



# ROYAL HIGH SCHOOL BATH

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## G D S T

### SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SIOBHAN SMILLIE] 2018-19

#### Section 1: Introduction

**Applicable to:** All staff, students and parents/guardians of: Nursery/Junior/Senior School/College (Whole School)

**Aims:** This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) (updated May 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- GDST guidelines
- Learning Diversity in the International Baccalaureate Programme:
- Special Educational Needs within the International Baccalaureate Programmes (IBO 2010)
- Meeting Student Learning Diversity in the Classroom (IBO 2013)
- Candidates with Assessment Access Requirements (IBO 2013)
- Programme Standards and Practices (IBO 2014)
- GDPR (2018)

The Royal High School seeks to uphold the highest standards with regard to SEND. At The Royal High School participation in education is a process that necessitates all staff being given the opportunity to make decisions and know their opinions will be valued. The co-production of this policy is written in the spirit of the current reforms in legislation.

The Royal High School Bath is one of 24 schools and 2 academies administered from 100 Bressenden Place, Westminster, London, SW15 5DH by the Girls' Day School Trust (GDST). It is the only one of the Trust schools to offer boarding and the parallel Sixth Form curriculum of A-Level and IBDP. The Girls' Day School Trust is a registered charity committed to providing education of a high quality, for students of academic promise at modest fees and it provides excellent centralised support for its schools.

The school is a member of the Girl's Day School Trust (GDST). Students are admitted on the basis of ability demonstrated in an entrance test and through the interview process. The Royal High operates a whole school approach in academic and pastoral departments.

The Royal High School has three, constituent parts:

- The Junior School (Head, Miss Heidi Hughes) is located at Cranwell House, a twenty minutes' walk from the Senior/College site. Students are admitted from the age of three into the Nursery Department.
- The Senior School (11-16) is a four form entry, selective school.
- The Sixth Form (Head of Sixth, Mr Nick Hayward) is based in the Winfield Centre, a facility located at the lower end of the main school site. From September 2008 students in the Sixth Form have been able to choose to study either 'A' levels or the IB Diploma Programme.

Mrs Jo Duncan is Head of the whole organisation and is closely involved in the day to day running of all parts of The Royal High School.

Siobhan Smillie is the Learning Support Co-ordinator (LSCo) for the whole school and can be contacted at s.smillie@rhsb.gdst.net. She has specific responsibility for students with SEND. The LSCo provides an annual report for the local governing body and liaises with the relevant link governor. Hadrian Briggs is the member of the SLT who oversees the Learning Support department. Mrs Smillie is the access arrangements assessor and specialist teacher within the school. In her absence, her advocates are Hadrian Briggs (Deputy Head Academic); Jude Taylor (IB Diploma Co-ordinator), Nick Hayward (Head of Sixth Form); Miss Jemma Joakim and Mr Daniel Rushworth (Deputy Heads of Junior school); and Miss Charlotte Perry (Early Years Foundation Stage Learning Support Liaison).

The Royal High School seeks to deliver a complete and well-rounded education for every student, in order to encourage challenge and engagement for all, including students with Learning Differences and/or Disabilities (LDD) and students with English as an additional language (EAL).

The school believes that each student has individual and unique needs and we will do our utmost to accommodate these needs and provide outstanding provision to ensure every student reaches their full potential. Some students may require more support than others and if these students are to achieve their full potential, we must recognise this and plan accordingly.

Every teacher is responsible for providing good quality teaching as a first response and adopting a 'whole school' approach to supporting students who have SEND. Each student is a valued individual within the school community in which all students are encouraged to celebrate their achievements through our inspiring approach.

## **Section 2 Aims – The Longer View**

The Royal High School aims to deliver an inspiring and exceptional educational journey for all our girls and to meet and satisfy the student and school needs. Our philosophy is that, with an inclusive whole school approach to learning, barriers to learning are removed and students are enabled to fulfil their individual potential.

