

## **Special Educational Need and Disability (SEND) Senior School Policy**

### Introduction

The aim of our work with students who have special educational needs (SEND), reflects the aims of the College to recognise and realise the potential of every child in the school.

A child has special educational needs if she has learning difficulties or exhibits abilities/talents which require special provision to be made. The College follows the States of Guernsey 2004: Special Educational Needs Code of Practice.

As the College places emphasis on knowing its students extremely well and providing as personal a learning experience as possible, all students are monitored and supported according to their individual needs. However, it is recognised that some girls may require additional support, either temporarily or throughout their school career.

Details of the current Head of Learning Support can be found on the staff list for the current academic year.

### Definitions

#### **1) Learning Difficulties**

A learning difficulty arises if a student has a significantly greater difficulty in learning than the majority of students of the same age, or a disability which prevents or hinders the child making use of educational facilities or from accessing the curriculum.

These constraints may be a combination of:

- Physical
- Sensory
- Social
- Emotional
- Behavioural
- Cognitive.

Difficulties may be temporary or long term; mild, moderate or, occasionally, severe in nature.

#### **2) Highly able**

At the Senior School we refer to our 'gifted' students as Highly Able.

*This* refers to girls who achieve, or have the ability to achieve significantly in advance of their year group within the school in an academic subject and these students would have a MiDYIS/YELLIS/ALIS over 130.

*It also refers* to girls who have the ability or potential to excel in Performing or Creative Arts, Sport and Emotional Intelligence.

Typically these girls will represent approximately the top 5% of their cohort.

## **Learning Difficulties**

### **Aims and objectives**

To identify students who have learning difficulties in each cohort and to ensure that they are provided for

- To assess students in order to ascertain the nature of the learning difficulty and the level of support required
- To provide opportunities for students to reach their full potential by appropriate, differentiated and specific planned teaching programmes
- To ensure the welfare and needs of the whole child by offering emotional, social and academic support within the academic and pastoral framework of the school in order to maintain and, if necessary, improve self-confidence and self-esteem
- To monitor and track student progress using the school tracking system and in consultation with teachers
- To ensure that parents/carers and teaching colleagues are kept fully informed as partners in the students' learning, within the learning support context and advise them of strategies to support each student's learning style and needs
- To ensure that students have a voice in the process to encourage them to be owners and managers of their own learning

### **Identification of students who may need learning support**

**Identification of, and provision for, students with Learning Difficulties is the responsibility of ALL teachers in the school, supported by the Head of Learning Support, providing for their individual needs.**

- Teacher nomination – teachers who have concerns about a student will refer them to the Tutor in the first instance who will follow up with the Year Co-ordinator, who will liaise with the Head of Learning Support for consideration about the level and type of support needed
- The use of baseline data and normalised scores to identify and monitor underperformance
- Information from parents, outside agencies, previous schools
- Information from tests given on entry to the school

## **Procedures, strategies and provision**

### **Stage 1 – Monitor**

- Class teachers are expected to monitor the progression of ALL students and to differentiate accordingly to suit individual needs in the classroom

### **Stage 2 – School Action** (marked as an ‘A’ on Integris)

- Interventions are required which are different from or additional to the school’s differentiated curriculum
- Parents/carers are advised by the Head of Learning Support that extra learning support is being recommended for their child and, in consultation with parents the nature and amount of extra support is discussed and put in place
- Specific areas of difficulty are identified and a Learning Plan is created and given to both parents and teachers. Individual targets are set in discussion with the student
- Tailored support on a 1:1 or small group basis takes place with the Head of Learning Support/Learning Support Teacher. This may involve the replacement of a subject with learning support as part of the student's curriculum and may incur additional costs to the parents or guardians.
- Parents receive feedback through the setting up and review of the Learning Plan.
- Learning Plans are reviewed and updated twice yearly. Parents are invited in to review with the Learning Support Co-ordinator and to meet at Parents’ Evenings.

