

SEND POLICY

This policy for SEND complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 and Accessibility Plan
- Children and Families Act 2014
- Schools SEN Information Report (Local Offer) – please see website
- The Local Offer made by the Local Authority
- Statutory guidance on supporting students at school with medical conditions April 2014
- SGHS Safeguarding Policy

The **named SEND co-ordinator** for the school is **Mrs F McMillan, Assistant Headteacher: Inclusion, Equity and Diversity**. The SENCo is a member of the Senior Leadership Team and holds the National Award in SEND Co-ordination.

SENDco Contact details: Tel: 01756 707600 Email: mcmillanf@sghs.org.uk

The Assistant SEND co-ordinator is Mrs J. Marchesi, Learning Manager: Student Progress

Contact details: Tel: 01756 707600 Email: marchesij@sghs.org.uk

The named SEND / Child Protection Governor is **Mrs Andrea Priest**.

Contact details: Via Mrs S Evans: Headteacher's PA

Ethos

Skipton Girls' High School values the abilities and achievements of all its students and is committed to providing the best possible environment for learning for every student.

It is important to note that Skipton Girls' High School is a selective school and consideration of special needs must be seen in that context. Nonetheless, students can have physical, psychological, emotional, or specific learning difficulties which affect their learning and progress.

All teachers at Skipton Girls' High School are teachers of students with SEND and are highly committed to identifying and providing for the needs of all students within an inclusive environment. We recognise the entitlement for all students to a balanced, broadly based curriculum.

At Skipton Girls' High School we will:

- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of practice, 2014
- Operate a 'whole student, whole school' holistic approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co ordinator (SENCo) who will work with the SEN Inclusion Policy and all related policies.
- Provide training, support and advice for all staff working with special educational needs students.
- Ensure equality of access for all students to examinations regardless of disability.

Identification

Early identification, assessment and provision for any SEN child is very important for the following reasons:

- To minimise the difficulties that can be encountered when interventions and provision occur
- To maximise the likely positive response of the child
- To allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- Allowing external agencies to be brought in earlier with a greater likelihood of success
- To set appropriate challenges and levels of study for each individual student

A student may need additional support when:

- The student asks for support.
- Concerns are raised by parents/carers, teachers, Student progress team members, external agencies or the student's previous school regarding progress or inclusion.
- Whole school tracking of attainment outcomes indicates the student is not making expected levels of progress.
- Screening and/or diagnostic assessments indicate gaps in knowledge and/or skills.

The SEN Code of Practice 2014 describes four broad categories of need for which we will plan:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical/sensory

All teachers and learning support assistants are responsible for identifying students with SEND and in collaboration with the SENCo will ensure students requiring additional and/or different

provision are identified at an early stage. High quality teaching, differentiated for individual students, is the first step of responding to students who may have SEN. Any student having significant needs which require additional and/or different provision will be placed on the SEND register.

Parents are welcome to raise any concerns they have about their child's needs or progress with the personal tutor, teachers or the SENDCo.

The SENDCo visits partner primary schools and will attend Year 6 Annual Reviews for Students with Statements of SEND to enable a planned transition for students identified as having SEND at primary school.

The aims of our SEND provision are:

- To ensure students views are sought and considered
- To ensure students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum and resources, if appropriate to the individual's needs and abilities, to enable good progress.
- To ensure the identification of all students requiring SEND provision as early as possible.
- To regularly review the progress of students with SEND in line with the schools tracking and monitoring procedures and policies.
- To inform parents that the school considers their child may require SEND support.
- To ensure parents/carers are involved in discussions, meetings and through the reporting system about their child's progress and attainment. Their view will be taken into consideration whilst working in partnership in order to improve progress and attainment.

Provision

Skipton Girls' High School will have due regard to the Special Needs Code of Practice 2014, the Equality Act 2014 and the Children and Families Act 2014 when carrying out duties with regard to students with SEND.