This policy is developed in support of the following objectives, at the heart of which lies our definition of inclusion:

*"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."*

Learning Diversity in the International Baccalaureate programmes: special educational needs within the International Baccalaureate programmes (2016) page 1

## **OBJECTIVES**

Within our inclusive whole school approach, we will:

- work within the guidance provided in the SEND Code of Practice 2014
- provide support and advice for all staff working with students who have SEND
- Recognise the importance of the following to encourage and develop future learning
  - valuing all languages and cultures in the affirming of identity and building of self-esteem
  - valuing prior knowledge, by both explicitly activating learners' prior understanding and then using that knowledge to differentiate tasks and activities
  - employing scaffolding techniques, such as providing opportunities for using best language to develop ideas, visual aids, graphic organisers etc.
  - extending learning
  -
- Where possible, meet every student's needs within the classroom by ensuring that our planning, high quality teaching and collaborative approach meet the needs of the students in our school.
- Consult parents regularly and respect the views and wishes of the child

However, if through careful identification and assessment we and/or parents determine that a student is not making satisfactory progress, we will liaise with the Learning Support Co-ordinator (LSCo).

## **Section 3: Identifying Special Needs**

A student may have SEND if they have:

- a significantly greater difficulty in learning than the majority of children the same age

- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post -16 institutions or by relevant early years providers.’ SEND Code of Practice 0-25 (2014) page 16 section XV*

*‘Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

*This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.*

*This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

SEND Code of Practice 0-25 (2014) page 16 section XVIII

The SEND Code of Practice 0-25 (2014) outlines four broad areas with a range of requirements that need to be planned for. They are:

1. Communication, Interaction and Speech and Language (such as Autistic Spectrum Conditions ASC)
2. Cognition and Learning (Such as Dyslexia, Dyscalculia and Working Memory Deficits)
3. Social, Emotional and Mental Health (such as Attention Deficit Disorder ADD and Attention Deficit Hyperactive Disorder ADHD)
4. Sensory and Physical Needs (such as Vision and/or Hearing Impairment, Developmental Co-ordination Disorder DCD)

The purpose of identification is to establish what action, if any, the school needs to take, not to fit a student into a category. The school considers the needs of the whole child, not just the special educational needs of the student.

At times our students may also need support as circumstances may impact on progress and attainment and while the following do not constitute SEN the student may still receive support.

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)

- Attendance and Punctuality
- Health and Welfare (such as long term illness, students badly affected by bereavement or marital breakdown or other emotional or behavioural problems)
- EAL
- Boarding students
- Being a Looked After Child
- Being a child of Serviceman/woman

#### **SECTION 4: A Graduated Approach to SEN Support**

It is the school’s objective is to provide a high quality education within a broad, balanced and relevant curriculum so that all students can reach their full potential and experience opportunities that enhance their self-esteem. To enable this, class and subject teachers use assessment to set targets that are deliberately ambitious and challenging and also address potential areas of difficulty. The majority of students will learn and progress within these arrangements.

All teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from teaching assistants or specialist staff. All teachers providing high quality teaching, differentiated for individual students, is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The LSCo can aid teachers' understanding of strategies to identify and support vulnerable students and raise their knowledge of the SEND most frequently encountered and will communicate these to teachers and support staff through INSET and staff study days.

Failure to disclose information regarding SEND or medical issues may result in the School being unable to offer an adequate level of support for a student. During the application stage in the admissions process, parents are required to notify the School of any disability, medical issue or special educational need affecting their daughter which has been identified prior to that point. Please see our admissions policy for further information.

The parents of a student with an existing SEND, a Specialist Teacher report, an Educational Psychologist's report and/or an Educational Health Care Plan are asked to submit copies to the Registrar, who will then consult with the LSCo.

The LSCo will arrange a meeting with the relevant parties well in advance of admission to discuss the student's needs and whether the school will be the most appropriate setting to meet those needs.

A student's parents or student has the right to request a particular school be named in their EHC plan. The Local Authority must consider the comments of the school carefully before deciding to name it in an EHC plan and show regard for the general principle in Section 9 of the Education Act 1996 that children should be educated in accordance with their parents' wishes and that this does not mean unreasonable public expenditure. However, as an independent school, the school is not subject to the duty to admit a student, even if named in the student's plan, if the LSCo and SLT determine that the needs of the student cannot be met within the school's own resources even with the addition of external expertise and/or further funding from the Local Authority or Personal Budgets.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. Where there is a concern for a particular student, the class or subject teacher initiates the first steps of a graduated approach to identifying SEND.

