



5-10 Special Educational Needs Policy (including English as an Additional Language)

Guiding Statement

In line with our mission to provide a first class education to academically able girls, Guildford High School seeks to ensure any pupil (current and prospective), including learners with difficulties and/or disabilities, are not treated less favourably. The school aims to maximise the potential of every pupil and, as such, GHS provides opportunities for all our pupils, including those with special educational needs, to learn and make progress according to their age and need. The school is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of the pupils, including those with special educational needs.

In line with our Equal Opportunities policy, the school's practices are informed by the *Children & Families Act (September 14)* and the *SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014)*.

Policy on SEND

At Guildford High School we aim to ensure that all girls who are accepted into the school receive a broad, balanced and differentiated curriculum, regardless of any personal, educational, social, physical or other difficulties.

Our policy is that all pupils, including those with learning difficulties or disability or with special educational needs (pupils with a statement), have access to all aspects of the curriculum and the extra-curricular programme. Children may have learning difficulties or disability or special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for our pupils takes account of the type and extent of the difficulty experienced by the child.

Guildford High School understands its duties regarding the UK Equality Act (2010) and has a 3 Year SENDA Plan which addresses the following matters:

- Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum
- Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and all the other opportunities and services available at the school.

The SENDA Plan covers both the Senior and Junior Schools. The SENDA Plan demonstrates Guildford High School's commitment to ensuring that students with physical disabilities can enter and leave the school premises in safety and comfort. The school is committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and to taking reasonable steps to avoid putting disabled pupils at a disadvantage.

The aims of this policy are:

- to create an environment that meets the needs of each girl
- to ensure that the needs of girls are identified, assessed and provided for
- to make clear the expectations of all involved in this process
- to identify the roles and responsibilities of staff in providing for all pupils
- to enable all girls to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education



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- to ensure that our girls and their parents have a voice in this process
- to ensure the safety of students with physical disabilities (e.g. in the event of a fire)
- to ensure that teaching rooms, furniture and fittings are appropriately designed and of an appropriate size for the number, age and needs of all students in the school (including those with special educational needs), to allow for effective teaching.

This policy applies to all sections of the school, including the EYFS setting. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Guildford High School is fully committed to ensuring that the application of the Special Educational Needs Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document.

This document is available to all interested parties, including parents and parents of prospective or incoming pupils, on the school's website and on request from the School Office. Every year at the Information Evenings for each year, and at the New Girls' Day in June, attention is drawn to the provision for pupils with special educational needs, and to the school's policy.

This document should be read in conjunction with the following documents:

- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy
- Gifted and Talented Policy
- SENDA 3 Year Plan
- Fire Safety Policy and Risk Assessments
- Premises and Accommodation Statement

This document is reviewed by the Senior Teacher (Pupil Progress), Mr Brad Russell; the Head of the Junior School, Mr Mike Gibb; and the Special Educational Needs Co-ordinator in the Junior School, Mrs Jane Kinch either annually or as events or legislation change requires. The next scheduled date for review is May 2018.

General Expectations

GHS aims to adhere to the *Children and Families Act 2014* and the *SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014)*. It is committed to supporting the right of all young people to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the school community. As such, staff adopt a positive attitude towards all children's needs:

- We expect all pupils to achieve the maximum possible for their ability and, to this end, teachers set suitable learning challenges and targets whilst responding to the girls' diverse learning needs.
- We recognise that some children have barriers to learning that may mean they have learning difficulties or disability or a statement of special need and require particular action by the school.



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- We believe that identifying and supporting learning difficulties or disabilities involves a partnership between all staff, parents or carers, professional support agencies and the pupils.
- The school is able to advise parents on a range of professional agencies and, in the Senior School, offer in-house assessment by a Specialist Teacher & Assessor, Mrs Joanna Bayley.
- Recommendations made within Educational Psychologist, Specialist Teacher & Assessor, Speech and Language, Optometrist, Occupational Health or other reports are implemented within school after consultation with the parents and, in the Senior School, the Headmistress, the Senior Teacher (Pupil Progress) and other staff involved in the care of the child as appropriate and, in the Junior School, the Head of the Junior School, the Special Educational Needs Co-ordinator and other staff involved in the care of the child as appropriate.

