



SHEFFIELD GIRLS'

INFANT, JUNIOR & SENIOR SCHOOL

Special Educational Needs and Disabilities (SEND) Policy – Senior School

Section 1: Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

The school's Special Educational Needs Co-ordinator (SENCo), Mrs Michelle Bates, can be contacted via email at m.bates@she.gdst.net or by telephoning 0114 3587622.

Section 2: Aim

Sheffield High School's inclusive education aims to give each individual pupil the support she may need to participate in the wide range of school life and activities in order to progress according to her capabilities and to achieve her full potential by setting high but realistic goals. Support for a variety of needs is a collective, whole-school responsibility; every teacher is a teacher of pupils with individual needs, including those with special educational needs and/or disabilities (SEND).

Objectives

The purpose of this SEND policy is to ensure that:

- Sheffield High School works within the guidance of the SEND Code of Practice May 2015.
- Teachers, pupils and parents understand and have a commitment to developing an inclusive community and fostering mutual understanding and respect for each other.
- Teachers can identify and provide for pupils with Special Educational Needs and Disabilities (SEND) who experience barriers to learning and are provided with support and advice where needed.
- Pupils' concerns are listened to and acted upon so that they can learn effectively in a supportive environment, progressing to their full potential.
- Sheffield High School operates a 'whole pupil, whole school' approach to the management and provision of support for pupils with Special Educational Needs and Disabilities.
- Should a pupil have an Education, Health and Care Plan (EHCP) the school will comply with the SEND Code of Practice May 2015 in terms of being able to provide for that particular pupil's needs.

Section 3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in the Code of Practice (May 2015). To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Sheffield High School we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child.

Liaison with feeder settings/schools

Feeder settings/schools are contacted prior to transfer. Information is shared, including from any outside professionals working with the pupil, about any pupil who has been identified as having, or previously having, an additional learning need. Where practicable the SENCo will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Individual diagnostic assessments

Individual diagnostic assessments are used for pupils where there are concerns. Skills in Cognition and Learning will be carefully looked at together with progress, both previous and present.

Staff referrals

Members of staff consult with the SENCo if they believe a pupil may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Referrals by parents or carers

Any parent/carer may express concern, we welcome any parent/carer into school who may have any queries, or this can be discussed via telephone or email. Once information is gathered, the SENCo and Assistant Head (Pastoral Care) will use data and staff feedback to plan next steps.

Types of learning needs and disabilities

The four broad categories of need are detailed below, these may cut across some or all of the areas listed and may change over time;

Communication and Interaction

Speech, Language and Communication Needs (SLCN)
Autism Spectrum Disorder (ASD)
Asperger's Syndrome

Cognition and Learning

Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation);
Dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).
A discrepancy between achievement and general intellectual ability that may indicate that a pupil has a Specific Learning Difficulty.

Social, Emotional and Mental Health (SEMH)	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <p>Problems of mood (anxiety or depression),</p> <p>Problems of conduct (oppositional problems and more severe conduct problems including aggression),</p> <p>Self-harming,</p> <p>Substance abuse,</p> <p>Eating disorders or physical symptoms that are medically unexplained,</p> <p>Attention Deficit (Hyperactive) Disorder (ADD/ADHD),</p> <p>Attachment disorder,</p> <p>Autism or pervasive developmental disorder,</p> <p>A disruptive disorder or, rarely, schizophrenia or bipolar disorder.</p> <p>Tourette’s Syndrome</p>
Sensory and/or Physical Needs	<p>Visual Impairment (VI)</p> <p>Hearing Impairment (HI)</p> <p>Multi-Sensory Impairment (MSI)</p> <p>Physical Disability (PD)</p>

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN). Those pupils who may have a disability or SEN or both are provided with reasonable adjustments to comply with the Equality Act 2010, to increase access to the curriculum, to the physical environment of the school and to written information in alternative formats (see Equal Opportunities Policy and Accessibility Plan).
- Processing Difficulties – includes pupils who may be hindered in accessing the full curriculum and fulfilling their potential without the recognition of and individual provision for their needs, through high quality differentiated teaching in the classroom.
- Attendance and Punctuality
- Health and Welfare
- Having English as an additional language (EAL)
- Being a Child ‘Looked After’ by the Local Authority

Section 4: Approach

- Parents/Carers are asked to inform the school on the registration form of any specific needs before their daughter takes the entrance test. On the form for new entrants, parent/carers are asked specifically about external assessments and any extra support that their daughter has previously received.
- Before entry, the needs of pupils are identified through communication with SHS Junior School and other feeder schools in time for arrangements to be made, if necessary, for the January entrance test. Primary and preparatory schools pass on relevant SEND information, including internal/external assessments and additional support received at KS2.

