

BELLE VUE GIRLS' SPECIAL EDUCATIONAL NEEDS POLICY

“At Belle Vue Girls' School, we believe that it is the responsibility of all staff to ensure that all students have equal access to a broad, balanced and relevant curriculum. Pupils' individual needs should inform planning at all levels to enable them to fulfil their potential.”

The aims of Belle Vue Girls' S.E.N. Department are: -

- To identify students with special educational needs as soon as possible.
- To inform and advise staff who teach pupils of their special educational needs.
- To keep and update the Inclusion Register.
- To involve and inform parents of their daughter's special educational needs as soon as possible.
- To ensure that support and provision is allocated effectively.
- To provide recommendations and strategies for meeting the needs of pupils with special educational needs.
- To work co-operatively with faculties in the provision of resources and materials.
- To involve outside agencies promptly should this be deemed necessary.
- To initiate Statutory Assessments by the L.E.A. as appropriate.

In accordance with the SEN Code of Practice 2002

Definition of Special Educational Needs

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

Pupils have a ***learning difficulty*** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- 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 a local educational authority.
- Have a behavioural, emotional or social difficulty which hinders them from learning.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and curriculum support team and all other members of staff have important responsibilities.

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment of needs.

All teachers are teachers of pupils with special educational needs. (Quality First Teaching)

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities. (See Appendix 1)

The role of the SENCO

The SEN Co-ordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team of teachers and teaching assistants
- co-ordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, Connexions, health and social services and voluntary bodies.

Monitoring pupil progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed and quality first teaching. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through **School Action**. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

Individual Education Plans

Strategies employed to enable the pupil to progress should be recorded within an individual Education Plan (IEP). The IEP should include information about:-

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The IEP will be reviewed at least once a year when parents' views on their child's progress will be sought. The pupil will also be invited to contribute to the review process and be involved in setting the targets.

Admission Arrangements

These are in line with the LEA policy incorporating annual liaison with SENCOs in feeder primary schools and liaison with Academic Managers re mid-term induction for SEN pupils.

Complaint Procedures

Complaint procedures are laid down in the School Prospectus but SEN concerns should be communicated through the Head teacher to the SENCO.

Appendix 1 Graduated response

Belle Vue Girls' School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below, at **School Action** and **School Action Plus**. Such interventions are a means of helping the school and parents match special educational provision to individual pupil needs. The school will record the steps taken to meet the needs of individual children.

If a pupil is known to have special educational needs when they arrive at the school, the head teacher, SENCO, departmental and pastoral colleagues will:

- use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- involve the pupil in planning and agreeing targets to meet their needs.
- involve parents in developing a joint learning approach at home and in school.

At Belle Vue Girls' School, **School Action** will be subdivided into **School Action Lower** and **School Action Higher**.

School Action Lower

This is the initial stage of concern about a pupil's progress. This can be initiated by a teacher, a parent or any other professional.

- To raise staff awareness of a learning, behaviour or medical concern.
- For staff to monitor and record progress of a pupil at **School Action Lower** and to keep parents informed through the use of the Student Planner and through consultation at Review Days.
- For staff to refer any pupil evidencing a learning, behavioural or medical concern on the **SENEAL Referral Sheet (Appendix 2)**.
- For staff to re-refer if a pupil's needs at **School Action Lower** cannot be met in the classroom after differentiation evidenced on the **SENEAL Referral Sheet (Appendix 2)**
- Students may at this point be moved to **School Action Higher**.
- Pupils at **School Action Lower** will be reviewed annually and may be removed from the Schools' SEN Register.

School Action Higher

- Staff to provide the SENCO with as much information as possible about a pupil's lack of attainment. This should include N.C. levels, progress and possible targets. These will be written onto the **SENEAL Referral Sheet (Appendix 2)**
- IEP to be written by Special Needs Dept.
- SENCO to liaise with external agencies that may already be involved with the pupil and collect any relevant information from them.
- SENCO to inform parents by letter of provision for their daughter at **School Action Higher** and to advise on support that is available.
- IEPs to be reviewed using information from subject/support staff, the pupil and any feedback from parents.
- Students may at this point remain at **School Action Higher** or be moved back to **School Action Lower** or forward to **School Action Plus**.

School Action Plus

School Action Plus is characterised by the involvement of external agencies (**with parental consent**) such as SEN advisory teachers, educational psychologists etc. A request for help from external agencies is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At **School Action Plus** external support services will usually see the child so that they can advise subject and pastoral staff on a new IEP. The IEP may have: fresh targets and accompanying strategies; provide more specialist assessments that can inform planning and the measurement of a pupil's progress; give advice on the use of new or specialist strategies or materials; provide support for particular activities. The triggers for **School Action Plus** could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil'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, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified in the IEP and implemented, at least in part, in the classroom setting. **Delivery of the IEP will remain the responsibility of subject teachers.**

Statutory assessment

For a few pupils the help given by the school through **School Action Plus** may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

The school's action through *School Action* and *School Action Plus*

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a **statement of special educational needs**.

A statement of special educational needs will include:

- The pupil's name, address and date of birth
- details of all of the pupil's special needs
- identification of the special educational provision necessary to meet the pupil's special educational needs
- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information of non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. **The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.**

Annual review of a statement of special educational needs

All statements will be reviewed at least annually with the parents, the pupil, the LEA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

The annual review held in Year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This must involve the Connexions Service.

School's SEN staffing policies and partnerships.