The school adopts a graduated response to meeting special educational needs, using the Assess, Plan, Do and Review approach. This is in line with the SEND Code of Practice 2014.

The vast majority of students should have their needs met by Quality First, Universal Wave One provision within lessons. Some students may need personalised learning support in the form of intervention programmes delivered in small groups or individually. These programmes should be time limited with a clear focus and with set targets negotiated with students. Parents will be informed that interventions are taking place. If there is evidence that a student is making insufficient progress despite significant support and interventions, further advice and support will be sought from external agencies in order to best meet the needs of the student. Permission will be obtained from parents/carers and they will be fully informed and updated.

External agencies include:

- Craven Pupil Referral Service,
- Local authority Education Psychology Service,
- Local authority Sensory, Physical and Medical Support Service,
- School Nurse
- Integrated Youth Services
- Child and Adolescent Mental Health Services (CAMHS)
- Craven Prevention Services
- Social Care
- Speech and Language Therapy Service
- Autism Support Service,
- Education Welfare Officer,
- EMS for High Functioning Autism (based at South Craven School)
- EMS for Specific Learning Difficulties (SpLD) (based at Upper Wharfedale school - (Please note UWS cannot make direct referrals to some of these agencies).

The school may request an Education, Health and Care Plan (EHCP) from the LA when despite an individualised programme of sustained intervention and support from other agencies, the student remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency.

An EHCP will be issued where following a Statutory Assessment; the Local Authority considers the student requires provision beyond that which a school can usually be expected to offer. The school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

A Statement of Special Educational Needs/Education, Health and Care Plan (EHCP) states the learning objectives and additional resources (in terms of finance, human and/or physical) in order to meet the specific need.

For students with Statements of SEND/EHCP, their progress and support outlined in their Statement/EHCP will be reviewed annually and a report provided for the Local Authority. If the student makes sufficient progress, a statement/EHCP may be discontinued by the Local Authority.

Medical Needs

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips, and physical education. Some young people 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 students with medical needs may be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student. Staff who agree to supervise and administer medications will complete formal training. All

medicine administration procedures adhere to the Department of Education (DFE) guidelines included within supporting students at school with medical conditions 2014.

Medical/ Assistance Dogs in school

Guide dog and assistance dog owners have important rights under the Equality Act 2010 (EA). The EA provides for people with disabilities to have the same right to services as everyone else. We strictly follow the UK Law and the Equality Act regarding the access of Assistance Dogs in school.

We also follow guidance from the Equality and Human Rights Commission as referenced below:

'If there is an identifiable person with an allergy to dogs then employers and service providers should take reasonable steps to ensure that person has minimal or no contact with dogs; reasonable steps are unlikely to include banning all assistance dogs'. Equality and Human Rights Commission June 2013

'Refusal of access for Medical Assistance dogs based on the possibility that other people may be allergic is unlikely to be classed as a reasonable or proportionate response. Service providers must strike a careful balance between the negative impact of an action on a disabled person and any lawful reasons for it. Compromise should be achieved in a fair, balanced and reasonable way'. Medical Dogs Access Book

With regard to the risk that some students may be allergic to dogs and where a clear allergy risk to a specific individual can be objectively identified, steps should be taken to reduce this risk with reasonable adjustments, such as:

- avoiding close physical contact with the dog
- students are advised not to touch their face after touching the dog
- all students, visitors, staff are advised to wash their hands thoroughly after touching a dog

We will keep a supply of anti-histamine (store in Student Services) in the event that anyone has an allergic reaction to dogs whilst in school.

Transitions

The SENCos liaise with partner primary schools and with secondary schools where a student with SEND is moving to Skipton Girls' High School. This enables planned provision to be made. The SENCos would attend Year 6 Annual Reviews for students with Statements of SEND/EHCPs to enable a planned transition.

The school has a duty to secure independent careers guidance for all students in Year 8 onwards. This includes information on the range of education or training options, including apprenticeships and other vocational pathways.

