

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND GIFTED AND TALENTED POLICY AND PROCEDURES**

*This policy will be provided on request to parents of current and prospective pupils and is also available on the School's website.*

### **Introduction**

Manchester High School for Girls is committed to encouraging all pupils to reach the highest academic standards and their individual potential, to develop a sense of self worth and to participate fully and confidently in school life, as stated in the aims of the School and in accordance with the Equality Act 2010. The School is also committed to building partnerships which encourage the participation of young people and their parents in making decisions. We aim to support pupils with special educational needs by making reasonable adjustments without lowering our expectations of them in the process.

### **Legislation and Guidance**

This policy has regard to the following legislation and advice:

- The Equality Act 2010
- The Children and Families Act 2014
- Special Educational Needs and Disabilities Code of Practice: 0-25 years 2014 (updated January 2015)
- Part I of the Independent School Standards Regulations

### **Abbreviations**

The following abbreviations are used in this document:

EAL – English as an Additional Language  
EHC plan – Educational Health Care Plan  
IEP – Individual Education Plan  
LSA – Learning Support Advisor  
LDD – Learning difficulties or disabilities  
LSC – Learning Support Co-ordinator  
SEND - Special Educational Needs and Disabilities

### **Definitions**

All definitions below are in line with those in the Equality Act

In accordance with the SEND Code of Practice, a pupil has a special educational need when their learning difficulty or disability calls for “*special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*” Learning difficulties or disabilities (LDD) include issues categorised according to four areas of need:

- (i) Communication and interaction (including those with Asperger’s Syndrome and Autism where difficulties may be experienced with social interaction).
- (ii) Cognition and learning (including those with a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia).
- (iii) Social, emotional and mental health difficulties (including those with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder).

- (iv) Sensory and/or physical needs (including those with vision impairment, hearing impairment or a multi-sensory impairment).

Some pupils whose needs require support from the Local Authority may be issued with an Education Health and Care plan (EHC plan). EHC plans replace the Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

Some young people with a special educational need may have a disability under the Equality Act 2010 which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. These may include **medical conditions** such as hearing and eyesight impairment, diabetes and epilepsy. The School Nurses will maintain records of an individual's medical conditions. They will work with the LSC to advise on any support needed to assist the pupil's learning needs. The School Nurses will communicate to staff any information about the medical condition which they require to adjust their teaching so that it caters for the individual pupil, whilst maintaining confidentiality in accordance with the wishes of the parents and pupil. In line with the Equality Act 2010, reasonable adjustments are made to ensure that disabled children are not at a substantial disadvantage compared with their peers.

Those pupils requiring specific intervention or with learning needs above and beyond what can be reasonably catered for in the course of a normal lesson will be issued with an IEP. This is a plan or programme which enables the pupil to make the most of their educational opportunities.

The School celebrates its cultural and linguistic diversity. Whilst many pupils speak other languages with their families, most of the bilingual and multilingual pupils with EAL at MHSG are at an advanced level and require no language support to enable them to achieve at a level commensurate with their cognitive skills. Note that pupils with EAL are not considered to have a special educational need.

## **Procedures in the Senior Department**

### **Leadership and management**

The Learning Support Coordinator (LSC), Mr Benjamin Eaton, is responsible for co-ordinating all SEN / EAL provision within the School.

### **Procedures**

Provision will comply with the School's Equal Opportunities policy in ensuring fairness of treatment for all within a supportive learning community and in accordance with the aims, values and ethos of the School.

All pupils should have access, through 'Quality First Teaching', to the delivery of a differentiated curriculum. Providing for SEN is first and foremost the responsibility of the subject teacher.

The School's procedures for **identification** of pupils with a SEN make use of information from the previous school, entrance examination performance, external standardised testing (MidYis, YELLis, ALIS), teacher assessment, parental notification of concerns, pupil self-identification and reports from external experts. Internal identification procedures for SEN will involve internally and externally developed tests, interviews with pupils, parents, teachers and relevant software (LUCID screener) as appropriate. This may result in advice to parents to consult external agencies.

Learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration. Thus, in the first instance, high quality teaching; differentiated for individual pupils, is the first step in responding to those who may have a special educational need. In ensuring that the pupil will receive appropriate support, the School will:

- (i) ensure decisions about support are informed by the insights of parents and those of the pupils
- (ii) have high ambitions for the pupil and set stretching targets

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- (iii) track the progress of the pupil towards meeting these goals
- (iv) keep under review the additional or different provision that is made for the pupil
- (v) promote positive outcomes in the wider areas of personal and social development
- (vi) ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

### **Graduated Structure of Support:**

Learning support at MHSG is based on a graduated system tailored to meet the needs of each individual pupil at classroom level and beyond. The aim of this support is to empower all pupils, specifically those with SEN, to become more responsible and independent (to whatever extent they are able) in their own learning.

- (i) All pupils have access to a differentiated curriculum, designed to meet the learning styles and needs of a range of pupils through planning and delivery in the classroom. Subject specialists at MHSG have a wealth of experience in meeting the requirements for a range of learning needs and the School recognises the importance of maintaining a consistently outstanding level of teaching and learning in all classrooms. As this is the primary basis for supporting pupils with SEN, the LSC will provide regular training for staff in light of new information and legislation relating to SEN. The ethos we promote is that support for special educational needs is the responsibility of all involved in the education of the child, and the primary delivery of such support should occur in every single lesson that the child attends.