SEN Inset

- Weekly briefing for raising staff awareness of individual pupil needs.
- Weekly Teaching Assistant training.
- Provision of training and inset sessions for Teaching Assistants.
- IIP status which informs training needs of TAs and which includes a departmental appraisal system.
- Whole school training days allocated to SEN issues.
- Inset sessions on SEN Issues for ITT students & NQTs within school.

Appendix 2

Special Needs and EAL Referral Form

<u>Student:</u>	<u>Year & Form:</u>	<u>Date of Referral:</u>
<u>Staff Referring:</u>	<u>SEN</u>	<u>EAL</u>
	<u>MED</u>	<u>BEHAVIOUR</u>

Reason for Referral

Please tick one or more	Comments:
Attendance(PM) <input type="checkbox"/>	
Learning <input type="checkbox"/>	
Literacy <input type="checkbox"/>	
Numeracy <input type="checkbox"/>	
Speech <input type="checkbox"/>	
Language <input type="checkbox"/>	
Communication <input type="checkbox"/>	
Emotional <input type="checkbox"/>	
Behavioural <input type="checkbox"/>	
Social Skills <input type="checkbox"/>	
Physical Coordination <input type="checkbox"/>	
Hearing <input type="checkbox"/>	
Vision <input type="checkbox"/>	
Medical Needs <input type="checkbox"/>	
EAL <input type="checkbox"/>	
Underachievement <input type="checkbox"/>	
Attitude to Learning <input type="checkbox"/>	
Organisational Skills <input type="checkbox"/>	
<u>Action by SEN/EAL Team:</u>	

Person Responsible for Action	
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In cases involving child protection, follow child protection routes: contact person responsible for child protection immediately.

Belle Vue Girls' School

Administration of Medication Policy

Staff and Governors recognise the importance of supporting students' medical needs in order to ensure that they have equal and full access to the life of the school community. Students and their families should feel secure in the school's ability to support them efficiently and in accordance with relevant instructions.

However:

- Students are discouraged from bringing in medication which has been prescribed for short term conditions, and are encouraged to take this at home, before and after school if possible.
- Students who suffer from asthma should carry their own, clearly labelled, inhalers with them throughout the school day.
- Students who are diabetics should hand a supply of energy bars and drinks in to the SEN department for checking and labelling. These will then be stored in the First Aid cupboard.
- School staff will not administer paracetamol or aspirin based medicines, nor will such medicines be stored in school for students' use. In exceptional circumstances, parents may supply and request administration of such medicines, but only if supported by written authorisation from a medical professional.

Wherever possible:

- Students will be encouraged to self administer medication unless they are unable to do so, however administration of medication must be supervised by a responsible adult.

Parents/carers must agree to accept responsibility for:

- Completing the attached proforma, providing precise details of medication, dosage, timings etc.
- Provide medication in labelled containers with the name of the medication, student's name, date of birth, dosage, frequency, date of dispensing and storage requirements (if applicable)
- Replenishment of medication before stocks run out and before its expiry date
- Promptly informing school of any changes to a student's medication

Volunteer staff from within the SEN Support Team and the First Aid Team will administer medication in accordance with the following guidelines:

- Unless otherwise stated, all medication will be kept in locked medical cabinets
- Before administering medication, students should be asked: "Have you taken any other medication?" Combined medication will not be administered without written authorisation.
- Entries will be made in a medical diary on each occasion medication is administered.
- If students refuse to take medication, school staff will not force them to do so. Parents will be informed as a matter of urgency.
- Details of medication being administered to students will be circulated to First Aid staff in school.
- Medication forms will be checked for current accuracy/relevance with parents/carers on Review Days.

Belle Vue Girls' School

Supporting Students with Medical Needs in School

Please complete the form below if your daughter has a medical condition which unavoidably requires administration of medicines during the course of the school day.

Details of Student

Forename	Surname
Address	Date of Birth
	Registration Group
Condition or illness	
Medication	
Name/type of medication (as described on container)	
For how long will your child take this medication?	
Date dispensed	
Full directions for use	
Dosage and amount (as per instructions on container)	
Method	
Timing	
Special storage instructions	
Special precautions	
Side effects	
Self-administration	
Parent/Carer signature	Date
Staff signature	Date

The Headteacher will authorise members of the first aid team to be responsible for supervising the administration of medication for a student (or students). Members of staff taking on this role will do so voluntarily.

Students are discouraged from bringing medication which has been prescribed for short term conditions, and are encouraged to take this at home, before and after school if possible.

Long term medication should be brought to the Student Reception (First Aid team) and will be locked in a secure cupboard within the Medical Room. However, the following procedures must first be followed:

Prescribed medication

- Written requests asking for medication to be administered must be given to the Head Teacher and this will be passed to the Student Receptionist (First Aid Team).
- Precise instructions concerning the timing(s) and exact dosage of the medications must be provided, in writing, by parents/carers.
- Labelling of medication is the responsibility of parents/carers.
- Replenishment of prescribed medication is the responsibility of the parents/carers.
- Staff will make an entry in the medication diary on each occasion they administer prescribed medication
- Students who suffer from asthma should carry their own inhalers with them at all times.

Non-prescribed medication

- Non-prescribed medication will not be given to students unless written direction, including precise dosage and timings, has been received from parents/carers.
- Before administering medication students should be asked:
"Have you taken any other medication?"
- If non-prescription medication is to be taken with other prescribed medication, it is the responsibility of parents to provide written confirmation that approval for their combined administration has been obtained from a medical practitioner.
- Non-prescription medication will not be administered by staff at school over a long period of time. If non-prescription medicines are required for more than a day or two, then parents must seek medical advice, and administration of medication will only continue if authorised by a medical practitioner.
- Details of all non-prescribed medication should be entered in the medication diary on all occasions.