### **Assess-Plan-Do-Review Process**

**Assess-** *Initial Identification – when a student makes less than expected progress*

The School aims to identify students with SEND, or those for whom reasonable adjustments and/or learning support would be valuable in the following ways:

RHS (Nursery and Junior)

- Concerns raised directly by staff or by parents
- Entry assessment
- School Reports from previous school
- Careful monitoring of those at risk of underachievement
- Reading/spelling class assessments (Rising stars, Nelson Group reading test, Parallel Spelling Test)
- Academic Review and Assessment Procedures e.g. MAPPING sheets,
- Standardised Assessment Scores from InCAS
- Diagnosis by external agencies
- By Specialist Teacher assessment by the LSCo, including attainment, ability and diagnostic testing

RHS (Senior)

- Parental concern
- MIDYIS results (Year 7)
- Information from previous school and from parents
- Junior school reports (Year 6)
- Entrance Exam (Year 6)
- Years 6-7 Transfer form (By September of Year 7)
- Academic Review and Assessment Procedures (October Year 7 and on-going)
- Concerns raised directly with Heads of Key Stages (HoKS)
- concerns raised from form tutors and/or subject teachers about the learning progress
- diagnosis and reports by Educational Psychologists or Specialist Teachers or other outside agencies and professionals
- By Specialist Teacher assessment by the LSCo, including attainment, ability and diagnostic testing

## RHS (Sixth Form)

- Information from previous school and from parents
- Year 11 transfer data
- Academic Review and Assessment Procedures
- Concerns raised from form tutors and/or subject teachers about the learning progress, e.g. by One Stop.
- Diagnosis and reports by Educational Psychologists or Specialist Teachers or other outside agencies and professionals
- By Specialist Teacher assessment by the LSCo, including attainment, ability and diagnostic testing

Information about the student's progress, alongside national data and expectations of progress using high quality and accurate formative assessment, effective tools and early assessment materials must be collated and considered by the LSCo. The LSCo should determine if that student has SEND and this should be entered on the SEND register.

If the student has a higher level of need, advice from external agencies and professionals will be sought such as children and mental health services (CAMHS), educational psychologists (EP), occupational therapists (OT) or speech and language teachers (SALT).

Identifying and assessing students whose first language is not English requires particular care and all aspects of the student's performance in different areas of learning and development must be considered to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. The EAL co-ordinator will work closely with staff and LSCo to advise about expectations of progress. Difficulties related solely to limitations in EAL are not SEN.

### **Plan** – *Planning for SEND support: Equipping parents and teachers*

#### Initial Meeting:

Where a student is making less progress than expected, the first response should be high quality teaching targeted at their area of weakness. The class or subject teacher should speak to the student's Head of Key Stage (HoKS) or previous class teacher first as they will have more knowledge regarding the whole student and can suggest strategies relevant to that age/stage/subject/department.

The class or subject teacher should work closely with the LSCo, and relevant members of the SLT, JLT, IB Co-ordinator, EYFS LS Liaison and/or HoKS and Senior Housemistress where a boarder is concerned, to put in place rigorous interventions designed to secure better progress. If the progress continues to be less than expected the HoKS/Junior School class teacher, working with the LSCo and relevant members of staff may decide to ask for a short report by informally gathering evidence and, if required, further assessment in consultation with the student and parents. This report will be used by the HoKS/ Junior School class teacher and LSCo to advise the parents whether an assessment of the student is necessary. Such requests and suggestions must be channelled through the HoKS in the Senior School.

Parents must be formally notified if it is decided to provide a student with SEND support, as stipulated in the Children and Families Act 2014. Initially, a meeting would be set up to discuss progress involving the student (as appropriate), parents, form tutor, head of year, head of key stage as required.

#### Assessment:

Further testing (attainment, ability and diagnostic) may be undertaken by the LSCo or other professionals if the needs are more complex, with the consent of the student and/or parents.

#### Review meeting:

A follow up meeting should be held with parents (and student if appropriate) to discuss results and how best to support the student. The LSCo should assist/advise the student and parents if the student needs referrals for further assessment through their GP or, in a very small number of cases, requesting the Local Authority to carry out an Education, Health and Care (EHC) needs assessment. The school or the child's parents can make this request.