Additional measures:

- If a concern is raised, pupils may be screened using the Lucid LASS 7-11 suite (Preparatory Department), Lucid LASS 11-15 testing suite (up to the age of 16) and Lucid EXACT (16+).
  - All pupils take part in baseline testing (MidYIS, Yellis, ALIS)
  - All pupils have access to drop-in revision clinics organised by subjects and learning-support clinics organised by the LSC at specific times of the year.
- (ii) A pupil may be identified as having a weakness in one or more academic areas / learning skills. This weakness may have been identified by their class teacher, the Head of Year who oversees academic progress, the Dyslexia Screener or through baseline testing. In such cases, the School will address issues raised according to the 'Plan, Do, Review' model. In this way:
    - The LSC works closely with the Head of Year in identifying areas of concern.
    - Support meetings are offered to pupils who have been identified as underachieving in one or more areas through a one-to-one meeting with the LSC.
    - If the areas of concern cannot be easily addressed through attendance at revision clinics, the LSC will meet with the pupil and parents to gain a good understanding of areas of strength and difficulty, potential parental concerns, agreed outcomes and strategies which will facilitate progress.
    - In consultation with teaching staff, the Head of Year, the individual pupil and parents, the LSC will then add the pupil to the whole school SEN list and issue specific guidance to teachers. In the case of a pupil requiring support above and beyond what can be normally delivered in lessons, the LSC will draw up an IEP. This will include reference to the desired outcomes, expected progress and attainment, the views and wishes of the pupil and her parents, together with advice relating to strategies to help enable the pupil to achieve her potential. Such meetings will be recorded and the information agreed will be shared formally with parents.
    - The IEP is then circulated between the pupil's teachers and remains relevant within an agreed time frame. The LSC will meet with the pupil and her parents at least three times each year to review the success, strategies and targets set in the IEP. This will facilitate future planning.
  - (iii) In some situations, pupils will be diagnosed with a specific learning need by a member of staff holding a specialist assessment qualification, an educational psychologist or a medical professional. Pupils at this stage may require considerable support. The educational psychologist's report is a valuable document which

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provides a wide range of information about the pupil's individual profile and, with parental consent, relevant information from this report is refined and distributed to the pupil's subject teachers and pastoral team through the SEN List. In the case of provision being required over and above what can be delivered through quality first teaching in the classroom, an IEP may be written. The IEP will record the pupil's strengths, weaknesses and targets together with recommended teaching strategies, cognitive test scores and diagnostic data. A summary of the information contained within the IEP is sent to parents for their own records. MIDYIS, YELLIS and ALIS data will not appear on the version of the IEP circulated to parents and pupils. The IEP will be reviewed as necessary based upon the changing needs of the pupil.

Any reports received from an Educational Psychologist or other external agency will be kept by the LSC and a further copy will be stored in the pupil's individual file. This information will be used as part of the evidence when determining the level of support required by a pupil. However, the School recognises that many private educational psychologist assessments, while detailed, require significant financial outlay. This means that parents who are unable to obtain such a report through their financial circumstance are put at a disadvantage. As such, we accept other private assessments provided that:

- a) The parents have informed us in good time that a private assessment is taking place
- b) The details of the private assessor, including details of their appropriate qualifications, have been passed on to the school
- c) The private assessor makes formal verbal or written contact with the SENCO to discuss the pupil and the school's perspective of her potential needs.

The existence of a private assessment, even one that meets the criteria outlined above, is only considered to be one part of the evidence surrounding a pupil.

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made the progress expected, the School / parents can consider requesting an EHC plan assessment. The School is involved in the development and review of the EHC plan to determine what can be provided within the School's own resources and what will require additional external expertise or further funding from the local authority. The EHC is reviewed annually, focusing on the progress of the pupil towards achieving the outcomes specified in the EHC plan and considering whether these outcomes and supporting targets are appropriate.

Reviews are held in school and are attended by the pupil, parent/s, the LSC, a health service representative and a local authority social care representative if appropriate. Prior to the review, the LSC seeks advice and information about the pupil from all parties, sending any advice and information gathered to all those invited to the meeting at least two weeks before the meeting takes place. After the review, any amendments required to the EHC plan are finalised within two weeks of the meeting. When the pupil reaches Year 9, all reviews must include a focus on preparing the pupil for adulthood. When a pupil moves from senior school to a post-16 institution, a reviewed EHC plan is completed to ensure a smooth transition to the pupil's next educational establishment.

## **Confidentiality**

Confidentiality of information will be respected. Selected information from external experts which is needed to make requests to Examination Boards for extra time in external examinations will be given to the appropriate Examination Officer, to the pupil's Head of Year and Form Tutor and to the Deputy Head (Pastoral). The LSC will supervise this process, and will add the names of these pupils to the SEN Register. All teaching members of staff have access to the names and requirements of pupils who have specific educational needs. All members of staff understand the importance of confidentiality in their support of these pupils.

The School Nurses will store confidential medical information. Computerised records on SIMS will indicate if the Nurses have such information.

## **Staff training**

The School will organise **training** so that staff expertise is developed in meeting the needs of pupils who encounter barriers to learning and the needs of the most able pupils, particularly in range of teaching methods, pupil grouping, techniques of differentiation, accelerated learning and understanding of learning styles. There is a library of resources to support subject teachers across the curriculum. Guidance will be included in the induction for new staff and visiting trainee teachers.

## **Learning**

Staff will offer **academic support**, within the constraints of current staff expertise. The School will aim to adapt lessons and teaching methods to match pupils' different abilities and learning needs. Staff will offer planned approaches to **differentiation** by content, task, resources, questioning, pace and homework.

Learning activities will include:-

- Mastery tasks that enable less able pupils to experience success – knowledge, comprehension and application tasks
- Open-ended developmental tasks that challenge the most able, develop higher thinking skills of analysis, synthesis and evaluation and allow initiative to be displayed
- A variety of learning approaches from lesson to lesson to take into account auditory, visual and kinaesthetic methods of learning
- Opportunities for enrichment and extension in specific areas of the curriculum
- Opportunities to develop empathy and understand different values and attitudes
- Same ability grouping
- Opportunities to develop leadership skills

Courses of specialist, individual tuition are not part of the School's provision.

## **Resources**

**Enrichment resources** will be made available to pupils through access to ICT resources such as the Moodle intranet and the school library, through guest speakers and contacts with carefully selected adults and former pupils, local universities /colleges / other organisations with a particular expertise, through the School's extra-curricular provision and through optional (chargeable) additional music and speech / drama tuition. Cross-curricular and cross-age programmes and activities have been developed, including extra-curricular enrichment and mentoring programmes. Pupils are also actively encouraged to attend the relevant subject-specific support clinics.

## **EAL provision**

The School gathers and records information about the languages used in pupils' homes. If any pupils, including those for whom English is an additional language, experience language-based difficulties, this will be reported by subject teachers, the pupils or parents to the LSC. EAL provision is regularly reviewed by the LSC and the Head of English. A list of those girls for whom English is an additional language is circulated to all teaching staff at the start of each academic year. Many of these girls, however, will need no extra specialist support.

