

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 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 1 of the Independent School Standards Regulations
- Part 2 of Keeping Children Safe in Education 2023

Abbreviations

The following abbreviations are used in this document:

EAL – English as an Additional Language

EHC plan – Educational Health Care Plan

SENCo – Special Educational Needs 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 include issues categorised according to four areas of need:

- (i) Communication and interaction (including Autism Spectrum Disorders where difficulties may be experienced with social interaction and speech and language development).
- (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 ADHD).

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

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 SENCo 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.

For pupils who require provision or reasonable adjustments to be put in place, a one-page profile will be co-produced. This will be led by the SENCo and will include contributions by the pupil, their family and linked teachers. The OPP will outline strengths and challenges and will include strategies for teaching and learning and for the pupil and their family to use in order to help the pupil to achieve their potential.

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 Special Educational Needs Co-ordinator (SENCo), Mrs Gayle Ripper, is responsible for co-ordinating all SEND throughout the Prep, Senior School and Sixth Form. Within the Learning Support Team are:

Mr Simon Vance and Dr Alexandra Bushell in the Senior School and Mrs Kathryn Marsh and Mrs Sally Oliveira in the Prep Department.

Procedures

Provision will comply with the School's Equality 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 following are in place for the Prep, Senior School and Sixth Form.

Definition of Special Education Needs

A child has additional learning needs if she:

- Has a significantly greater difficulty in learning than the majority of children the same age
- Has a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age
- Requires support that is additional to or different from that provided through quality first teaching.

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

The School's procedures for **identification** of pupils with a SEND 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 SEND will involve internally and externally developed tests, interviews with pupils, parents, teachers and relevant software (Dyslexia screener) as appropriate. This may result in advice to parents to consult external agencies or making a referral to specialist services.

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All teachers are responsible for identifying students with SEND and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified as early as possible. Assessment and screeners and observations are the processes by which students with SEND can be identified. In ensuring that the pupil will receive appropriate support, the School will:

- (i) ensure decisions about support are informed by listening to the voice of the parents and child
- (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:

A student will be placed on the Inclusion register if she has been diagnosed with a special educational need of which staff need to be aware. A One-Page Profile may be devised in order to highlight specific strategies and information of which teachers need to be aware. Quality First Teaching in most cases will enable the pupil to achieve their potential. Such students will be placed under the 'Monitoring' category and One-Page Profiles will be reviewed once a term.

As part of the Assess, Plan, Do, Review cycle of the Graduated response, if a pupil's tracked progress is of a concern, despite Quality First Teaching and Reasonable Adjustments that are being followed in the One-Page Profile, then targeted additional support may be put in place. In the Prep, this may involve additional interventions which focus on Teaching and Learning or Emotional Literacy Intervention which are led by specialist teachers and in the Senior School, this may involve monitoring from a member of the Learning Support or Pastoral team. It may also lead to diagnostic assessments that can be carried out by the SENCo. This would also include persistent difficulties in social, emotional and mental health, sensory and physical difficulties and also communication and interaction difficulties. In this case, the pupil would be identified on the Inclusion Register under the category of SEND Support and who may have personalised targets that are reviewed each term. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what support the pupil needs in order to make good progress and secure good outcomes. This is known as the graduated approach: assess, plan, do, review.

Education and Health Care Plans (EHCP)

In the cases where a pupil is not able to make progress, despite the school using all its available resources, it may be appropriate for an application for an Education Health Care Needs Assessment, (EHCNA). This will involve working with the Local Authority and submitting paperwork that has been gathered over time which evidence that the School is unable to meet the need to the pupil using existing and available resources and so, the Local Authority may consider statutory assessment. An EHCP can only be sought if the student has severe and complex needs. Before applying for an EHCP the graduated approach must have taken place. Parents can independently apply for an EHCNA.

Progress tracking in the Prep

- 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.

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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 'Assess, Plan, Do, Review' model.

Confidentiality

Confidentiality of information will be respected. Selected information from external experts which is needed to make requests to Examination Boards for access arrangements in external examinations will be given to the appropriate Examination Officer, to the pupil's Head of Year, Head of Section, Form Tutor and to the Deputy Head (Pastoral). The SENCo will supervise this process and will add the names of these pupils to the SEND 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.

Roles and responsibilities

The role of the SENCo

- The SENCo plays a crucial role in the co-ordination of SEND provision across the Prep, Senior School and Sixth Form.
- This involves working with SLT and Governing Body, Heads of Year, Heads of Section, Nurses, Pastoral team and the Examination Officer.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy and identification of students with SEND
- Co-ordinating and evaluating the provision of students with SEND
- Liaising with and providing advice to teachers
- Liaising 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
- Carrying out diagnostic assessments using psychometric testing
- Leading the practice of assessing for access arrangements
- Liaising with parents
- Overseeing pupil records
- Delivering regular staff training including new staff induction training
- Providing regular feedback and updates to the Governing Body under the instruction of the Head Mistress
- Liaising with external agencies
- Assisting in the construction of the School's Entrance Examination and internal examinations as appropriate with regards to reasonable adjustments
- Attending termly year group progress tracking and attainment meetings that are led by the Deputy Head (Teaching and Learning).