Guildford High School defines pupils with learning difficulties as :

- Those pupils who have a learning difficulty (that is that they have a significantly greater degree of difficulty in learning than the majority of their peers), such as dyslexia
- Those pupils who have a disability that prevents or hinders the use of educational facilities generally provided for children in that age group
- Those pupils who suffer a mental disorder of any kind, congenital deformity, and/or who are substantially and permanently handicapped by illness, injury or deformity
- Those pupils with English as an additional language (although in practice these pupils at GHS are fluent in English).

Guildford High School defines pupils with Special Educational Needs as follows:

A pupil at GHS has special educational needs if she, in line with the *SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014)*, has a learning difficulty which calls for special educational provision to be made for them and has a statement of special educational needs (statement) or (from September 2014) an Education, Health & Care Plan (EHC).

The needs of girls with learning difficulties or Special Educational Needs are carefully considered. Communication with parents and teacher differentiation are implemented and, as required, Learning Support Co-Ordinator and outside agency intervention. The school nurse and the school doctor together with outside agencies can be called upon to provide support.

Educational Inclusion

If our assessments and observation reveal that a girl may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

Senior School Procedures

Stage 1: Identification

Pupils who require Learning Support can be identified in a number of ways:



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- Staff can raise concerns about the progress a pupil is making directly with Senior Teacher (Pupil Progress), or via the Head of Year or by posting an 'Academic Concern' on iSAMS – **this will be flagged with ST(PP), HoY, DH etc.**
- Entrance tests/information from Junior School
- End-of-year examination performance
- MidYIS, YELLIS, ALIS and Dyslexia Screener data
- Concerns raised by a parent
- Report received from an external specialist or agency

Stage 2: Assessment and diagnosis

The key test for action is evidence that current rates of progress are inadequate in relation to the pupil's underlying ability and parents are asked to undertake a formal assessment, either by an external professional or by our Specialist Teacher & Assessor. A pupil with a formal diagnosis is placed on the SEN & EAL Register in iSAMS. A profile and summary of any report including a description of the nature of the specific need and recommendations/actions which may be taken to offer provision for learning are set up on iSAMS. If a girl is diagnosed with a learning need at a point during the academic year then the subject teachers are notified by the Senior Teacher (Pupil Progress) via an iSAMS email. In all these situations teachers respond to the girls' needs by offering interventions that can be different from, or additional to, those provided as part of the school's usual working practices. All subject teachers are responsible for meeting the needs of pupils with learning difficulties and for providing differentiation in the classroom as appropriate.

Early Years Foundation Stage, Key Stage One and Key Stage Two Provision

The graduated approach as described in the SEN Code of Practice is firmly based within our school. Once the school has identified a pupil with LDD we intervene, working closely with parents. If the intervention does not enable the pupil to make adequate progress, access all activities and opportunities and, importantly, be happy and relaxed at school the Special Educational Needs Co-ordinator may need to seek advice and support from outside agencies.

After consultation with parents girls are asked to undertake a formal assessment, normally by our Specialist Teacher and Assessor or alternatively with an external assessor. A pupil with a formal diagnosis is placed on the SEN & EAL Register in iSAMS. A profile, including a description of the nature of the specific need and recommendations/actions which may be taken to offer provision for learning, are set up on iSAMS. Recommendations from formal assessments are also incorporated into Individual Education Plans.

Extra time provision (usually 25%) in assessments is given to those girls who have been awarded it up until the end of Year 5. In Year 6 we follow the criteria relating to allocation of extra time in Key Stage 2 SATs. After discussion with parents the Special Needs Co-ordinator arranges for the Specialist Teacher & Assessor to formally assess a girl's reading speed and ability. Depending on the result a formal application for extra time may be made.

As girls move from Year 6 in the Junior School to Year 7 in the Senior School, the Junior School Learning Support Coordinator gives all information on pupils with learning difficulties or disabilities to the Senior Teacher (Pupils Progress). The Junior School Deputy Head gives all information on pupils with learning difficulties or disabilities to the Head of Year 7.