Some students who have been in the country less than two years and have no experience of English prior to their arrival, may qualify for a specific EAL examination access arrangement.

The majority of the School's language support will be provided in class in different ways. The Literacy Policy encourages each department to focus on improving the literacy of all pupils in the classroom (for example, key word displays etc.) Further literacy training to staff has provided staff with methodologies to support pupils experiencing language difficulties. The LSC will also continue to disseminate their specialist training to staff through whole staff meetings. Each EAL pupil who is experiencing language-based difficulties, receives an initial support meeting with a member of staff who is available to mentor the pupil if a sufficient need is identified.

## **Pastoral support**

Support of LDD, EAL and gifted and talented pupils, as well as pupils with medical needs, is integrated into the School's pastoral system, recognising that pupils with learning needs of all types can suffer feelings of isolation, low self-esteem and a fear of failure. There is close liaison between the LSC and Heads of Year. Role models – peer, staff and external experts – may be used as mentors and models for support and counselling.

## **Disability Access**

A pupil will be considered disabled within the definitions set out in the Equality Act 2010 section 6 and schedule 1, and associated regulations.

In terms of SEN support within the school setting, the definition used is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments*. This publication is updated at the beginning of each academic year, and the definition used will always be from the current version pertaining to that particular academic year.

It is the responsibility of the LSC, working in conjunction with the School Nurses, to determine if a pupil is disabled within the above criteria, and if so, what reasonable adjustments and access arrangements to put in place to support that pupil.

## **Use of word processors**

A common adjustment and access arrangement for those with temporary or permanent disabilities is the use of a word processor in lessons and assessments. The use of a word processor in examinations, and the criteria under which this is awarded, is detailed in the School's *Examination Access Arrangements Policy*, Appendix 2.

Principally, a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

## **Facilitating access**

The primary method of facilitating access for pupils is examination access arrangements. The criteria for, and provision for, these are covered by the School's *Examination Access Arrangements Policy*. In summary, on a candidate by candidate basis, consideration is given to

- Adapting assessment arrangements
- Adapting assessment materials
- The provision of specialist equipment or adaptation of standard equipment
- Adaptation of the physical environment for access purposes
- The use of laptop or other assistive technology during examinations

## **Disability Access Plan**

The planning process for the development of SEN support forms part of the School's Disability Access Plan, available from the School Office on request. Where a room or facility may be inaccessible to a wheelchair user, it is expected that the School will re-arrange the activity or assessment to one of the many rooms which is accessible. However, due to the provision of lifts in key positions throughout the school there are very few areas (such as top reception and the careers library) that are inaccessible to users of standard width wheelchairs.

## **GIFTED AND TALENTED PROVISION IN THE SENIOR DEPARTMENT**

The National Association for Gifted Children refers to gifted and talented pupils as those who “give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”

The School recognises that there is no single perfect instrument for identification of a gifted and/or talented child; the school draws on a range of evidence including qualitative and quantitative elements such as baseline data and teacher recommendation. MHSG, nevertheless, recognises that gifted and talented pupils have special needs that must be catered for if they are to fulfil their potential. A significant proportion of the School’s pupil population meets national criteria for the identification of gifted and talented individuals and their needs are therefore provided for within curriculum planning, differentiation and extra-curricular provision. Exceptional individuals working beyond their peer group in one or more areas are catered for in a number of ways.

### **Individual subject provision for the Gifted and Talented:**

Provision is made within the classroom to stretch the most able within the group. Teachers adopt challenging, higher-order thinking questioning strategies, set extension tasks, use group work, peer mentoring, self-assessments, independent learning techniques and a range of resources in ways that enable pupils to be intellectually stretched. Pupils are also placed in sets in Physical Education during Year 7 according to ability and in Mathematics from the start of Year 8 to ensure that the curriculum can be tailored to the needs of the individual child. Bi-lingual pupils have the option of extra one-to-one sessions with the foreign language assistants to maintain and build on their existing skills.

National competitions, extra-curricular activities and trips are also used extensively to extend the capabilities of the most able. For instance, participation in the following competitions and others are encouraged:

- (i) Spirited Arts Competitions (Religious Studies).
- (ii) UK Mathematics Challenge, MMU Pop Maths Quiz (Mathematics).
- (iii) Local, county, regional, national competitions, including Junior and Community Sports Leader Awards (Physical Education)
- (iv) Poetry and debating competitions (Modern Foreign Languages)
- (v) ARTiculation competition and Living Edge exhibition (Art)
- (vi) Physics Olympiad, Physics Olympics (Physics)
- (vii) International Chemistry Olympiad, Chemquiz, Nuffield placements each summer for J6 pupils to work at Universities on research projects that lead to Gold CREST Awards, Cambridge Chemistry Challenge (Chemistry)
- (viii) Biology Olympiad
- (ix) CREST Awards (Biology, Chemistry, Physics)
- (x) Participation in ABRSM examinations (Music)
- (xi) Classical Association reading competition (Classics)

Pupils may also take part in the following extra-curricular / enrichment activities:

- (i) Ethics Matters club, Young Philosophers (Religious Studies)
- (ii) MHSG Mathematics Challenge (Year 9), KS3 Puzzle of the Week, Sixth Form Further Mathematics Challenge, Pi Shop, Years 7 – 8 Puzzle Club (Mathematics)
- (iii) Life-drawing Art club for sixth form pupils, Years 7 and 9 Art Club, GCSE and A level workshops (Art)
- (iv) Electronics Club, Radio Club, Engineering Education Scheme for J6 Physicists (Physics)
- (v) Science Club leading to CREST Awards, Advanced Chemistry Discussion Group, The Festival of Chemistry (Chemistry)
- (vi) CSI Club (Biology & Chemistry)

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- (vii) Comedy Club, creative writing club, drama club, book club and participation in drama plays and musicals (English and Drama)
- (viii) Twilight performance concerts and various music ensembles (Music)
- (ix) Young Enterprise Schemes (Economics)
- (x) Pupils Go Gold Conference for GSA Schools, visiting elite athletes to lead workshops and lessons, strength and conditioning training (Physical Education)
- (xi) Scrabble League Club (Classics)