Parents should be made fully aware of the intended support and interventions and plans should seek parental involvement to reinforce or contribute to progress at home.

#### Learning Support:

Students may be offered Learning Support on either a regular, intermittent or occasional basis depending on their needs. The class/subject teachers will remain responsible for working with the student on a regular basis. Working closely with the LSCo, they will organise small group intervention (comprehension or writing skills) or 1:1 teaching (study skills, structured, cumulative, multi-sensory phonics or maths programmes) and plan and assess the impact of the support and interventions.

Learning Support can take place within the classroom or by withdrawal to a dedicated Learning Support room ('The Study' in the Senior School, the Learning Support Room in the Junior School) or library and/or other rooms available for individual or group work. EAL students are also given support in a dedicated classroom. There are resources available within these rooms and throughout the school to help support and enhance those students' learning skills and abilities. All relevant students are given support from teaching assistants (often qualified in that subject to a high level) during Prep times as necessary. There is a team of school nurses on site at all times and students with medical needs can access the medical rooms (Senior school and Junior school) or sanatorium when necessary.

The LSCo is responsible for up-dating and monitoring the use of screening materials, support software and resources for the department. If the LSCo determines that the department is unable to meet the needs of a student through our own provision arrangements (for example – the student requires specialist services such as Child and Mental Health Services (CAMHS), Occupational or Speech and Language Therapy etc.) the engagement of additional specialist services will be monitored by the LSCo and Deputy Head (Academic). Parents will be informed at the relevant stages and these services may incur an additional charge to the fee account for parents. The budget for the department is managed by the LSCo and Deputy Head (Academic).

Learning Support lessons are scheduled at times to minimise the disruption to the student's timetable. Decisions about which lessons the student should be withdrawn from, if necessary, will involve discussion between the student, parents, relevant HoKS and Junior Deputy Head, Deputy Head (Academic), Head, or Head of Sixth Form. The approval of the Head is required.

As part of the Whole School Approach the LSCo role will include the following:

- provide regular opportunities for staff to develop their own knowledge of SEND such as Inset and Twilight awareness training and advice, drop-in clinics and updates during departmental meetings.
- provide opportunities for staff and new staff (especially Newly Qualified Teachers NQT) to observe specialist lessons and advise on effective learning strategies. Teachers must follow departmental policy on marking of students work with SEND.
- ensure all staff know how to access **Learning Support Plans** (LSP) on SIMS/Firefly. There is also a data base of EAL students on the General drive/EAL folder in the Senior school. Medical information is kept in a confidential folder and is only accessed by relevant staff as required. General medical information is updated regularly and staff are alerted to any specific needs of students by Sr. Purchase daily. Please refer to the Medical policy for further information. Confidential information is stored in password protected electronic files accessible only by relevant staff.
- develop links with the other professionals and provide CPD training for areas identified for development in consultation with the GDST.
- liaise closely with the Examinations Officer and the IBDP Coordinator, with regard to Access Arrangements and accommodations needed. Staff should complete the LDD column during report writing, to enable the LSCo to compile a 'history of need' regarding necessary support and evidence for the exam Access Arrangements.

## Review

The review process should seek to record the views, wishes and feelings of the student. This process should happen as a minimum every twelve months (EHC plans).

At the Royal High School, the LSCo is responsible for maintaining the SEND register based on assessment and input from class teachers. This will include students who do not require a Learning Support Plan but are on the register and receiving support within the class.

Most students accessing the Learning Support department will be following Learning Support Plans and these will be reviewed twice a year. The LSP should give a detailed review of progress based on various assessments (i.e. anecdotal evidence combined with formal assessment results) which will help students and staff to set new targets.

A LSP is required for students currently accessing the Learning Support department at the support stage. However, there will be some students with SEND who are not using the department and the Learning Support register should document the level of need of the student so all staff are aware of the needs of that student.

The stages are as follows:

- Students with SEND but no action needed. High Quality First teaching sufficiently meeting needs (N)
- Students being monitored but not accessing Learning Support – Monitor (M)
- Students following LSP's – Additional Learning Needs (ALN)
- Students following LSP's with additional specialist support –SEN support (S)

Access Arrangements are referred to in the SENDA plan.