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Strategies and staff responsibilities

Strategies employed can include:

- providing support and differentiation work for girls who need help with particular skills or areas of the curriculum. In the Junior School, these particularly include communication, language, literacy and mathematics
- in the EYFS setting and the Junior School, providing individual and/or group support through the use of the classroom assistants and nursery assistants
- in the EYFS setting and the Junior School, providing group and/or individual support through weekly withdrawal by a support teacher
- planning to develop the girls' understanding through the use of all available senses and experiences
- planning for the girls' full participation in learning and in physical and practical activities
- helping girls to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Staff Responsibilities

Each member of staff has access to iSAMS which has a list of those girls who require learning support and advice on how to teach them effectively. This is **highly confidential**. Staff will be alerted to any additions to the information held on iSAMS and should update their registers/work procedures accordingly.

Staff are expected to implement suggestions made about pupils as a result of the summarised EP/STA reports into their teaching to ensure that all members of their teaching groups can access the curriculum and achieve the maximum possible for their ability.

- All staff must follow the Gifted and Talented Provision 5-10b
- All staff must follow the Curriculum Policy 5-1

In the Senior School, Heads of Department must ensure that their departmental policies address the key elements of the Special Educational Needs Policy and the relevant provisions. They must also ensure that their allotted departmental SENCO collates end of year feedback for Senior Teacher (Pupil Progress) so that a full picture of each pupil on the Learning Support register can gain evidence of their Normal Way of Working (etc). They will also advise on any new girls whose exam performance did not match their underlying understanding. Additionally, feedback about whether or not an exam was completed on time is also passed on to Senior Teacher (Pupil Progress).

The curriculum provision for pupils with specific learning difficulties is further achieved through:

- Making reasonable adjustments to a pupils timetable making due regard to the location of classrooms
- Making arrangements for pupil documentation to be printed in large print on request
- Where appropriate, make arrangements for extra classroom support
- Extra time provision (usually 25%) in class tests for those girls who have been awarded it. A change of pen colour is advised so that the extra time usage can be tracked. Photocopies/scans of these tests should be forwarded to Senior Teacher (Pupil Progress) where it supports Normal Way of Working.



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- The individual needs of pupils, as detailed by parents and by the pupils' previous setting, are met on entry to the school through teacher, assistant and outside agencies working together with the pupil, the pupil's parents and, when required, external agencies.
- The needs of all pupils are carefully monitored and supported by Form tutors, subject teachers and Heads of Year as they progress through the school. In the Senior School, these needs are discussed with the Headteacher at weekly meetings with HOYs and/or circulated confidentially to staff by the HOYs or the Senior Teacher (Pupil Progress).

Pupils with an Education, Health & Care Plan (EHCP)

Pupils with an Education Health and Care Plan receive support as detailed. The school works closely with parents and the LEA to ensure that the needs of the pupil are met. It is very important that the parents' and pupil's views are heard when discussing provision. Parents, the Special Educational Needs Co-ordinator, relevant teaching staff, health professionals and carers meet at least once a term to review support for the individual child.

When there are pupils with an EHC Plan and funding that is partially or wholly provided by the Local Authority (LA), an account is sent to the LA and the school will supply such information to the relevant local authorities as may reasonably be required for the purpose of the annual review of the statement.

For any pupil in receipt of government funding, provision will be made.

Members of staff with particular responsibility

Senior School

Senior Teacher (Pupil Progress) – Mr Brad Russell

The Senior Teacher (Pupil Progress) oversees the provision for special education needs within Guildford High School and works closely with the Specialist Teacher & Assessor.

The Senior Teacher (Pupil Progress) maintains a file for each girl who requires support, which contains their EP, STA etc. reports, timetables and any relevant history in order to build up a picture of the history and provision offered.