#### Whole-School Provision for the Gifted and Talented:

- (i) Whole school aim to embed independent learning across the curriculum
- (ii) Whole staff training relating to gifted and talented pupils and independent learning
- (iii) Outstanding teaching and personalised learning as evidenced in lesson observations across departments
- (iv) Effective assessment for learning
- (v) The Deputy Head Mistress (Teaching and Learning) produces a termly newsletter to inform staff of a range of teaching techniques to enable teachers to challenge the pupils in their classrooms
- (vi) Sharing of good practice by Heads of Department in half-termly meetings

### **Roles and responsibilities**

#### **The Governing Body will:**

- Delegate authority to the Head Mistress to approve and review this policy
- Consider appeals that relate to the School's SEN provision

#### **The Head Mistress will:**

- Review this policy in conjunction with the Deputy Head (Pastoral) and the LSC
- Ensure that policy and procedures are applied fairly, according to the equal opportunities policy
- Monitor the implementation of the policy via the Deputy Head (Pastoral)
- Communicate to the Deputy Head (Pastoral) any whole-school issues regarding SEN or Gifted and Talented pupil provision as identified from lesson observation evidence

#### **The Deputy Head (Pastoral) will:**

- Liaise with the Head Mistress about the review of the policy and procedures for SEN and its implementation, as legal requirements change
- Communicate the policy to parents, staff and pupils via the staff and parent handbooks, INSET and staff meetings
- Work with the LSC in the development of the School's SEN provision, and oversee monitoring, review and evaluation procedures
- Liaise with the Head Mistress and Governors regarding issues concerning pupils with learning difficulties and disabilities
- Ensure that the views of pupils are listened to and included in IEP target-setting by monitoring pupil reviews and interviewing individual pupils

#### **The Deputy Head (Teaching and Learning) will:**

- Monitor the implementation of the SEN policy in lessons via the LSC and Heads of Department, for example by examining procedures for differentiation in schemes of work, through lesson observation within the School's Performance Review and Development programme
- Arrange staff training covering the school's range of SEN, including inputs on differentiation, learning styles, accelerated learning techniques and other relevant aspects. Incorporate guidance in the new staff induction.
- Advise on methods of assessing pupils' potential, such as MIDYIS/YELLIS/ALIS standardised testing and use of other prior attainment data
- Oversee examination arrangements, such as extra-time allowance or special resource requirements

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**The Learning Support Coordinator will:**

- Review the SEN policy in consultation with the Deputy Head (Pastoral)
- Monitor the effectiveness of the SEN policy and its procedures by consulting parents and relevant staff, by scrutinising evidence of academic progress of individual pupils and by reviewing opportunities for enrichment provided by the school
- Develop improved methods of identifying gifted pupils and those with other learning needs at an early stage of their schooling
- Maintain an online SEN register and centralised pupil records, including medical evidence of barriers to learning, by working with the School's Data Manager
- Support individual pupils identified with learning needs on a regular basis, in consultation with Heads of Year. Draw up and review Individual Education Plans to set targets where appropriate. Consider parents' and pupils' views about their learning.
- Monitor individual pupil's progress and attendance
- Support individual pupils with temporary or non-specific difficulties when referred by subject staff or Heads of Year
- Research learning methodology and learning styles and advise staff on the design of resources and learning activities
- Advise on staff training in the light of current educational research on how groups of pupils (eg. speakers of other languages, etc) learn
- Assist in the training of pupil mentors on learning styles and good educational practice
- Liaise with the necessary educational psychologists and other external experts
- Liaise with the School Nurses to establish which pupils with medical issues need to be recorded on the SEN register, taking into consideration ongoing conditions likely to affect attendance, and physical impairments affecting pupils' access to the curriculum
- Assist in the construction of the School's Entrance Examination and internal examinations as appropriate, especially with regard to literacy-related equal opportunities issues
- Liaise with the examinations officers and individual teachers to ensure that all access arrangements for examinations are in accordance with the current requirements as stated by the Joint Council for Qualifications (JCQ)
- Liaise with and support the Preparatory Department in their SEND provision

**Heads of Year and Form Tutors will:**

- Share transition data with the LSC
- Be aware of the contents of IEPs in all contact with parents of pupils on the SEN register.
- Monitor pupil progress, using examination and test results, subject reports and subject teacher referrals, and refer significant problems to the LSC
- Liaise with the LSC when communicating with subject teachers of identified pupils about recommendations for teaching.
- Assist in arranging mentors, for identified pupils, to help with organisational skills and subject-specific concepts
- Monitor differentiation within the Well Being programme.

**Heads of Department and Subject Teachers will:**

- Check that departmental policies (for example, Assessment, Recording and Reporting policies) take account of SEN, EAL and Gifted and Talented pupils
- Develop departmental clubs and opportunities for vertical age grouping in order to support, extend and enrich gifted and talented pupils
- Ensure that schemes of work incorporate differentiation and monitor, via lesson observation and work scrutiny, that differentiation techniques are being implemented for their subject
- Refer any concerns about the learning needs of individual pupils to the LSC. No comments about a potential diagnosis should be made to the pupil without a firm diagnosis having been made.

- Act on recommendations from the LSC, Head of Year or external experts to support identified pupils.
- Set high expectations for every pupil
- Make regular assessments of progress for all pupils to identify those making less than expected progress given their age and individual circumstances
- Put in place extra teaching or other rigorous interventions, working with the LSC, to secure better progress
- Complete all paperwork necessary for the LSC to liaise effectively with JCQ about extra time for pupils with SEN in individual subject assessments

**Support Staff will:**

- Liaise with the LSC regarding pupil special needs documentation, including pupil records and medical information.
- Assist in the co-ordination of communication between the School and parents and/or outside agencies.

**Parents will:**

Work in partnership with the school to support pupils, by attending progress review meetings and assisting their daughter with the organisational skills necessary for homework and preparation for lessons.

**Pupils will:**

- Aim to support each others' learning by respecting different learning needs and styles.
- Take increasing responsibility for their own learning, acting on teacher recommendations and analysing how they learn best.

