



PRESTON MUSLIM GIRLS — HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

Special Educational Needs and Disabilities Policy

June 2019 (Review June 2020)

The Special Education Needs Co-ordinator is – Mrs M Bangee

The Governors with responsibility for Special educational needs are – Sajid Zinga and
Maulana Ismail



Definition of Special Education Needs (SEN) in the SEND Code of Practice 2015

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Philosophy

At PMGHS, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

PMGHS adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement.

The SENCO's role

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team of teachers and learning support assistants
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

Role of the teacher

'The class or subject teacher should remain responsible for working with the child on a daily basis.' (SEND Code of Practice 2015)

- The role of the Subject Teacher Responsibilities include:



- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEN pupils.
- Working with SEN pupils on a daily basis to deliver targets within differentiated planning.

The role of the Learning Support Assistant

Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEN pupils.
- Working with SEN pupils on a daily basis to support achievement of targets.
- Offer in class support and/or small group interventions.

Aims

- All children with SEN have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEN can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEN.
- All children with SEN will be valued as full members of the school community.
- All children with SEN and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and the school.

This SEN Policy details how PMGHS will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The Special Educational Needs Co-ordinator, Mrs. Bangee, is responsible for the operation of this policy. She is assisted by a team of learning support staff.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010. This includes pupils with any level of SEND: those with an Educational Health Care Plan (EHC Plan) and those without.

The transition team, Mrs. F Vadia and Mrs. A Member (Lead), will gather all of the SEND paperwork and relevant information from feeder primary schools and any agencies working with the child as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeder primary schools and the SENCO to aid a smooth transition and to make sure that the pupil's needs are being met.

In addition, the transition team will work closely with Year 6 pupils during the spring and summer terms prior to transfer. The SENCO liaises regularly with the Transition team, to gather any additional information about pupils with SEND, and facilitate a smooth transition. When face-to-face meetings are not possible, contact is made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

A Person - Centred Approach



Young people with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education. At PMGHS, are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views are sought at every stage and we encourage them to take responsibility for their own learning.

Partnership with Parents

PMGHS will have regard to the SEND Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Graduated response

PMGHS adopts a graduated whole school response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having Special Educational Needs, the school will intervene.

If a pupil is known to have special educational needs when they arrive at school, the SENCO, Learning Support staff, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Small group teaching (Up to 12 students) for those students who are unable to access the curriculum the same as their peers.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Involve parents in developing a joint learning approach at home and in school.

At PMGHS high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The categories of School Action (A) and Action Plus (P) have been replaced by a single category of SEN support (K).

The SEN statement has been replaced by an Educational Health Care Plan (EHCP) from 0-25.

Those students that have previously had a Special Educational Need will be recorded as an N on SIMS.

SEN support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



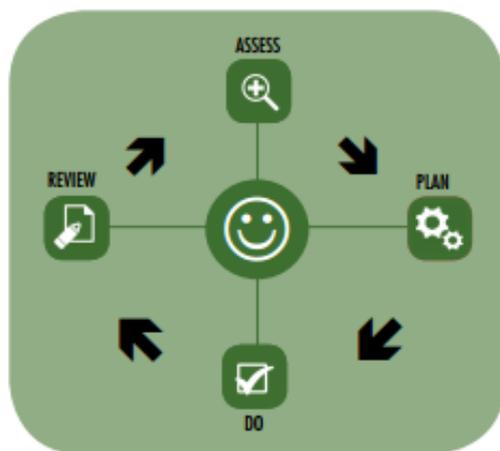


Diagram source Nasen: SEN Support and the graduated response.

Stage 1 Assess

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils

Assessment is a continuing process that can identify pupils who may have SEN. The school will measure children's progress by referring to:

- Key stage two test results
- CATS scores
- Baseline testing by subjects
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end of a key stage.
- Screening assessments for example Lass for dyslexia

Once the need for SEN support will be identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place. The SEND Code of Practice is clear that this is the first step in responding to pupils who have, or may have, an SEN: 'Additional intervention and support cannot compensate for a lack of good quality teaching.'

PMGHS recognises that an identification of SEND should not result in excuses for lack of expected progress or a lowering of expectations.

Stage 2 Plan

In the 'plan' stage of the graduated approach teachers gain a growing understanding of what teaching approaches work. This part of the graduated approach cycle will be most effective when teachers, working with the SENCO, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier. For pupils requiring SEN support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

Stage 3 do

In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The SEND Code of Practice (2015) emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils.

PMGHS acknowledges the importance that teachers work closely with learning support staff to plan and assess the impact of targeted interventions. The LSS have weekly sessions built into their timetable to help plan and review the process.

Stage 4 review

Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND.

It is not necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs. Children who have English as a second language will not be classed as SEN.

SEN referral

Subject Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO and Learning Support staff to consider what else might be done.

The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline,
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

Evidence of intervention for a pupil who, despite receiving differentiated learning opportunities, would be:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.



- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- If we conclude, after consulting parents, that a pupil may need further support to help them progress, we will consider our reasons for concern alongside any information about the pupil already available to the school.

The SENCO and Learning Support staff will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil, for assisting in the planning of an individualised programme and for the delivery of such a programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO with the parent's permission will contact them.

When a pupil is identified as having special educational needs, PMGHS will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN support. The level of additional intervention and support will depend on the individual pupil need.

Nature of Intervention

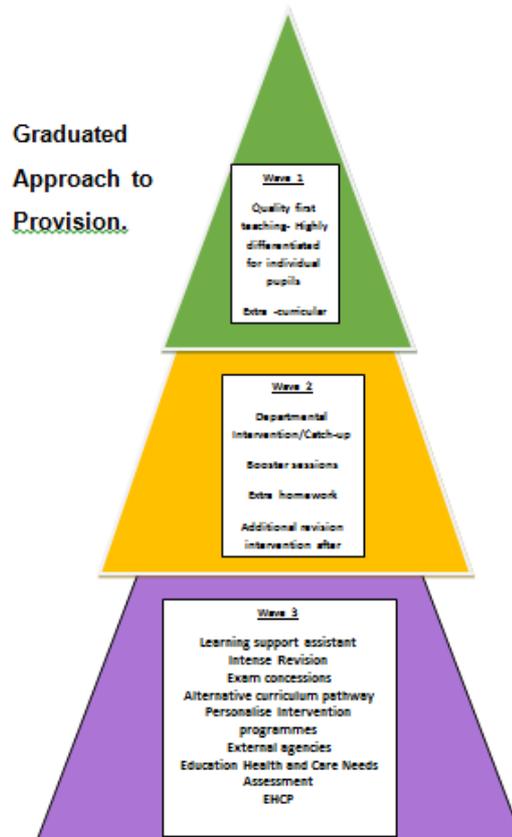
The SENCO and the pupil's subject teachers, in discussion with the child's parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.



The Graduated Approach to Provision (see below outlines) PMGHS' approach to provision.



School Request for Statutory Assessment-Education, Health and Care plan

For a few pupils, intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, considering whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the pupil will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions.

Written Evidence as required by LA:

- The intervention and provision map records.
- Individual pupil profile
- Records of regular reviews and their outcomes.
- National Curriculum level attainments.
- Other assessment data.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the pupil.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Evaluating the success of provision

The SENCO and the monitors the progress made by pupils in all areas of the curriculum as revealed by subject tracking.

The SENCO and Deputy Head hold weekly meetings to review the work in this area.