The role of the Senior Teacher (Pupil Progress) is to:

- Provide staff with information about any girl who may require learning support – through iSAMS.
- Encourage communication between the girl, her teachers, parents and Educational Psychologist/Specialist Teacher & Assessor.
- Suggest pupils who may benefit from assessment based on data analysed by Senior Teacher (Pupil Progress) and staff recommendation. This is usually done from Year 9 onwards so that extra-time/access arrangements will be awarded for GCSE and A level examinations – in accordance with JCQ guidelines.
- Receive and file Concern Forms [1] for any girl in the school who may become a cause for concern in this area.
- Ensure that Form Tutors, Heads of Department and Heads of Year are kept informed of any girls who become a cause for concern and of action taken.
- Meet with the girl as necessary, although advice on dealing with Learning Support issues is devolved to the STA.



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- Responsible for developing an effective strategy for the good progress of pupils with specific learning difficulties.
- Ensure that teaching staff are implementing any recommendations set out by EP/STA reports in conjunction with departmental SENCOs.
- Review the progress of all the pupils on the Senior School Learning Support Register on an annual basis against data and teacher reports.

Specialist Teacher & Assessor – Mrs Joanna Bayley

- Talk to the girls on the LS register in order to make sure they are supported and happy. Give them structure on how to access learning to maximise their potential, giving targets where appropriate.
- Pass on any relevant information directly to their teachers or to Senior Teacher (Pupil Progress).
- Help staff to meet the needs of these pupils, through Senior Teacher (Pupil Progress).
- Keep up to date with SEND
- policies and teaching strategies for SEN pupils in secondary schools.
- Suggest pupils who may benefit from assessment based on data analysed by Senior Teacher (Pupil Progress) and staff recommendation.
- Contact pupils regarding initial assessment. (Senior Teacher (Pupil Progress) would then contact parents in order to suggest the proposed assessment and the various routes on offer).
- Email staff for evidence for Form 8.
- Fill in Form 8.
- Pass on Form 8C to Senior Teacher (Pupil Progress) or Examination Officer.
- Liaise with Examination Officer regarding JCQ requirements and keep up to date with these requirements.
- Meet with girls on GHS's SEND register on a regular basis in order to help them with strategies to enable their learning.

In addition to the above, the Specialist Teacher & Assessor will be able to assess girls who have been identified in the above ways. This will be a private arrangement between the Specialist Teacher & Assessor and parents. She will, therefore;

- Be able to use GHS as a base to run Specialist Teacher assessments on GHS pupils who have been identified.
- Liaise with pupils/parents regarding Specialist Teacher assessment dates/time once initial contact has been made by Senior Teacher (Pupil Progress).
- Assess the identified pupils and write their Specialist Teacher report.
- Feed back to parents and the pupil.

The Specialist Teacher & Assessor, Mrs Joanna Bayley, will be in school on one day each week to meet with girls (and staff) as necessary. Her work is overseen by Brad Russell (Senior Teacher (Pupil Progress)).

Junior School

The Special Educational Needs Co-ordinator – Mrs Jane Kinch

The Special Educational Needs Co-ordinator, Mrs Jane Kinch, oversees the provision for pupils with SEND. In consultation with the Head of the Junior School, she is responsible for:



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- devising, implementing and evaluating systems for identifying, assessing and reviewing pupil needs, well-being and progress
- identifying, with subject and form teachers, those giving cause for concern and, as appropriate, undertaking more detailed assessment on an individual basis to identify more precise areas of difficulty
- keeping the Head of the Junior School informed of pupils giving cause for concern
- maintaining the SEND register ensuring that the name of any pupil identified as a cause for concern or with a special educational need is entered, along with any relevant documentation
- maintaining records of those girls for staff information on iSAMS
- working with pupils, class teachers and support staff to ensure that realistic expectations of achievement are set for pupils with SEND
- managing a range of resources, human and material, to enable appropriate provision for pupils with SEND
- evaluating resources which can help pupils with SEND and suggesting how they can be used to best effect
- liaising with the support staff on targets and progress
- liaising with subject staff and Director of Studies in consideration of higher ability pupils who require additional support in their learning (see Gifted and Talented policy)
- monitoring the effectiveness of the teaching and learning of pupils with SEND and using the analysis to guide further improvements
- keeping up-to-date on relevant research and the implications for SEND
- collecting and interpreting specialist assessment data gathered on pupils and using it to inform practice
- communicating test results effectively to the Head of the Junior School, appropriate staff and parents
- liaising with external agencies

