

## **SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES/DISABILITIES**

This policy has been developed with regard to the DfES Code of Practice for SEN (58112001) and is reviewed on an annual basis by the Senior Management Team and Learning Support Co-ordinator.

In line with the school's overall aims, Durham High School for Girls believes that all pupils should be educated to the full extent of their potential as well as having the same rights of access to a broad and balanced curriculum which offers equal opportunities for all. This should take account of all individual needs and differences.

We will always attempt to meet the needs of our pupils, although there could be the occasion where our resources (both human and financial) will not be able to achieve this. In such a case, we would discuss with the parents that an alternative placement would more fully meet the needs of their daughter.

All of our teachers have a shared responsibility of addressing the needs of all pupils.

### **TYPES OF SPECIAL NEED**

Communication and interaction  
Cognition and learning, specific learning difficulties/dyslexia  
Behavioural, emotional and social development  
Sensory and/or physical.

The term 'special need' may refer to any of the following: a relatively low achiever, an underachiever, a gifted child, a specific learning difficulty eg dyslexia, speech difficulties, physical difficulties (permanent or temporary), emotional or behavioural problems, medical conditions eg asthma, epilepsy, allergies, sensory impairments, home circumstances, cultural background. Some of these needs will be addressed by the Learning Support Co-ordinator, others by outside agencies with specialised knowledge. The needs of the most able pupils are identified and met within each subject area through suitable extension activities, tailored to the individual pupil's needs. At Durham High School, the educational needs of G&T/more able pupils are met by the class teacher in Junior House and within departments in Senior House. (See More Able/G&T policies)

### **DEFINITION OF SEN/LDD**

The Code of Practice determines that a child has special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Special educational provision means:

- For children of three or over, educational provision which is additional to or otherwise different from the educational provision made generally for the children of their age in school.

Children have a learning difficulty/disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

The child's need may be because English is not the pupil's first language, but the child should not be regarded as having a learning difficulty solely because the language of her home is different from the language in which she will be taught.

At Durham High School for Girls we do not have bilingual assistants. Pupils for whom English is a second language will be spoken to in English at all times. All staff will treat these pupils with great sensitivity and care and with respect to their levels of understanding. At this age, the acquisition of English is so rapid that such pupils soon access all areas of the curriculum easily. Where this is not the case differentiation of work and/or support will be given by the class teacher within the normal structure of the lessons. Pupils who have English as an additional language can be given specialist support if the School feels it is required and parental approval is received. Parents are asked to pay an additional charge for this service. (see Provision for children with English as an additional language)

Durham High School for Girls regards LDD as a general term applying to any pupil who requires teachers to make adjustments to the content and/or delivery of the curriculum.

## **IDENTIFICATION OF PUPILS WITH SEN/LDD**

It is essential that any pupil who may have special educational needs or learning difficulties/disabilities is identified, assessed and provided for as early as possible. Pupils may be identified by a teacher in a number of ways:

- Medical records
- Previous school reports
- Result of observed consistent behaviour and emotional problems
- Use of nursery records
- EYFS profiles
- Use of baseline testing
- Use of PIPS, MidYIS
- Progress in maths and English
- Speech and language difficulties
- Sensory impairments (hearing and visual)
- Immature motor skills
- Medical conditions
- Annual reading and spelling test results

- SAT results
- Referral from teachers own continual class assessments/records i.e. cause for concern
- Concern of parents
- Delivery of PE curriculum
- Specific SpLD screening tools
- Half-term and end of year tests
- Pupil's own perception of difficulties
- Examples of pupil's work over a period of time
- Making little progress in a specific area in spite of differentiated learning opportunities to help them progress

## **ROLES AND RESPONSIBILITIES**

### **Governors**

The 1996 Education Act reiterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs. Governor link with LDD/SEN: Mrs M Cummings.

### **Staff**

The Headmistress will ensure that policy documents take account of the provision for SEN/LDD and that the School has a Learning Support Co-ordinator; in EYFS there is a SENCO.

All teachers are responsible for the day to day work with children with SEN/LDD

Whole staff and team planning will ensure that curriculum breadth is accessible to all pupils. All teachers are responsible for ensuring that differentiation is related to both the less and more able pupil.

### **Responsibility of staff for supporting SEN/LDD**

- All staff are responsible for ensuring that their courses and lesson planning meet the needs of all the pupils they teach.
- All staff share responsibility for the integration of pupils with SEN/LDD in their lessons (eg photocopying notes for dyslexic pupils where appropriate, using a dictaphone to record details of homework, multi-sensory approaches).
- All staff should keep a note in their planners of pupils in their classes who are identified as having a special need of any sort.
- All staff are reminded regularly to consult the Special Educational Needs and the Special Circumstances files in each staff room which have full and up to date information on specific pupils within that section who have been identified as requiring learning support or who have special medical conditions, home circumstances etc.

- Specialist support is provided for pupils with a specific learning difficulty (dyslexia), if their parents request it and if they have an educational psychologist's report. Parents are asked to pay an additional charge for this service.
- Pupils who have English as an additional language can be given specialist support if the School feels it is required and parental approval is received. Parents are asked to pay an additional charge for this service.
- Pupils in Junior House, and pupils in Years 7, 8 and 9 in Senior House, who are in need of general support in literacy or numeracy are offered this support, with parental consent in Senior House. Parents are asked to pay an additional charge for this service; bursary support is available in case of financial need.
- The needs of the most able pupils are identified and met within each subject area through suitable extension activities, tailored to the individual pupil's needs.
- Pupils who have emotional or behavioural problems are supported by the School's pastoral system – usually the form tutor or the Section Head/HOY; pupils may be referred to or make a referral to the school's counsellor.
- Pupils in Foundation Stage who are identified as having specific support both educational and behavioural.

