
Special Educational Needs Policy

The objectives of the governing body in making provision for pupils with special educational needs (SEN) are to combine the principles and requirements of the Code of Practice for Special Educational Needs (DfES 2001) with the school's mission statement.

At The Grey Coat Hospital we value and respect all pupils equally and we aim to ensure that all students have an equal opportunity to engage in the curriculum. We recognise that some pupils will need additional support for at least part of their school careers to ensure access to the whole curriculum.

The SEN Code of Practice (2001) defines special educational needs as follows:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

SEN provision is regarded as a whole school matter and all teachers are teachers of students with special educational needs. We aim to support our teachers by providing them with information about students with special educational needs and advice on strategies for support. We are committed to staff training and regularly provide whole school inset on different aspects of special educational needs.

Identification of students with special educational needs

The Head of Learning Support will look at the following when identifying SEN students:

- SEN information from primary schools.
- Information or concerns from parents.
- Information from outside agencies such as health or social services.
- Spelling screening (the new Year 7 is screened for spelling in the first half term).
- Referrals from teachers (these referrals can come through the Inclusions meetings that are held fortnightly).
- Termly tracking and reports.
- Key Stage 3 SATs results.

Grey Coat aims to meet the needs of SEN students in the following ways:

The Learning Support department

Our department is run by the Head of Learning Support and also has a number of learning support teachers and assistants. The department also has support from Westminster (LEA) support department. The aim of the department is to provide the appropriate and necessary advice and support to enable every student with special educational needs to make good progress and reach their full potential and prepare them for life after school.

Links With Outside Professionals

Regular meetings with the school's education psychologist enables students to be assessed if needed and for advice to be sought at an early stage. Advisory teachers from the LEA's support team visit the school on a regular basis and discuss programmes of work which may aid progress.

SEN Register

The Head of Learning Support is responsible for maintaining a list of all students in the school who have been identified as having special educational needs. This is known as the SEN register. A copy of the register is given to staff at the beginning of the year and regular updates are circulated to teachers so that they are aware of progress and needs of students throughout the year.

School Action

In accordance with the Code of Practice, when a student identified as having special educational needs is found to need *interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum*, she will be placed at School Action. Support will be given either in class, individually or as part of a small group with an LST or LSA. There may be some withdrawn support.

School Action Plus

When a student requires specialist intervention that the school is unable to provide from its own resources, a referral is made to seek advice and support from external services. At this stage the student is moved to the School Action Plus stage. At this stage the student will receive more support either in class, small group or one to one. Some students may 'drop' a subject so that their workload is lessened and will join a small support group in place of this lesson. These withdrawal groups may focus on literacy, numeracy or communication skills, depending on the needs of the students.

Statements

The LEA considers the need for a statement of special educational needs and, if appropriate, makes a statement and arranges, monitors and reviews provision. Students will receive support in line with their statement, adapting the curriculum when necessary (alternative courses at KS4). Annual Reviews of the statements take place each year.

Clubs

A weekly SEN homework club run by the LSAs also offers additional support mainly for statemented students. Some students with special educational needs also benefit greatly from support which is available to all students such as the paired reading, games and knitting (social) clubs.

Parental Support

We value the input and support of parents and aim to work in partnership with parents at all stages of intervention. Parents are informed when their daughter is placed on the SEN register and consulted when it is felt appropriate to change the level of intervention and move the student to a different stage, be it up or down.

Facilities

It is important to note that The Grey Coat Hospital is a split-site building. St Andrew's building (lower school) is a listed building with wheelchair access on the ground floor only. The St Michael's building (upper school) offers full disabled access.