and collaboration with ESMA teachers for students with less than 50% attendance due to additional needs • Access to specialist advice as required through Integrated Services for Learning
4.16	**Referral for an Education, Health and Care Plan:** Students who have not responded to the above actions may require a statutory assessment which could result in an Education, Health and Care Plan. If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO and SEND Information and Support Officer.

	The application for an Education, Health and Care Plans will combine information from a variety of sources including: ● Parents ● Teachers ● SENCO ● Social Care ● Health professionals Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan.
4.17	**Education, Health and Care Plans (EHC Plan)** ● Following Statutory Assessment, an EHC Plan will be provided by ● Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan. ● Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.
4.18	**Curriculum and Equal Opportunities** We ensure that the potential of every student is as fully developed as possible. Students with SEND will have access to the full range of the school's curriculum and other activities with their peers, so far as is reasonably practical. This will be compatible with the student receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources. All staff are responsible for implementing and helping to evaluate this policy and procedures.
4.19	**Resources** We will seek human and financial resources from appropriate sources necessary to implement this policy. We will provide an appropriate level of training for all staff including Teaching Assistants, both in school and by accessing outside training.
4.20	**Partnership with parents** We seek to involve parents in an understanding of the school's approach to SEND. We will encourage them to be fully involved with us in meeting their student's needs and monitoring their progress. Termly Learning Support Newsletters are sent with contact details for key SEND staff and parents of students with SEND should contact the SENCO (Mrs Smith) in the first instance. Any complaints will be handled following the school's complaints procedure.
5. MONITORING	
5.1	Monitoring of the implementation of the policy is the responsibility of the SENCO, Senior and middle leaders. Student progress will be observed and tested using a range of assessment techniques which may include ● Key Stage 2 results. ● CATs ● Reading /Spelling Assessments. ● Student progress against school targets

	● Specialist Assessment Test. ● Views of parents, students and teachers.
5.2	Records will be kept of students about whom there are concerns. SEND provision for every student with SEND will be mapped and reviewed at least annually.