The SENCo liaise with the receiving school when a student with SEND moves to another school or provision.

The SENCo liaise with Post 16 providers to ensure smooth transitions for students with SEND when they leave SGHS. These include sixth forms at other schools, FE colleges and employers.

The SENCo liaise with Higher Education providers to ensure smooth transitions for students with SEND when they leave SGHS.

Resource allocation

The school receives funding to respond to the needs of students with SEND from the following sources:

- The age weighted pupil unit
- Pupil Premium funding for those who have been in receipt of free school meals in the last 6 years, who are in the care of the Local authority or those whose parents are in the Armed Services
- High Needs funding from the Local Authority, for those students with complex needs.

This funding is then used to allocate resources, both human and otherwise, to support students with SEND

If parents wish to discuss the options available to their child, they are welcome to make an appointment to meet the SENCo

Roles and responsibilities

The provision for the progress of students with SEND is a whole school responsibility requiring a whole school response.

Mrs Andrea Priest is the SEND Governor who takes a special interest in SEND and the Governing Body is responsible for ensuring provision is made for students with SEND.

The **Headteacher Mrs Plews**, has the responsibility for the overall leadership and management of SGHS, including the provision for students with SEND.

The named SEND co-ordinator (SENCo) for the school is **Mrs Fiona McMillan** and the Admin Assistant for the SENCO is **Mrs Jane Marchesi**. The role of the SENCo includes:

- Overseeing the day to day operation of the SEND Policy
- Co-ordinating and evaluating the provision for students with SEND
- Liaising with and advising teachers
- Managing Learning Support Assistants
- Monitoring students' progress and overseeing record keeping
- Contributing to INSET
- Liaising with parents/carers
- Liaising with external agencies
- Maintaining the SEND Register, Register of Vulnerable Students and Medical students

Mrs Fiona McMillan is also the Designated teacher with specific Safeguarding responsibilities.

Students

The views of students with SEND are actively sought when planning provision for them that is additional and different.

Students with Statements of SEN/EHCP and some students on the SEN register are supported with ILP (Individual Learning Plan). This informs all staff about their strengths, areas of need, targets, preferred learning styles and the support strategies they find to be the most effective. The views of students with SEND are also canvassed annually and those with Statements of SEN/EHCP make written and verbal contributions to their Annual Reviews.

Parents and Carers

At SGHS we recognise that parent/carers hold key information and have a critical role to play in their child's education. The school seeks the involvement of the parents and carers of students with SEND.

Parents and carers are kept informed of the progress of their children. SGHS will collaborate with and listen to the views of parents/carers to work together to meet their child's needs. School regularly evaluate provision by conducting audits and sampling parent/ student views.

Admissions

The Governing body ensures that admissions criteria will not discriminate against students with SEND.

Admission arrangements for students with SEND are in accordance with Local Authority statutory regulations.

Link to other school policies and procedures

These documents can be found on the SGHS website or can be requested from the Headteacher's PA: Mrs S Evans.

- Behaviour for Learning Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Single Equality Scheme and Equality Scheme Action Plan
- SGHS SEND Local Offer
- Disability Policy Specific to Exams
- Eating Disorder Policy
- Equality and Diversity Policy
- Self-Harm Policy
- Supporting students with Medical Needs
- Link to NYCC Local Offer

Complaints

Any complaint about special educational needs provision for a student, should be made in the first instance to the SENCo, Mrs Fiona McMillan. If the problem is not resolved, the matter should be referred to the Head Teacher, Mrs Plews. Should concerns remain, they will be discussed with the SEND Governor and parents will need to follow the complaints policy and procedure that can be found on our school website.

Parents/carers of students with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution/mediation. The school or the local authority SEND information, Advice and Support Service can make further information about this process available on request.

Review frequency: The SEN Information Report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible by the Full Governing Body.

Updated: March 2018

Policy Review Cycle: Annually

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