- Staff are fully aware of pupils' profiles of need, planning and delivering high quality, differentiated lessons in response to individual needs.
- Pupils with SEND experience an inclusive education, with maximum access to the curriculum, making progress alongside their peers to achieve their potential.
- Where appropriate and in consultation with staff, the pupil and their parent/carer, pupils with SEND receive additional support.
- Access to specialist services and external support agencies is available to provide advice and training to the school in meeting the needs of particular pupils.
- For identified pupils, SEND support should take the form of a graduated approach in line with the requirements of the May 2015 Code of Practice.
- All pupils in Year 7 are assessed to provide a baseline for tracking their progress from Year 7 to Year 11 and to determine whether any additional testing needs to take place to identify specific learning or processing difficulties.
- All pupils at transition from Key Stage 3 to Key Stage 4 are screened by the SENCo to identify whether Access Arrangements are needed for GCSEs. Appropriate provision is put in place if supported by a history of persistent and significant need. Sheffield High School follows the procedures and guidelines set out by the Joint Council for Qualifications (JCQ).
- If a pupil has been identified as having dyslexia or other relevant learning difficulties, indicating possible eligibility for Access Arrangements in external examinations, she should trial these arrangements in class, tests and school examinations as her normal way of working.
- Teaching staff are encouraged to report causes for concern about individual pupils to the SENCo, these are listed in the SEND Inclusion folder.
- When appropriate and following discussion with the Pastoral Assistant Head, teachers, parents/carers and the pupil (Y7 –Y13) concerned, the SENCo will carry out a detailed assessment to identify individual learning needs, including screening for dyslexia. Alternatively, the SENCo may refer an individual for a formal assessment by an educational psychologist, or by other external professionals.
- A SEND Inclusion register is compiled and updated regularly by the SENCo.
- A profile of detailed information about individual pupils' strengths and needs is compiled in the SEND Inclusion folder to help staff plan and inform their teaching. All teachers are expected to recognise the needs of individual pupils, follow advice given on SEND/ EAL/ G&T/ Medical needs in the pupil profile and develop differentiated teaching strategies to maximise learning for all pupils.
- Pupils who are dyslexic or who have dyslexic tendencies (usually, but not exclusively, those with standard scores below 85) may have study support lessons with the SENCo either before school or after school or at lunch time. Alternatively, the SENCo may liaise with a private teacher or over courses provided by other institutions, paid for by parents.
- Pupils who experience difficulties with English and/or modern languages in Y8 may be offered Communication Skills (literacy support) instead of a third language in Y9.
- Certain pupils may be allowed study support time supervised by the SENCo who liaises with subject teachers and Heads of Year and assists with both study skills and curriculum tasks. There can be many reasons for this and each pupil is considered individually.
- Pupils with emotional issues are offered counselling when necessary. Pupils can refer themselves to the School Counsellor, or can be referred by their Head of Year/Assistant Head (Pastoral Care).
- The SENCo tracks individual pupils through assessment data, takes into account any information received from teaching staff and reviews progress with pupils and their parents/carers at Consultation Evenings once each academic year.

- SMART Targets are set twice a year and are recorded in every pupil's planner. These are reviewed and discussed with the form tutors and parents. Careful consideration is given to targets set for pupils with SEND and EAL.

Section 5: Criteria for exiting the SEND Inclusion Register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that she needs no further support and may exit the SEND Inclusion Register. Further support can be requested again at any point.

Section 6: Supporting Pupils and Families

Sheffield High School endeavours to support pupils with SEND through signposting families to other agencies and services that may be of assistance e.g. Multi Agency Support Team (MAST), support groups, training opportunities as appropriate.

The school is committed to ensuring that all pupils have quality transition experiences as they move through key stages. We work closely with SHS Junior School and other feeder schools to ensure that all pupils with SEND have bespoke packages of support at this time where appropriate.

Section 7: Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some pupils may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, or an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (May 2015) is followed.

Section 8: Monitoring and Evaluation of SEND

SEND provision is monitored and evaluated in several different ways. The attainment of pupils on the SEND Inclusion Register is monitored at the key tracking points throughout the year. This information then forms part of several reports to Governors and SLT as well as the SENCo. This allows for them to challenge the progress of pupils with SEND in any particular area or highlight good practice.

Individual teachers and Heads of Department use the attainment data along with individual Pupil Profiles to evaluate their provision and evaluate the strategies they have been using.

If a pupil's progress is seen as an immediate concern it will be discussed at weekly progress meetings.

Section 9: Training and Resources

The SENCo attends regular briefings and network meetings locally and nationally at Trust Office to be informed of changes to current practice and to discuss and plan for the needs of pupils with SEND. This includes training, resources and additional support where appropriate.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development and to seek advice from the SENCo where needed.

