
Special Educational Needs and Disabilities Information Policy

Introduction

This document outlines the aims, principles and strategies for the identification, teaching and support of students with special educational needs and disabilities at The Grey Coat Hospital. It is in line with the Equality Act 2010, Special educational needs and disability code of practice: 0 to 25 years, January 2015 and the Children and Families Act 2014. It replaces the previous SEN policy and has been revised by the Inclusion Department in consultation with the whole staff and with the SEND Governor. This policy should be read in conjunction with The Grey Coat Hospital SEND Policy and The Disability Policy. The SEND Policy, The Disability Policy and SEND Information Report outline systems and approaches that the school will take to identify and to address barriers to learning for students with SEND. Central to all is our focus on high quality teaching and our commitment to improving outcomes for all students.

School Aim

The philosophy of the school is centred upon a Christian community which provides the best educational opportunity for all its students.

To achieve this we seek to:

- offer a broad, balanced and relevant curriculum embracing national and local curriculum issues specific to the needs of the students
- concentrate on delivering effective teaching and learning by planning relevant and creative CPD
- provide the best possible teaching environment in this split site school
- encourage independent learning through the setting of personal targets in order to encourage all students to fulfil their maximum potential
- maintain a structured and caring community where tolerance, respect, confidence and co-operation are encouraged
- offer students the opportunity to achieve success be it academic, creative, social or personal
- enhance teaching by the effective use of ICT
- maintain an effective support system

At Grey Coat we value and respect all students equally and we aim to ensure that all students have an equal opportunity to engage in the curriculum. We recognise that some students will need additional support for at least part of their school careers to ensure access to the whole curriculum. When outside specialist advice and support is necessary we will contact the appropriate external specialist agencies.

We believe that each student should be included in decision making about her/his own progress and support. It is important that she/he feels valued, that her/his strengths are recognised and that her/his difficulties are acknowledged and supported.

We value the input and support of parents and aim to work in partnership with parents at all stages of intervention.

At school we aim to support all teachers by providing them with information about student 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 and disabilities. The Inclusion Department aims to provide the appropriate and necessary advice and support to enable all students with special educational needs to make good progress and reach their full potential and prepare them for life after school.

The Inclusion Department

The Inclusion Department is run by the SENDCo and includes a learning mentor, learning support teacher and learning support assistants. In addition, there is a school counsellor who supports students with their emotional wellbeing.

Departmental vision

We are committed to working with the whole school community to provide the best possible education for all students. We aim to ensure all students have the opportunity to develop their abilities and to fulfil their potential, both academically and socially, in order to live in the world as independent adults. To achieve this, we work with students, staff, parents and external agencies to better understand individual pupil needs and to tailor our provision to meet them.

Links with outside professionals

The Grey Coat Hospital is mindful that some students with SEND require a more specialised approach to meeting their identified needs. As such, some students at the SEN Support stage may have access to some of the following:

- Speech and Language Therapist
- Bi-Borough outreach support, advice and intervention
- Educational Psychologist
- CAMHS

Inclusion Profile

The SENDCo 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 inclusion profile. The Inclusion Administrator (under the direction of the SENDCo), ensures that all records are accurate and up-to-date. Personalised targets are set for all students during Academic Tutorials three times per year with input from the Inclusion Department.

Day to day support for students with SEND

Meeting the needs of children with SEND is a whole school responsibility. We train our teachers to understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress and reach their full potential.

Our education provisions will match the needs of the four broad areas of need as defined in the Special educational needs and disability code of practice: 0 to 25 years, January 2015:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

We have a three tiered approach to supporting a child's learning.

Universal – this is the 'quality first' teaching students will receive from her/his subject teacher and may include some minor adaptations to match learning needs.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to a student's learning. This takes the form of a graduated four part approach of a) assessing student's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on the student's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. Parents will be kept informed of student's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of students, access to these specialists may be through an EHC Plan.

In some cases, specific adaptations may be required such as for students with visual or hearing impairments, Inclusion works with external agencies and partners to support and implement reasonable adjustments. In addition, training and provision of information are given to staff to enable them to support students. In some cases, students are referred into intervention support groups to develop their social and emotional as well as literacy and numeracy needs.

Exam access arrangements may also be required to help students to achieve their potential under timed conditions, these are implemented in conjunction with the exams officer. In order to establish if a student meets the published criteria, JCQ regulations state that all students who have disabilities and/or learning difficulties should be assessed within 26 months of their final GCSE examination.

Identification of students with SEND

Early identification of need is a priority and the Inclusion Department uses a variety of resources to ensure this happens whenever possible. Teachers will discuss concerns or questions relating to learning needs with the SENDCo. The SENDCo meets regularly with the Designated Safeguarding Lead and Heads of Year so key information is shared.

Students who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEND.

Other information will be gleaned from:

- Year 6 transition including data and conversations with primary schools
- Information from external agencies
- Early testing in Year 7
- Fortnightly Inclusion meetings to identify need/s and referrals made accordingly
- Termly tracking reports
- Parents are encouraged to contact the school as soon as they have any concerns about their child's Special Educational Needs

Parents are informed when their daughter is placed on the inclusion profile 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.

Monitoring and reviewing progress

Progress is continually monitored through a combination of informal and formal assessment. At the end of each term you will receive a school report. This report details a student's progress in relation to baseline assessment and examination performance indicators (KS4 and KS5). In addition to this the progress of students with an EHC Plan is formally reviewed at an Annual Review, where progress is considered against specified outcomes.

The SENDCo monitors the progress and attainment of all students to support the appropriate identification and support of students with SEND. A whole school provision map supports tracking.

The SENDCo is responsible for maintaining the records of the students with special educational needs and keeping them up to date.

In addition, work is carried out by the Inclusion Department to support transition and planning for adulthood. This may include additional qualifications, links with external agencies including further education colleges, support with applications to higher education and access to careers advice.

Making complaints

The procedure for making complaints is outlined in the Complaints Procedure on The Grey Coat Hospital website.

Involvement of parents and students

Parents/carers are encouraged to be involved in all areas of their child's learning and we invite parents to events such as literacy coffee mornings to learn more about the support being offered to targeted students. Parents are able to share their views and discuss progress at regular school meetings with the subject teachers and form tutor. Parents of students with an EHC Plan will also be able to share their views at the Annual Review.

Students are part of the target setting process at Academic Review Days and have an opportunity to reflect on the past term and discuss any concerns with the form tutor. Students with an EHC Plan will all have person centred profiles which will include the students' own views on areas such as the support they find most helpful. The Inclusion Department has an open door policy and students are encouraged to discuss any questions or concerns they may have about their learning with a member of the Inclusion Department.

The school environment

St Andrew's is a listed building with some areas inaccessible to wheelchairs. In the upper school, St Michael's building; there is a lift which students with physical difficulties have access to.