The LSCo should report directly to the parents of students with LSP's at least twice a year with information on the student's progress and future long and short term targets.

The LSCo is available at Academic Evenings for parents of students receiving targeted learning support and for general advice. Parents are always welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress.

Parents are provided with an update at Academic Evenings or a Review Meeting, and are welcome to contribute to planning next steps. There is an act of reporting to parents every term, and parents can meet with the LSCo as necessary. A record of outcomes, action and support agreed through discussion should be kept and shared with all the appropriate school staff and a copy should be given to parents. They are consulted before outside agencies are involved. Parents have a right to access records of their child's progress.

This collaborative process will ensure that reflective practice is on-going and progress is closely monitored. Class and subject teachers are responsible for evidencing progress according to the outcomes described in the plan. The LSCo is responsible for updating these records on SIMS/Firefly.

Transition stages require that support, provision and outcomes should be agreed at the earliest opportunity to ensure the student is supported making a smooth transition to the next phase such as moving from class to class, Early Years to a new Key Stage, moving from Junior to Senior school, or moving on to a new school or higher education.

Reviews taking place from Year 9 onwards should include a focus on considering options and choices for the next phase of education. The review should also focus on preparing for adulthood, including employment, independent living and participation in society. Parents should be involved in the reviews of support and interventions and planned next steps.

## **Section 5: Criteria for Exiting the Learning Support Register**

Many students will require educational/pastoral help throughout their time at school whilst others may need support for a short period of time to overcome temporary needs. The school will provide students with strategies for dealing with their needs in a supportive environment. Once students, parents and staff feel that these strategies are giving them meaningful and successful access to the curriculum and the students are confident in their abilities, the review process may conclude that the student can be stepped down to the lower stage. It is hoped that satisfactory progress and the success will continue for a sustained period and the student will eventually be removed from the monitor stage. A student who leaves the Learning Support department may return at any time if they feel support is required and the 'assess, plan, do, review' cycle can be initiated again.

## **Section 6: Supporting Students and Families**

Please refer to the Admissions Policy for admissions arrangements about how we ensure SEND students are able to access exams and other assessments.

The LSCo is the Access Arrangements Assessor for the school and works closely with the examinations officer the Registrar and the IB Diploma Programme Coordinator to provide access arrangements for students with SEND. When seeking a reference from feeder schools, the school may ask specifically whether the applicant's current school is aware of any SEND and to specify the extent to which special provision is currently made. This will enable the school to assess the extent to which reasonable adjustments can be made to the entry process and to replicate such special provision.

In the case of transition within the school, the LSCo will ensure full documentation is made available to the appropriate department.

Subject to the provision of the above information, the school may make reasonable adjustments to its admission procedures as follows:

- Alternative venue or special seating arrangements to assist students with visual or hearing impairments
- Additional time allowance in papers without standardised scoring
- Sympathetic consideration of standardised scores for 'borderline' students whose SEND might later qualify them for additional time in public examinations
- Use of a laptop/computer reader
- Use of an Oral Language Modifier
- Provision of coloured acetates or enlarged text papers
- Provision for the taking of medication during entrance exam and/or interview process (attendance of school nurse if applicable)
- Provision of alternative refreshments for students with allergies
- Any other reasonable adjustments as may be appropriate for a particular need
- Please refer to the SENDA plan for other arrangements
- Please refer to the relevant medical policies for specific arrangements concerning students with medical conditions

NB that the Royal High School Bath follows the procedures and guidelines set out by the Joint Council for Qualifications (JCQ) regarding exam access arrangements.

## **Section 7: Supporting Students at School with Medical Conditions**

The school recognizes that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Students are issued with an individual **Health Care Plan (HCP)** pertaining to their needs and relevant staff have access to the information. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The School Nurse will draw up an **Individual Welfare Plans (IWP)** for students causing concern or who receive a diagnosis pertaining to their mental health. This will be drawn up in consultation with the named RHS girl, the parents, relevant health professionals and school staff, for example the Learning Support Coordinator, as appropriate.