### **Stage 3 – School Action Plus** (marked as a ‘P’ on Integris) **Use of outside agencies**

- In some cases there is a need for the use of outside agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Dyslexia Day Centre etc. The Head of Learning Support will refer and act as a liaison between parents, staff and students in these cases. (The Deputy Principal is the liaison with CAMHS).
- Dyslexia – The Head of Learning Support works closely with the Dyslexia Day Centre, whose staff work with some students in the lunch hour at school or after school hours, to ensure that their work and recommendations are supported in the classroom. If a child shows signs of dyslexia the Head of Learning Support will discuss this with parents and an initial screening of the child within school and/or referral for a full assessment at the Dyslexia Day Centre may be recommended.

**Parents are aware that the school has a Head of Learning Support and that they may be contacted directly, at any time, if they have concerns about their daughter.**

## **Roles and Responsibilities**

### **The Head of Learning Support is responsible for:**

- Initial identification of incoming students with learning difficulties and making colleagues aware of who these students are as they start at the College
- Entering guidance details on the Integris management system
- Monitoring those on the Learning Support Register (T drive) who do not receive any additional learning support
- Maintaining all Learning Support Records, including specialist reports.
- Setting appropriate targets for students with Learning Difficulties and sharing these with subject specialists
- Monitoring those students who are referred to Head of Learning Support, through the College Referral system (appendix X)
- Overseeing the learning support tutorials and planning for these students
- Using appropriate resources to support students with Learning Difficulties
- Monitor the performance of students with Learning Difficulties and sharing feedback with the Year Co-ordinator
- Advising colleagues of suitable strategies for supporting those with Learning Difficulties in the classroom
- Write Learning Plans for students who are having additional support from the Learning Support Department.
- To plan programmes of work for those receiving additional Learning Support which provides for their individual needs
- Purchasing and organising appropriate resources
- Co-ordinating and monitoring the provision of students with Learning Difficulties, including organising access arrangements for examinations where required
- To liaise with parents/ carers and outside agencies. (We operate an 'open door policy' and parents are able to make appointments to discuss their daughter's progress throughout the academic year)
- To report to parents through reports and parent meetings on their daughter's progress
- Developing expertise through appropriate INSET
- Ensuring the transfer of information from and to feeder schools.

### **Monitoring and evaluating provision**

- The Learning Support Register is kept and regularly updated
- Progress is measured and monitored using staff feedback and the school's normalised scores
- Learning Plans are evaluated and updated according to progress twice yearly, by the Head of Learning Support

- On-going information is shared between teachers and the Head of Learning Support through regular informal discussions and weekly Year Co-ordinators' meetings
- All records are kept centrally by the Head of Learning Support and copies of Learning Plans etc. given to teachers and parents.

### **Resources**

- Learning support room
- Practical resources
- Learning programmes to support Mathematics, Reading Comprehension, spelling and Punctuation and Grammar
- Specialist dyslexia interventions and programmes
- GL Dyslexia Screening Assessment
- Various computer / internet based support materials
- Head of Learning Support & Learning Support Teachers
- Dyslexia Day Centre support
- On-going staff training

### **Provision**

Students who arrive at College in Remove, (Year 7) already having had Learning Support will be accommodated by being offered continued support in the form of one to one tutorials and/or small group support sessions, according to the needs of the individual students, in discussion with parents, teachers and Year Co-ordinators.

Students embarking on their GCSE courses may be offered continued support by individual tutorials and/or small group sessions

### **Highly Able,– Aims and Objectives**

- To identify students achieving at a level significantly beyond their peers, and to make appropriate provision which further develops their skills and abilities
- To identify students with the potential to perform at a level significantly above their peers, and to make appropriate provision to stretch them to achieve their full potential.
- To provide an appropriately challenging curriculum which create opportunities for ALL students to enrich and extend their learning
- To provide opportunity in the curriculum for all students to develop their higher order thinking skills and independent thinking.

## **Identifying students who may need learning support**

**Identification of, and provision for Highly Able students is the responsibility of ALL teachers in the school, supported by the Head of Learning Support, providing for their individual needs.**

Identification is an on-going process, and is based on both standardised test results and teacher observation / nomination.