**Procedures in the Preparatory Department**

**Leadership and management**

The Preparatory Department Learning Support Coordinators (LSC), Mrs Sally Oliveira and Mrs Kathryn Marsh, are responsible for coordinating all SEN/EAL provision under the guidance of the Head of the Preparatory Department, the Assistant Head responsible for Pupil Achievement and the School LSC. The LSC offers specialist advice for class teachers, teaching assistants and parents, whilst providing learning support activities for groups or individual pupils.

**Procedures**

Provision will comply with the School's Equal Opportunities policy in ensuring fairness of treatment for all within a supportive learning community and in accordance with the aims, values and ethos of the school. The Preparatory Department aims to offer excellence and choice to all pupils, whatever their ability or needs. With high expectations of all pupils, the School aims to achieve this through the removal of barriers to learning and participation so all pupils feel that they are a valued part of the School community.

Through appropriate curricular provision, the School respects the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All pupils should have access, through 'Quality First Teaching', to the delivery of a differentiated curriculum, as stated in the Preparatory Department "Teaching for Learning" Policy (April 2016). Providing for SEN is first and foremost the responsibility of the class teacher and any support staff that work with particular classes.

Children with a special educational need call for special educational provision to be made. The Department's procedures for **identification** of pupils with a SEN make use of information from the previous school or nursery, Approved by the Head Mistress, Mrs Helen Jeys June 2021

entrance examination performance, external standardised testing (BASE; InCAS), teacher assessment, parental notification of concerns, pupil self-identification and reports from external experts. Internal identification procedures for SEN will involve internally and externally developed tests, interviews with pupils, parents, teachers and relevant software (Lucid LASS 8-11y / COPs screener) as appropriate. This may result in advice to parents to consult external agencies.

Learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration. Thus, in the first instance, high quality teaching, differentiated for individual pupils, is the first step in responding to those who may have a special educational need. In ensuring that the pupil will receive appropriate support, the Preparatory Department will:

- (i) ensure decisions about support are informed by the insights of parents and those of the pupils
- (ii) have high ambitions for the pupil and set stretching targets
- (iii) track the progress of the pupil towards meeting these goals
- (iv) keep under review the additional or different provision that is made for the pupil
- (v) promote positive outcomes in the wider areas of personal and social development
- (vi) ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

### **Graduated Structure of Support:**

Learning support across MHSG is based on a graduated system tailored to meet the needs of each individual pupil at classroom level and beyond. The aim of this support is to empower all pupils, specifically those with SEN, to become more responsible and independent (to whatever extent they are able) in their own learning.

- (i) All pupils have access to a differentiated curriculum, designed to meet the learning styles and needs of a range of pupils through planning and delivery in the classroom. Class teachers at MHSG have a wealth of experience in meeting the requirements for a range of learning needs and the School recognises the importance of maintaining a consistently outstanding level of teaching and learning in all classrooms. As this is the primary basis for supporting pupils with SEN, the LSC will provide regular training for staff in light of new information and legislation relating to SEN.

### **Additional measures:**

- All pupils in Reception take part in baseline testing that can pinpoint discrepancies in performance (BASE)
  - All pupils in Years 1 to 6 take part in progress testing that generates an academic baseline for the following year (InCAS)
  - All pupils in Reception (from the Spring Term) to Year 6 (every term) take part in standardised skills tests in Mathematics and English to enable staff to identify areas of strength or weakness; annual progress targets are set in the Autumn Term and reviewed at progress and transition meetings in the Summer Term.
  - Class teachers also closely track a pupil's skills acquisition across the curriculum in a specific year group, aiming to identify gaps or difficulties with aspects of the tracked subjects.
  - Learning support and booster groups are organised by class teachers or subject coordinators where appropriate to support pupil learning.
- (ii) A pupil may be identified as **having a weakness in one or more academic areas / learning skills**. This weakness may have been identified by their class teacher, the Head of the Preparatory Department or the Assistant Head responsible for Pupil Achievement through the computer adaptive tests or baseline testing. To aid assiduous identification of such weaknesses, all data and observations of concern are recorded and interrogated termly by class teachers and the Prep Leadership Team using the Cohort Data Action Records: these offer a comprehensive tracking system for highlighting concerns and recording the success of planned interventions. In cases of an identified weakness, the Department will address issues raised according to the 'Plan, Do, Review' model. In this way:

- The LSC works closely with the Head of Preparatory Department and class teachers in identifying specific areas of concern.
- Support meetings are offered to pupils who have been identified as underachieving in one or more areas through a one-to-one meeting with their class teacher, who will then meet with the parents of the pupil to inform them of any outcomes. The LSC will monitor the content and outcomes of these meetings.
- The LSC will work with individuals or groups of pupils to support their learning. The LSC may also support the teaching assistants who work with pupils to provide support sessions and interventions.
- The LSC will also support the emotional wellbeing of pupils following an ELSA intervention programme.
- If the areas of concern cannot be easily addressed through in class strategies or differentiated planning for individualised progress, the LSC and Head of Preparatory Department will meet with the pupil and parents to gain a good understanding of areas of strength and difficulty, potential parental concerns, agreed outcomes and strategies which will facilitate progress.
- In consultation with teaching staff, the Head of the Preparatory Department, the individual pupil and parents, the LSC may then add the pupil to the whole school SEN list and issue specific guidance to teachers. In the case of a pupil requiring support above and beyond what can be normally delivered in lessons, for example, as identified in a report from an Education Psychologist or other external agency, the Learning Support Coordinator will draw up an Individual Pupil Plan (IEP). This will include reference to the desired outcomes, expected progress and attainment, the views and wishes of the pupil and her parents, together with advice relating to strategies to help enable the pupil to achieve her potential. Such meetings will be recorded and the information agreed will be shared formally with parents. Progress in relation to the norms of their cohort is also tracked using termly skills assessments and annual target setting.
- The IEP is circulated between the pupil's teachers and remains relevant within an agreed time frame. The LSC will meet with the pupil regularly and communicate with her parents to review the success, strategies and targets set in the IEP. The IEP will be reviewed each term to facilitate future planning.
- (iii) In some situations, pupils will be **diagnosed with a specific learning need by an educational psychologist or a medical professional**. Pupils at this stage may require considerable support. If pupils have had an external assessment or diagnosis for any medical or learning difficulty, we examine these reports and ensure we follow the recommendations set out in them. The educational psychologist's report is a valuable document which provides a wide range of information about the pupil's individual profile and, with parental consent, relevant information from this report is refined and distributed to the pupil's teachers and pastoral team through the IEP. Any reports received from an Educational Psychologist or other external agency will be kept by the LSC and a further copy will be stored in the pupil's individual file. The IEP will record the pupil's strengths, weaknesses and targets together with recommended teaching strategies, and any relevant cognitive test scores or diagnostic data. A summary of the information contained within the IEP is shared with parents for their own records. The IEP will be reviewed regularly as indicated above. Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made the progress expected of her, the School / parents can consider requesting an EHC plan assessment. The school is involved in the development and review of the EHC plan to determine what can be provided within the School's own resources and what will require additional external expertise or further funding from the local authority. The EHC is reviewed annually, focusing on the progress of the pupil towards achieving the outcomes specified in the EHC plan and considering whether these outcomes and supporting targets are appropriate.