Some students may also have special educational needs (SEN) and may have a statement, or **Education, Health and Care (EHC)** plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. If a student should not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the medical needs of a student and these needs continue to have an impact on their education, the LSCo and School Nurse, or the student's parents could consider asking the local authority to carry out an Education, Health and Care (EHC) needs assessment which may or may not result in an EHC plan.

NB the four distinct documents mentioned in this policy:

- Education, Health and Care (EHC)
- Health Care Plans (HCP)
- Individual Welfare Plans (IWP)
- Learning Support Plans (LSP)

## **Section 8: Monitoring and Evaluation of SEND**

The Royal High School regularly and carefully monitors and evaluates the quality of provision on offer to all students.

The LSCo compiles and collates regular audits to raise SEND awareness and improve the expertise and knowledge of staff. The LSCo will collect a sample of student views and staff views annually to ensure the department is effective and inform areas for development in the school improvement plan. Parents express views in the Review Meetings.

The LSCo reports findings to the Deputy Head (Academic) Head and SLT/JLT. The LSCo reports to the local governors annually to inform the wider school community and strive for excellence at all times. Links are maintained with other professionals throughout the GDST to ensure policies are updated and enforced appropriately.

Evaluation and monitoring arrangements throughout the school promote an active process of continual review and improvement of provision for all students. The assess-plan-do-review process ensures that students with SEND experience the best possible practice and provision and high quality precision teaching.

## Section 9: Training and Resources

The Learning Support Department is funded by an allocated budget which is reviewed annually.

The training needs of staff are identified and planned for by using information gathered by the Deputy Head (Academic) Head and JLT/SLT. The LSCo provides the appropriate staff INSET as a result.

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of every student, all staff are encouraged to undertake training and development on a regular basis.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the LSCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's LSCo regularly attends the GDST network meetings in order to keep up to date with local and national updates in SEND.

## Section 10: Roles and Responsibilities

Educational and welfare provision for students with SEND is a matter for the school as a whole. It is each class or subject teacher's responsibility to provide for students with SEND in his/her class and to be aware that these needs may be present in different learning situations. **All staff are responsible for helping to meet an individual's special educational needs** and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Head** has responsibility for:

1. The management of all aspects of the school's work, including provision for students with learning needs.
2. Keeping the governing body informed about SEND issues and including it as a part of the school development plan.
3. Working closely with the Learning Support Coordinator.
4. The deployment of Learning Support personnel within the school.
5. Overall responsibility for monitoring and reporting to governors about the implementation of the school's SEND policy.
6. SLT are responsible for ensuring the responsibilities of the teaching team are maintained through regular liaison with the LSCo and the Professional Development Programme with staff.

The **Learning Support Coordinator (LSCo)** is responsible for:

1. Overseeing the day to day operation of the school's SEND policy.
2. Co-ordinating the educational and welfare provision for students needing learning support provision (including access arrangements).
3. Ensuring that an agreed, consistent approach is adopted by teachers and parents through regular liaison.
4. Helping staff to identify students with learning needs.
5. Carrying out detailed assessment and observations of students with specific learning problems, supporting class and subject teachers in devising strategies, drawing up Learning Support Plans (LSPs), setting targets appropriate to the needs of the students with SEND and on the effective use of materials and personnel in the classroom.
6. Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class and subject teachers and parents.
7. Liaising closely with parents of students with needs, so that they are aware of the strategies being used and are involved in the process.
8. Involving students as far as practicable in discussions about their targets and provision.
9. Maintaining the school's Learning Support register and records.
10. Assisting in the monitoring and evaluation of the progress of students with SEND through the use of existing school assessment information.
11. Contributing to the in-service training of staff and ensuring it is an item on a majority of staff meetings or the main item of a meeting.
12. Liaising with Learning Support Coordinator in receiving schools and/ or other schools to help provide a smooth transition from one school to another.

13. The Learning Support Coordinator ensures that the School's SEND policy, register and LSP reports are easily accessible to staff.