- Teacher nomination – teachers may nominate a student using a nomination form and provide evidence based on their observations / student's work in class. A discussion then takes place with the Head of Learning Support and the student may/may not be added to the More Able register and provision put in place. This process is particularly applicable to the Arts and Physical Education and will reflect approximately 5% of the cohort.
- Standardised test results are reviewed by the Year Co-ordinators and the Head of Learning Support to highlight any students which may be considered for addition to the register. These would be students with a standardised score of 130+ MidYIS, Yellis and ALIS. These results are considered in conjunction with class work / approach before the child is added to the register.
- Information from parents, outside agencies, previous schools
- Information from tests given on entry to the school

## **Procedures, strategies and provision**

The Head of Learning Support will work with teachers to analyse each student's areas of strength and opportunities for further development. On the basis of this analysis, targets will be set and appropriate provision planned.

It is not school policy to move a Highly Able student up to the next year group as this can be socially detrimental. More Able students will be provided for within the classroom.

## **Strategies within the classroom**

- Differentiation by task. Highly Able girls to be moved quickly on through the initial task and onto higher order / independent thinking activities. Not given more of the same.
- Asking higher order questions to encourage investigation and enquiry
- Setting challenging individual targets
- Enabling students to evaluate their own work

Whilst providing opportunity and a learning environment in which the Highly Able girls can excel, many of the above strategies will enrich and extend the learning experience for all in the class.

## **Co-Curricular Strategies**

**Parents will be encouraged to support their child's talent in one / some of the following ways**

- Encouragement to join a school co-curricular club
- Encouragement to develop a talent through a local club / organisation
- Developing a talent through local competitions
- Parents sharing their daughter's achievements with College, which in turn is recorded on their Record of Achievement and announced at Mark Reading
- Attending Summer Schools
- Visits

## **Roles and Responsibilities**

**The Teacher is responsible for:**

- Identifying the Highly Able and most able in their class and / or specialist subject
- Setting appropriate targets for the Highly Able students
- Ensuring appropriate provision through differentiated planning
- Using appropriate resources to challenge Highly Able students and make these available to all in the class
- Monitor and record the performance of Highly Able students and report back any concerns about progress to the Head of Learning Support

**The Head of Learning Support is responsible for:**

- Identifying the Highly Able (in conjunction with the class teacher) in the school
- Compiling and maintaining an up to date Highly Able register
- Assisting colleagues with differentiated planning and monitoring planning
- Advising colleagues of suitable strategies for extending the Highly Able
- Co-ordinating and monitoring the provision for the Highly Able
- Liaising with parents/ carers and outside agencies, if appropriate
- Sharing and developing expertise with staff through appropriate INSET

## **Monitoring and evaluating provision**

- The Highly Able register is kept and regularly updated
- Progress is measured and monitored using staff feedback and the school's normalised scores
- On-going information is shared between teachers and the Head of Learning Support through regular informal discussions and weekly Year Co-ordinators' meetings
- Teachers are responsible for monitoring and reporting on the progress of Highly Able students and provision is regularly reviewed and updated
- It should be noted that, whilst characteristics of high ability may be displayed at any age, some features may be particularly prominent during one phase of development and of schooling. For this reason, girls will move onto, and away from, the register, depending on their specific educational needs during their time with us.

**Resources**

- A range of co-curricular activities
- Extension activities
- On-going staff training

**English as an Additional Language**

In order to cope with the academic demands at The Ladies' College, students should be fluent English speakers.

Learning support is provided for students for whom English is an additional language if required.

A register is kept by the Head of Learning Support and students are evaluated as required.

**Physical accessibility**

We recognise that some students with special education needs may also have physical disabilities. We advise prospective parents of disabled students to discuss their daughter's requirements with the Registrar. The Ladies' College site is not accessible to wheelchairs in many areas and while our aim is to make our buildings progressively more accessible to disabled students, parents and visitors this is not currently the case.

**Temporarily on crutches.**

Year Co-ordinators make arrangement directly with parents as required.

**Well – being issues.**

Year Co-ordinators lead on this and will liaise with the Head of Learning Support if this is appropriate as a result of the student's academic progress.