### **Identification of pupils to receive specialist learning support in the Preparatory Department:**

Specialist learning support intervention is identified and prioritised as follows:

1. Screening through a dyslexia program (Lucid LASS 8-11y / COPs screener) identifies children with specific learning needs. Initial Screening Results with CoPS/LASS where results appear in the 'Concern' or 'Risk' bands (below the 20<sup>th</sup> centile) might suggest that a pupil is eligible to receive learning support to work on those areas identified if the LSA and LSC feel their needs cannot be met with planned classroom interventions; in all such cases, parents will be encouraged to seek a detailed report from an Educational

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- Psychologist or other external agency in order to identify precisely the strategies that the School could best employ to support their daughter's needs.
2. Alternatively, if an assessment result shows three areas in the "low" or 20 – 35 percentile, including the InCAS screening results, for their cohort, then targeted learning support might be considered as a short term intervention. Pupils identified in this way will be supported by the Learning Support Coordinator, Mrs Sally Oliveira, for an initial targeted period if their specific needs cannot immediately be met with quality first teaching. Specific, tracked support can target an individual or group of pupils with particular learning needs.
  3. **Further rescreening with CoPS / LASS or testing with InCAS / PUMA / PIRA assessments** where results that show an improvement into the 'average' band (above the 35<sup>th</sup> centile) for their cohort: targeted learning support will be reviewed with the ultimate aim of empowering pupils to develop independent responsibility for their learning within the classroom setting and their peer group. This applies to all pupils on the SEN register including those with a diagnosis from an external report by an Educational Psychologist.

### **Confidentiality**

Confidentiality of information will be respected. A summary of relevant information from an Educational Psychologist or other external educational expert will be included on an Individual Support Plan and circulated to the child's teachers. The School Nurses will store confidential medical information. Computerised records will indicate if the Nurses have such information. All confidential information will be stored securely in a locked cupboard.

### **Training**

**Training** and **resources** will be provided so that staff expertise is developed in meeting the needs of children who encounter barriers to learning. Teachers will use techniques of differentiation, accelerated learning and understanding of learning styles. Guidance will be included in the induction for new staff.

Staff will offer **pastoral support**, recognising that children with special educational needs or difficulties of all types can suffer feelings of isolation, low self-esteem and a fear of failure.

### **Planning for Special Educational Needs**

In the Preparatory Department planning for the four areas of need is prioritised:

- 1) communication and interaction;
- 2) cognition and learning;
- 3) social emotional and mental health;
- 4) sensory and /or physical needs.

In providing special help class teachers and subject teachers should make reasonable adjustments by employing a range of interventions that aim to:

- match work specifically to child's previous experiences;
- try to increase pupil's motivation;
- break down tasks into smaller steps;
- allow more time for completion of tasks;
- allow different parts of a complete piece of work to be tackled by different children;
- provide extension activities;
- provide different /alternative resources;
- use ICT;
- consider altering teaching style;
- provide additional help;
- provide greater amount of reward and reinforcement;

- provide longer reading time;
- allocate additional time for tests;
- plan work to allow for differences in outcome.

More detailed suggestions for planning appropriate strategies related to specific difficulties can be found in the handbook: *Preparatory Department Educational Support Appendices: Strategies*.

In planning for pupils with SEN, the Preparatory Department will:

- Make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Reasonable adjustments will be made by making physical alterations.
- Publish accessibility plans setting out how to increase access for disabled pupils to the curriculum, the physical environment and to information.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Consider where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.
- Maintain an emphasis on the need to keep pupils as well as their parents informed: involving children, their parents and staff in discussions and decisions about their individual support and about appropriate provision.

### **Assessment and Planning for Access**

Early identification is vital. The class teacher or Preparatory LSC, in conjunction with the Head of Preparatory Department, inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The Preparatory Department assessment and planning procedures are developed in order to ensure that parents and children are enabled to express their views, wishes and feelings, and to be part of the decision-making process.

The process is also structured to:

- Focus on the child as an individual.
- Be easy for children and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capacities.
- Enable the child and those who know her best, to say what she has done and is interested in and what outcomes she is seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Deliver an outcomes-focused and co-ordinated plan for the child and their parents.

The Head of Preparatory Department, the Assistant Head responsible for Pupil Achievement, the Preparatory LSC and class teachers assess and monitor pupil progress in line with the existing school practices, working closely with parents and teachers to plan an appropriate programme of support. This is an ongoing process.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the School. The class teacher and the LSC can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Access to the curriculum**

All pupils will have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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Teachers use a range of strategies to meet special educational needs and disabilities. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the Preparatory Department: by breaking down the existing levels of attainment into finely graded steps and targets to ensure that pupils experience success.

Pupils are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

### **Partnership with parents**

The school works closely with parents in the support of those children with SEN, encouraging an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with SEN. Parents are informed of any outside intervention. The process of decision-making is shared by providing clear information relating to the education of children with SEN.

### **Pupil participation**

In School, pupils are encouraged to take responsibility and to make decisions. This is part of the culture of the School and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. They are encouraged to make judgments about their own performance against the IEP targets. We recognise success here as we do in any other aspect of school life.