The Learning Support Coordinator will work closely with the Head of Junior House and Senior House Section/Year Heads to fulfil the following:

- ensure the efficient identification of students with SEN/LDD
- monitor the provision for SEN/LDD in school
- liaise with, give support to and advise teachers and parents in the identification of SEN/LDD and in the support these students need
- maintain the records of all children with SEN/LDD
- liaise with external agencies eg Speech Therapist, occupational therapist, sensory support, Educational Psychologist
- take responsibility for the operation of the SEN/LDD policy and for coordinating provision for children with SEN/LDD
- ensure that review meetings take place and new dates are arranged
- be responsible for requesting support from external agencies, where appropriate
- liaise with parents, where appropriate
- formulate a programme of learning support for those pupils requiring it
- ensure that appropriate individual education plans (IEP) are in place if a child has a LA statement of educational need

## **IDENTIFICATION AND ASSESSMENT**

Whilst we do not provide IEPs for any child other than those who have a statement we recognise the need for clear documentation to show how we intend to address individual needs and measure progress. Therefore, we have introduced a four tier system to monitor progress called DHS 1, 2, 3 and 4.

## **DHS 1**

### **Junior House**

The class teacher will have overall responsibility at the initial identification and assessment stage. She/he will:

- gather information about the child and make an initial assessment of the child's special educational needs
- complete a cause for concern sheet and discuss this with the Head of Junior House
- provide help within the normal curriculum, exploring ways in which increased differentiation of work might better meet the needs of the individual child
- collect relevant information from class records
- discuss the individual child with other staff who teach her
- liaise with and discuss initial concerns with Head of Junior House and parents
- meet with and discuss findings with the Learning Support Co-ordinator
- At this stage, pre-screening tools may be used to help to establish a learning profile
- The SEN/LDD Review Sheet is used at this stage to gather and collate information on the nature of the problem, current provision and action needed in the future.

### **Senior House**

- Teaching staff are responsible for initial identification. The names of girls who are thought to be possible candidates for learning support will be passed to the Learning Support Co-ordinator by the HoD using the SEN/LDD Review Sheet. This will be used at this stage to gather and collate information on the nature of the problem, current provision and action to be taken within the subject area to address the problems discovered, and any differentiation/individual help that will be given.
- This will be discussed in meetings between the Heads of Middle School, Upper School and Sixth Form and Learning Support Co-ordinator
- The Learning Support Co-ordinator, in consultation with the Head of Year/Section Head, will decide whether there is a need to gather information from all staff on an identified pupil's progress; if this then reveals a wider problem, parents will be informed.
- At this stage, pre-screening tools may be used to help to establish a learning profile, with parental permission
- The individual child is monitored for an appropriate time. A review date will be set to decide on the next stage of action.

## **DHS 2 Junior and Senior Houses**

If no or little progress has been made at the end of this time, the class teacher in Junior House and Head of Year/Section Head in Senior House will inform the Learning Support Co-ordinator who will then do a full screening. A detailed report on findings will be sent to parents to enable them to make an informed decision as to whether or not to accept any recommendations made in this report. Parents will be invited into school to discuss this report and its implications. If no learning difficulty has been found, a course of action will be implemented which the Learning Support Co-ordinator will co-ordinate, with support from the Head of Year/Section Head, for example extra support in maths and literacy. If the intervention of an Educational Psychologist is recommended, parents will be given full details of what this involves including cost. A letter of acceptance must be received before this step is implemented. If parents reject this procedure, the same strategies will be carried out as in the cases for pupils for whom no outside intervention is needed. Parents must put their decision in writing.

### **DHS 3 Junior and Senior Houses**

This stage will see any recommendations by the outside agency implemented. This could include support lessons, extra time, readers and scribes, use of laptops or private rooms in examinations etc. Any parental input e.g. seeing a GP about speech or occupational therapy, will be followed up. The pupil will be placed on a DHS working plan which will be a record of concerns, recommendations from outside agencies and any other relevant information. Any new information or concerns will be logged on a working sheet. This will serve as a target sheet for pupils and staff members to ensure needs are met as far as possible within the curriculum.

### **DHS 4 Junior and Senior Houses**

This stage is for children with a statement who have been placed on IEPs set by outside agencies and who fall within their jurisdiction. At present, we have no such cases in school. The staff will follow recommendations and targets set by the school using any information supplied by the outside agency in order to meet needs. This could be severe hearing loss or a disabling illness or physical impairment which restricts a pupil who is academically able from accessing the curriculum. We would expect to hold regular meetings with the outside agencies involved, the Head of Year/Section, parents, the pupil; the Learning Support Co-ordinator will ensure that any additional information from staff is gathered and collated. The timing of this meeting will be arranged by the outside agencies in consultation with the school and the outside agencies will be given any academic information such as reports, examination results etc as requested.

### **IN-SCHOOL PEER SUPPORT**

A buddy scheme has been developed in order to give extra practice in different skills to pupils identified by staff and occasionally following parental concern. In September, girls from U6 to Y11 are allocated younger pupils to support, using different schemes according to needs. This happens once or twice weekly at an agreed time, usually for ten minutes. Schemes in place are paired reading, literacy [Toe by Toe, Stride Ahead], numeracy [Plus One, Power of Two], times tables [Power of Times Tables], telling the time [Power of Time], phonics [Jolly Phonics] and communication skills. In order to preserve continuity, in the spring term, Yr 10 pupils are invited to join the scheme.

These girls work alongside the older girls to learn the skills and form a relationship with the younger girls. When study leave begins, Yr 10 pupils take over the support of the younger pupil.

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