Partnership with Parents and Pupils

The school works closely with parents in the support of those girls with learning difficulties or disabilities or special educational needs. We encourage an active partnership through an on-going dialogue with parents. We have regular meetings in which we share the progress of girls. We share with parents the process of decision-making by providing clear information relating to the education of girls with SEND. Individual Education Plans are written and monitored for girls throughout the school pupils as required. Regular meetings with parents, specialist teachers and the SENCO take place to review these Individual Education Plans and monitor progress. Particulars of educational and welfare provision for pupils with special educational needs are made available to all parents in the Parents' Handbook. It is also available on the school website and on request in hard copy.

SPAG clinics

In the Senior School, the English Department runs weekly Spelling and Grammar Clinics (SPAG clinics) and a Reading Mentor Programme for those pupils identified as requiring extra support as evidenced by the Dyslexia Screener and MidYIS discrepancies in the various strands (and end of year exams where appropriate), both of which are carried out in the Michaelmas Term. Not all pupils attending these clinics will have had other recognised learning difficulties.

Support groups for Grammar and Reading

In the Junior School Year 6 girls who have been identified as requiring extra support in Grammar, Reading and Maths attend small group teaching sessions led by teachers out of curriculum time. There is also a reading buddy system whereby girls in Years 3 to 5 who have been identified as requiring support enjoy paired reading with Year 6 girls.



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Special Examination Requirements

In order to qualify for Access Arrangements for public examinations (e.g. extra time, word processing, breaks, readers, scribes etc.), there must be a clear justification based upon:

- History of need
- History of provision
- Current learning difficulties
- Whether there will be a substantial disadvantage when taking public exams without the concession of extra time etc...
- A profile of Normal Way of Working

The Senior Teacher (Pupil Progress) and Specialist Teacher & Assessor work closely with the Examinations Officer to ensure the Access Arrangements are appropriate for all girls and that EP/STA reports are supplied to the examination boards when required.

Evacuation Procedures

If a student's disability is such that special arrangements might be needed to ensure her safe evacuation in the event of a fire, a separate risk assessment is carried out on the student's behalf by the Facilities Manager.

Policy and Procedures for Pupils with English as an Additional Language

The assessment of EAL pupils for entry into the Junior School is scored on a different scale to ensure no discrimination. The Junior School keeps data on pupils who speak a language other than English at home. Pupils with EAL are listed on the Junior School SEND register and are identified as such on iSAMS. This information is highly confidential.

Guildford High School keeps data on pupils who speak a language other than English at home. In practice for nearly all of these pupils English is their dominant language and if not their level of English is such that they do not require specific interventions by the school. Fluency in English is a necessary requirement of entry to the school.

However, the school recognises that some candidates who pass the entrance examination may still need some support with their English to ensure full access to the curriculum and to all opportunities and activities within the school. Such pupils may be native or non-native speakers of English. The support that is available for pupils who need help with their English is as follows:

- Spaghetti classes (Spelling, Grammar and Punctuation) run by members of the English Department for KS3 pupils in need of extra support.
- Reading Mentor scheme, run by the English Department and staffed by Sixth Form students for KS3 pupils

For older girls, the support is as follows, and is available to non-native speakers who need additional support too:

- Subject clinics
- Academic mentoring



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- *ad hoc* or regular 1:1 support with subject teachers

Effective teaching strategies in the classroom will also support the very occasional pupil whose standard of English is potentially a barrier to fulfilling her potential:

- in the Junior School, teachers to create a phonics/reading programme in partnership with parents
- teachers to write up key terms or difficult spellings on the board
- teachers to provide lists of key terms with definitions
- teachers to extend their explanations or use synonyms to clarify any potentially challenging words, whether subject specific or not
- teachers to sit the pupil near the front of the class so that they can easily seek clarification of any unfamiliar words or text
- application for use of a dictionary in public exams
- teachers to encourage the pupil to use a dictionary in class