## **GIFTED AND TALENTED IN THE PREPARATORY DEPARTMENT**

The National Association for Gifted Children refers to gifted and talented pupils as those who “give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” In the Preparatory Department, the aim is to develop the best possible provision for pupils of all abilities. Teaching and learning is planned so that each child can aspire to the highest level of personal achievement.

In national guidelines, the terms are distinguished as follows:

- 'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

As such, approximately 10 per cent of the children in the School will be considered as gifted and/or talented. As stated earlier, the School recognises that there is no single perfect instrument for identification of a gifted and/or talented child; the Preparatory Department draws on a range of evidence including qualitative and quantitative elements such as baseline data and teacher recommendation. MHSG, nevertheless, recognises that gifted and talented pupils have special needs that must be catered for if they are to fulfil their potential. As a significant proportion of the Department's population meets national criteria for the identification of gifted and talented individuals, their needs are therefore met within curriculum planning, differentiation and extra-curricular provision. Exceptional individuals working beyond their peer group in one or more areas are catered for in a number of ways, by the provision of enrichment or extension activities that further promote their abilities and skills.

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The broad aims are to:

- Ensure that we recognise and support the needs of all our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend the children through appropriate learning opportunities
- Encourage children to think and work independently.

### **Individual subject provision for the Gifted and Talented:**

Provision is made within the classroom to stretch the most able within the group. Teachers adopt challenging, higher-order thinking questioning strategies, set extension tasks, use group work, peer mentoring, self-assessments, independent learning techniques and a range of resources in ways that enable pupils to be intellectually stretched. Pupils are placed in flexible target groups for Mathematics and English from early in EYFS to ensure that the curriculum can be tailored to the needs of the individual child.

Our teachers plan carefully to meet the learning needs of all our pupils. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Alongside the creative and challenging curriculum offered to the pupils, pupils complete an Enrichment Programme every Friday afternoon where they have the opportunity to stretch their thinking further, with a range of activities including K'Nex engineering, cookery, sign language and coding. Learning is also enriched through regular homework activities and projects linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

We also offer a range of extra-curricular activities for the pupils. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. These include a range of opportunities each year such as: a wide variety of extra-curricular clubs for sports, music, Athletics, Chess, Book club and CREST/STEM. Pupils also have the opportunity to take on computing, ecological and arts pupil leadership roles.

Pupils have the opportunity to experience an extensive range of educational visits and residential trips that further enrich and develop higher order learning and social skills.

National competitions, extra-curricular activities and trips are also used extensively to extend the capabilities of the most able. For instance, participation in the following competitions, events and enrichment activities are encouraged:

- UK Mathematics Challenge, Athletics World Championship (Mathematics), Junior Maths Challenge.
- Discovery Passport
- Local, county, regional, national competitions, including Junior and Community Sports Leader Awards (Physical Education)
- AJIS art competition (Art)
- MGS Bexwyke Lecture
- Science Week (Science)
- Minimus Latin Competition



- Participation in ABRSM examinations; Music Makers; Alderley Edge Music Festival; public performances and productions for all Year Groups (Music and Drama)

Reference “Senior Provision” section for Whole-School Provision for the Gifted and Talented.

### **Management strategies**

The Head of the Preparatory Department and the Prep Leadership Team coordinate provision and practice across the whole Department. The team focuses annually on:

- coordinating information from subject leaders in the Autumn Term to establish and annually review a register of gifted and talented pupils; since relative ability changes over time, pupils will move on and off the register when appropriate, though such movement might be expected to reduce with age;
- coordinating the monitoring of teachers' planning by the Prep Leadership Team to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- reviewing the differentiation action plan completed by each year group
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;

### **Monitoring and review**

The Head of Preparatory Department will work with staff to ensure these pupils reach their full potential. Samples of work from the higher achievers are reviewed as part of the Preparatory Self Evaluation cycle, in order to demonstrate the standards that they are achieving. These examples are used to inform the process of identifying gifted and talented pupils; further identifiers are included below for guidance.

Gifted children in **English** are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation
- Use research skills more effectively to synthesise information
- Enjoy reading, and respond to a range of texts at a more advanced level
- Use a wider vocabulary, and enjoy working with words
- See issues from a broader range of perspectives
- Use more advanced skills when engaged in discussion.
- Score in the top 2% of their cohort in English

Gifted children in **Mathematics** are identified when they:

- Explore a broader range of strategies for solving a problem
- Are more curious when working with numbers and investigating problems
- See solutions more quickly, without needing to try all the options
- Look beyond the question in order to hypothesise and explain
- Work more flexibly, and establish their own strategies
- Enjoy manipulating numbers
- Score in the top 2% of their cohort in Mathematics

Pupils who show considerable ability in other academic areas will be identified by their teacher. However, for them to be deemed gifted, they have to achieve very highly and be working beyond their peers.

**Indicators of gifts and talents related to phase (*Identifying gifted and talented learners, DCSF 2008*)**

Early Years	Primary	Secondary
Is it precocity or giftedness?	Needs fewer steps in process.	Questions rules/authority.
Uneven development.	Enjoys increased pace.	Non-conformity.
Gets cross if task too easy/hard.	Needs less instruction & practice.	High ability/low motivation.
Needs to own extended tasks.	Thrives on independent study.	Keen sense of justice.
May display 'unique creativity'.	Copes with abstract tasks.	Divergent thinking/creativity.
Often easily bored & disruptive.	Likes open-ended situations.	Excellent sense of humour.
Very good verbal/reasoning.	Needs to learn to fail.	Growing self-determination.
Needs enrichment more than acceleration.	Responds to a wide variety of creative opportunities.	May develop lifelong passion for field or hobby.
Can show reflection above age.	Needs to be encouraged to take risks.	Intellectual curiosity stands out.
Emotional literacy can lag behind academic work.	Needs to develop self-esteem in supportive environment.	Exceptional powers of concentration, stamina.
Identification for understanding and provision not labelling.	Whatever the intellectual level must remember <i>actual</i> age.	Needs to work with learners of similar ability in/out of school.