The Governing Body will:

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

Approved by the Head Mistress, Mrs Helen Jeys May 2024

The Head Mistress will:

- Review this policy in conjunction with the Deputy Head (Pastoral) and the SENCo
- Ensure that policy and procedures are applied fairly, in accordance with the Equality Policy
- Monitor the implementation of the policy via the Deputy Head (Pastoral)
- Communicate to the Deputy Head (Pastoral) any whole-school issues regarding SEND 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 SEND 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 SENCo in the development of the School's SEND 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 part of one-page profile production, including target-setting by monitoring pupil reviews and interviewing individual pupils.

The Deputy Head (Teaching and Learning) will:

- Monitor the implementation of the SEND policy in lessons via the SENCo 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 SEND, 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.

The role of the teacher

All teachers are teachers of students with SEND and so all students with SEND receive the majority of their support they need from classroom and subject teachers through quality first teaching, which is the proven most effective way to overcome any learning barriers.

The SEND Code of Practice (DfE, 2014) and the Teachers' Standards (DfE, 2014) acknowledge the accountability of the teacher to meet the needs of students with SEND.

Responsibilities include.

- Being aware of the school's procedures for identification and assessment of and subsequent provision for students with SEND
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the students' progress
- Monitoring the progress of students with SEN who they teach
- Referring to the Examination Access Arrangements documents provided by the SENCo and ensuring that Examinations Access Arrangements for qualifying students are applied in tests and mocks.

Heads of Year and Form Tutors will:

- Share transition data with the SENCo
- Be aware of the contents of one-page profiles in all contact with parents of pupils on the SEND register
- Monitor pupil progress, using examination and test results, subject reports and subject teacher referrals, and refer significant problems to the SENCo
- Liaise with the SENCo 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

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- 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 SEND 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 SENCo. No comments about a potential diagnosis should be made to the pupil without a firm diagnosis having been made
- Act on recommendations from the SENCo, Head of Year, Heads of Section 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 support or other rigorous interventions, working with the SENCo, to secure better progress
- Complete all paperwork necessary for the SENCo to liaise effectively with JCQ about extra time for pupils with SEND in individual subject assessments.

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
- Work with the SENCo to co-produce a One-Page Profile.

Pupils will:

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

Pastoral support

Support of pupils with SEND and medical needs, is integrated into the School's pastoral system, recognising that pupils with learning needs of all types can experience feelings of isolation, low self-esteem and a fear of failure. There is close liaison between the SENCo and Heads of Year and Nurses. Role models – peer, staff and external experts – may be used as mentors and models for support and counselling. As a School we are alert to the extra vulnerabilities that children with SEND may face and training on Child Protection and Safeguarding informs staff that there can be additional barriers to recognising abuse and neglect in this group of children. We follow the guidance in *Keeping Children Safe in Education, Part Two*, and ensure that there is close liaison with the SENCo and the Deputy Head (Pastoral), who is the Designated Safeguarding Lead.

Examination and Access Arrangements

If a pupil is encountering severe difficulties, reasonable adjustments can be applied for or put in place if it a centre delegated arrangements. Exam Access Arrangements can include supervised rest breaks, assistive technologies and/or extra time. The exam access arrangement can only be granted through an application by following the JCQ regulations. More information on this and on the use of word processing as an access arrangement can be found in the School's Examination Access Arrangements Policy.

Disability Access Plan

The planning process for the development of SEND support forms part of the School's Disability Access Plan which is reviewed once a year and is 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.

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Admission Arrangements

Please see the Admissions Policy for information on reasonable adjustments in line with the Equality Act 2010.

Links with other agencies, organisations and support services.

Manchester High School for Girls recognises the important contributions that external support services make in assisting in the identification, assessments and provision for student with SEND. These services may include:

School nurses
Medical practitioners
School counsellors
Privately appointed counsellors
Hearing Support Service
Vision Support Service
Speech and Language Therapists
Examination Boards
Educational Psychologists
Specialist teachers and assessors
Child and Adolescent Mental Health Service (CAMHS)
Occupational Therapists
Physiotherapists
Psychiatrists

Training and development

The Governors and staff at MHSG recognise the importance and value of continuous development and training. Training includes INSET training delivered by the SENCo, meetings and morning briefings to ensure staff are kept informed of current and arising information relating to SEND.

Record Keeping

The SENCo will co-ordinate the maintenance of records and will ensure access to them as required and as appropriate. This may include information from previous schools, reports from health services, information from external agencies, reports from privately appointed assessors which have been shared by parents. This is in keeping with the School's Data Protection Policy and is GDPR compliant.

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.

Other Policies linked to this policy:

- Admissions Policy
- Data Protection Policy
- Equality Policy
- Examination Access Arrangements Policy

Policy reviewed and updated May 2024 by the Deputy Head, Pastoral (Diana Bruce) and SENCo, (Gayle Ripper)

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