**The EYFS Learning Support Coordinator is responsible for:**

1. Liaising with the LSCo regarding all EYFS students with special needs, as necessary.
2. Providing initial support for EYFS practitioners, providing suggestions and strategies to help support a student's need.
3. Acts as the first point of contact for outside agencies supporting students within the EYFS setting.
4. Ensuring that the LSCo is kept up to date on any information regarding EYFS provision from the BANES EYFS team.
5. Advise on any required changes to policy in the EYFS as a result of changes in guidelines.
6. Ensuring all EYFS teachers are aware of the student's needs and are making appropriate arrangements for them, both in classroom teaching, after school care and holiday club.

**The IB Coordinator is responsible for:**

7. Liaising with the LSCo regarding all IB DP students with special needs.
8. Ensuring that IB teachers of these students are aware of their needs and are making appropriate arrangements for them, both in classroom teaching and in terms of regular and official internal assessment.
9. Applying to the IB for Inclusive Assessment Arrangements when registering the student.
10. Arranging additional time, rooms, laptops, printers, readers etc. for IB assessments, both internal and external.

**Class/Subject teachers** are responsible for:

- Making the Learning Support Coordinator aware of any students making less than expected progress within their class or subject.
- Working closely with the LSCo in investigating for possible SEN.
- Assessing for progress.
- Regularly reviewing progress and setting new targets regularly with the LSCo.
- Differentiating curriculum for Learning Support students whilst ensuring that lessons remain challenging and stimulating.
- Arranging additional time and readers for completing class work and tests to meet Access Arrangement criteria.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting students on the Learning Support register.
- Giving feedback to parents of students who are on the Learning Support register.

Mrs Elizabeth Cunningham - Designated Safeguarding Lead – ensures that the school meets its safeguarding responsibilities and requirements.

Sister Rebecca Purchase - Head School Nurse - is in charge of managing the school's responsibility for meeting the medical needs of students.

**Section 11: Storing and Managing Information**

All confidential student records are stored in accordance with the Data Protection Act and kept in a locked filing cabinet and information stored on computer data bases and packages such as SIMS is password protected with confidential information marked as such and not accessible to general staff. Only the relevant staff members may access these records with the consent of parents and students. The LSCo is responsible for storing information and destroying confidential information after 6 years of the student leaving school. Please refer to the GDPR Policy for further information.

**Section 12: Reviewing the Policy** - This policy is to be reviewed annually by the school's LSCo and checked by the Deputy Head (Academic), the IB Diploma Coordinator, the Head of the Sixth Form, and the Head of the Junior School.

**Section 13: Accessibility**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. As the buildings and setting for The Royal High School are listed our accessibility is somewhat constrained by the physicality of the environment and buildings. However, we strive to accommodate our disabled students wherever possible.

Disabled students who have difficulty accessing the written curriculum are provided with hand-outs, timetables, textbooks and information about school events with accommodations such as larger print on coloured paper, text to speech readers etc.

The school is a member of RNIB Bookshare and students with SEND are able to register and access text books in a digital version and can use software such as text to speech readers to access the printed texts.

The school is also a member of the National Deaf Children's Society to support and inform staff regarding hearing impaired students.

The school may buy in support services such as Virgin Speech and Language to support and develop staff awareness regarding speech, language and communication needs.

Parents and carers can contact key staff by telephone, e mail or letter and staff will respond promptly. Every parent is provided with a termly calendar which clearly sets out who to contact and gives details of tutors and Heads of Key Stage.

**Section 14: Dealing with Complaints** - Please refer to the Complaints policy for further information.

**Section 15: Bullying** - Please refer to the Bullying policy about the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at school.

The Royal High School actively promotes safeguarding practices and looking after the welfare and needs of all students as well as those with SEND. The Royal High School promotes independence and encourages girls to build resilience in their learning.

## **Section 16: Appendices**

**This policy should be read in conjunction with:**

- Access Arrangements Policy
- Annual SEN Information Report (available on the school website)
- Safeguarding Policy
- Assessment Policy
- Teaching and Learning Policy
- Gifted, Talented and Highly Motivated Students Policy
- Marking Policy
- Language Policy
- Overseas Students and EAL Policy
- SENDA Plan
- Medical Policies
- Complaints Policy
- Bullying Policy
- GDPR Policy

<b>Reviewed:</b> June 2018	<b>Next Review:</b> June 2019
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