**Roles and Responsibilities**

**The Head of the Preparatory Department will:**

- Work with the Preparatory LSC, the School's LSC and the Prep Leadership Team in the development of the Preparatory Department's learning needs provision, and oversee review and evaluation procedures.
- Ensure any Education Health Care Plan drawn up by the local authority in conjunction with the parents and pupil is implemented.
- Liaise with the Head Mistress and Governors regarding learning difficulties and disabilities issues.
- Monitor the effectiveness of the SEN policy and its procedures by consulting parents and relevant staff, by scrutinising evidence of academic progress of individual pupils and by reviewing opportunities for enrichment provided by the school.
- Monitor the implementation of the SEN policy in lessons via the LSC and class teachers, for example by examining procedures for differentiation in schemes of work, through lesson observation within the School's Performance Review and Development programme and through pupil tracking.
- Ensure that the views of pupils are listened to and included in IEP target-setting by attending review meetings as required.

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- Liaise with the necessary educational psychologists and other external authorities.
- Arrange staff training covering the School's range of SEN needs, including inputs on differentiation, learning styles, accelerated learning techniques, effective feedback and marking techniques and other relevant aspects. Incorporate guidance in the new staff induction or policy reviews.
- Advise on methods of assessing pupils' potential, such as BASE / INCAS / PIRA / PUMA progress tests, standardised testing and use of other prior attainment data.
- Oversee examination arrangements, such as extra time allowance or special resource requirements.

**The Preparatory Department Learning Support Coordinator will:**

- Oversee the day to day operation of the school's SEN policy.
- Review the SEN Policy in consultation with the Head of Preparatory Department Support the School's LSC in maintaining confidential centralised pupil records, including medical evidence of barriers to learning.
- With the class teacher, draw up and review IEPs to set targets and monitor individual progress, including attendance and punctuality, to ensure that appropriate IEPs are in place. Consider parents' and pupils' views about their learning.
- Ensure that termly reviews take place and new review dates are arranged.
- Organise support for pupils with temporary or non-specific difficulties, when referred by class teacher.
- Advise on staff training in the light of current educational research on how pupils learn. Provide 1:1 or small group learning support, twice weekly (unless one session per week is deemed more appropriate) for 30 minutes to girls who have an IEP; this will be timetabled on a rolling programme.
- Maintain confidential records of external and internal assessments.
- Liaise with class teachers and teaching assistants regarding in class support.
- Liaise with class teachers regarding specific curriculum areas to be covered.
- Liaise half termly with the School LSC
- Research learning methodology and learning styles and advise staff on the design of resources and learning activities.
- Advise on staff training in the light of current educational research on how pupils learn.

**Subject Leaders and Specialist teachers will:**

- Check that subject policies take account of SEN.
- Ensure that differentiation in subject teaching is appropriate to the learning needs of individual pupils.
- Act on recommendations from the Preparatory LSC, Head of Preparatory Department or external experts to support identified pupils.

**Teaching staff, with the support of teaching assistants where appropriate, will:**

- Adhere to the Data Assessment Calendar of review dates for data analysis, cause for concern records and IEP updates.
- Communicate with visiting teachers the needs of girls in their class who are on the SEN register.
- Review the Cause for Concern records for their class each term, identifying difficulties a pupil may be experiencing on the Data Action Records, and tracking the success of ongoing interventions.
- Liaise with the Preparatory LSC regarding pupil SEN documentation, including pupil records and medical information.
- Where appropriate, with the Preparatory LSC, draw up and review, once per term, IEPs to set targets and monitor individual progress.
- Share the IEP with the relevant pupil so that pupils are involved in setting and reviewing their own targets.
- Share each new IEP with parents to involve them in their child's progress and learning.
- Have immediate access in the classroom to an up-to-date record of the Data Action Record and IEPs – to ensure they are available for planning and review purposes: if printed as a hard copy, this must be stored securely in a locked cupboard.
- Assist in the coordination of communication between the School and parents and/or outside agencies.

**Parents will:**

Work in partnership with the Preparatory Department to support pupils, by attending progress review meetings and assisting their daughter, when possible, to achieve targets detailed on the IEP.

**Pupils will:**

- Aim to support each other's learning by respecting different learning styles.
- Take increasing responsibility for their own learning, acting on teacher recommendations, and analysing how they learn best.
- Be involved, at an appropriate level, in setting targets on their IEPs and in the termly IEP review meetings. Children are encouraged to make judgments about their own performance against the IEP targets. We recognise success here as we do in any other aspect of school life.

**Monitoring, review and evaluation in the Senior Department**

- The Learning Support Co-ordinator and/or the Learning Support teacher will conduct periodic spot checks with SEN pupils to ensure that their learning needs are being addressed in lessons.
- The School Nurse will conduct periodic spot checks with pupils whose medical condition may give rise to a learning disability to ensure that their learning needs are being addressed in lessons.
- The Learning Support Co-ordinator will scrutinise referrals and reports of pupils on the SEN register to check on academic progress.
- Regular lesson observations will provide evidence on whether differentiation is being built into learning activities by subject teachers.

**Monitoring, review and evaluation in the Preparatory Department**

- The Preparatory LSC monitors the movement of children within the SEN system in the Preparatory Department and advises the School's Learning Support Coordinator with regard to updating the central SEN register.
- The Preparatory LSC is involved in supporting the class teacher in drawing up the Individual Support Plan, monitoring the targets set and reviewing the targets with both pupils and parents.
- Parents and pupils are involved in the review of targets on the IEP.
- Cause for Concern records and interventions will be monitored termly by the Preparatory LSC with the support of the Prep Leadership Team.
- The School Nurse will inform the Preparatory LSC of pupils with a medical condition and advise on strategies to ensure the condition is not a barrier to learning.
- Class teachers are responsible for providing suitable learning opportunities to enable all girls to achieve their potential and evidence of these will be in the planning monitored by the Head of Preparatory Department with the support of the Prep Leadership Team and staff subject leaders.

**Complaints**

The School takes pride in the quality of the teaching and pastoral care provided to pupils. However, if parents do have a complaint, they can expect it to be handled quickly by the School in accordance with the Complaints Procedure, copies of which are available from the School Office.

**Policy reviewed and updated by the Learning Support Co-ordinator, Mr Benjamin Eaton May 2021 in conjunction with the Head of the Preparatory Department, Mrs Helen Mortimer.**

**Approved by the Head Mistress, Mrs Helen Jeys June 2021**