Resources are allocated to support pupils with additional needs as identified above. This may take the form of differentiated work in class, support from the SENCo in focused intervention groups, engagement of an outside professional if appropriate or 1:1 support.

Where necessary specialist equipment, books or other resources that may help the pupil are purchased, following the advice from outside professionals wherever possible.

Section 10: Roles and Responsibilities

- All staff are responsible for the identification, monitoring and evaluation of progress of all pupils, including those with SEND or those with ALN. Staff contribute to the inclusive education of all pupils through Quality First Teaching. Staff develop differentiated teaching strategies and resources to overcome barriers to learning and to enable pupils to succeed.
- Parents/Carers support the development of their daughter's skills by working in partnership with the school to achieve the highest standard of learning possible for their daughter.
- Pupils contribute to the process, as their views about their needs are sought and taken into account.
- The SENCo is responsible for: overseeing the day to day operation of the SEND Policy in the school; co-ordinating the provision for support of individual pupils with SEND; providing professional guidance to staff and working closely with staff, pupils, parents/carers and external agencies. Outside specialists can be invited in by the SENCo to brief teachers on issues such as autistic spectrum disorders, where extra input is felt to be helpful.
- The SENCo, identifies, assesses and works with individuals or groups of pupils with SEND who experience barriers to learning; liaises with teachers, parents/carers and the Examinations Officer to increase access for all pupils to learn effectively in an inclusive environment.
- The Headmistress has overall responsibility for ensuring that policies and procedures are in place to ensure the continued development of strategies for SEND within the school's inclusive education.
- The Governing Body, through the SEND Link Governor, reviews the SEND Policy.

Key named people:

- SENCo: Mrs M Bates can be contacted on 0114 3587622 or by email M.Bates@she.gdst.net
- Assistant Head (Pastoral Care); Mrs A Reed, a member of the Senior Leadership Team, can be contacted on 0114 3587630 or by email A.Reed2@she.gdst.net
- SEND Link Governor: Mrs J Goodwin

Links to other Policies and Documents:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice May 2015
- Admissions Policy 2017

Section 11: Storing and Managing Information

All pupils' records are kept securely at all times. Paper records are kept secure within individual files in lockable storage cupboards within a lockable office. Files have restricted access. Electronic records also have appropriate security by way of permission levels and password protection.

Access arrangements ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately for those authorised to view it.

Files are retained until the pupil reaches the age of 25 years. Retention is set in line with the Limitation Act 1980. After that time, the student record will be disposed of safely by using a cross-cut shredder.

Section 12: Reviewing the policy

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation of performance data and also draws on data gathered from monitoring teaching and learning, assessment and reviews.

SENCo, Assistant Head (Pastoral Care) and the SEND Link Governor will review this policy annually.

Section 13: Accessibility

Sheffield High School recognises its duties under the Equality Act 2010 and is committed to adopting a positive approach to making the school more accessible in terms of:

- Admissions
- The curriculum, both the taught and the wider curriculum
- Associated services, including after-school care and extra-curricular activities
- Behaviour and discipline policies
- Premises

The Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils and progress in implementing the Plan. The Director of Finance & Operations /School Business Manager through the Health and Safety Committee, is responsible for co-ordinating the implementation of the Plan with specific responsibility for physical requirements. The Deputy Head is responsible for the implementation of other aspects of the Plan, including the dissemination of information to staff.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary/appropriate. A full copy of the school's Accessibility Plan can be made available to parents/carers on request.

Section 14: Dealing with Complaints

Sheffield High School welcomes suggestions and comments from parents, and takes seriously concerns or complaints which may arise, as they can help us to improve the educational experience that we provide. As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaint. However, if a parent would like to make a complaint, a copy of the complaints procedure for parents can be found on the school website by following the link in Section 16 below.

At any time, parents/carers may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS);

Sheffield SENDIASS
Floor 6 North Wing
Moorfoot Building
Sheffield
S1 4PL
Telephone: 0114 273 6009
Email: ed-parent.partnership@sheffield.gov.uk

Section 15: Bullying

Our school community is based on an ethos of mutual respect and consideration. The school and the GDST are committed to providing a safe and happy learning environment for all. We do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.

Bullying is a whole school issue and we take a whole school approach in response. Any member of the community may bully or be a victim of bullying: we regard all incidences of bullying equally seriously and in turn expect all staff, pupils and parents to play their part in preventing and tackling bullying.

The school's Anti-Bullying Policy can be found on the school website by following the link below.

Section 16: Appendices

The school's Anti-Bullying Policy can be found at;
<http://www.sheffieldhighschool.org.uk/84/school-policies>

The school's complaints procedure for parents can be found at;
<http://www.sheffieldhighschool.org.uk/84/school-policies>

Reviewed 16 October 2017
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