

TORMEAD

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

This whole school policy also applies to the Early Years Foundation Stage

Introduction

The Tormead SEND policy is an integral part of all teaching at Tormead and as such aims to satisfy the requirements of the SEN and Disability Code of Practice, 0-25 years, 2015 (SEND Code 2015) which is based on Part 3 of the Children and Families Act 2014.

Definition of SEND

The school recognises that some girls may have a learning difficulty or disability which calls for special educational provision to be made for them.

A girl has a learning difficulty or disability if she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders her from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims

Tormead is an inclusive school that is committed to offering each girl an equal opportunity, through a wide and varied range of academic and extracurricular opportunities, to become an effective learner who can maximise her potential according to the Equalities Act 2010.

Within the school there will be a minority of girls who have a significantly greater difficulty in learning than the majority of their peer group as a result of a specific learning difficulty (SpLD) e.g. dyslexia, dyspraxia. In addition, there will also be girls who may be prevented from reaching their full potential due to conditions such as Autistic Spectrum Disorder (ASD), Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). The school maintains an open attitude to supporting the needs of pupils outside those areas; however, it does not have the facilities to support complex and severe needs which would require highly specialised support and facilities.

The SEND policy aims to ensure:

1. That all girls with SEND have their needs identified in order to support academic progression and continued good physical health and wellbeing
2. That every girl is protected from harm and neglect and that every effort is made to enable her to learn and grow independently.
3. That all pupils can access a balanced curriculum, differentiated where appropriate, and engage in the activities of the school alongside girls who do not have SEND.
4. That staff enable all pupils with SEND to access the core curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

The objectives of the SEND policy are in line with the Assess, Plan, Do and Review cycle.

1. To assess the needs of all girls at Tormead in order to identify those who have SEND. In the Junior School, there is no systematic screening process but teaching staff are encouraged to raise any concerns promptly with a member of the Junior School Senior

Team. In the Senior School, all girls joining Year 7 are screened as soon as possible after entry to the school in September. Any girl who joins the Senior School at any point after this is also screened as soon as possible after entry.

2. To plan effective intervention for each girl identified as having SEND by making appropriate provision to overcome all barriers to learning and ensure that those with SEND have full access to the curriculum. The planning process will take into account information from previous settings as well as pertinent information from discussion with parents and the girl herself.

3. To ensure that the progress of girls with SEND is consistently monitored by subject teachers, supported by the Head of Year, Head of Learning Support, Special Educational Needs Co-ordinator (SENCO: at Tormead, the Assistant Head: Academic Performance & Enrichment) and members of the Executive Group where relevant.

4. To work with parents in order to gain a better understanding of their daughter's learning needs, and involve them in all stages of her education. This includes providing them with information about extra support their daughter is receiving and giving them regular reports on her progress.

5. To work with and in support of outside agencies when the girls' needs cannot be met by the school alone.

Organisation of the Learning Support Department

The SENCO and Head of Learning Support have responsibility for overseeing the day-to-day operation of the School's SEND Policy; co-ordinating provision for girls with SEND; advising on the approach to providing SEND support; liaising with and advising the Headmistress and Executive Group as necessary; meeting regularly with the Heads of Year and liaising with parents of girls with SEND. The appropriate member of the JS Senior Team liaises with the Head of Learning Support with regard to provision for girls in the Junior School.

The Learning Support Department is staffed by specialists who are able to support girls with specific learning difficulties. The Head of Learning Support coordinates and monitors the team. (S)he also advises subject teachers on ways to support girls with specific learning difficulties within the classroom environment. Staff training is provided to increase understanding of SEND to facilitate the whole school approach to support.

Admissions

Parents of all prospective girls are encouraged to give full details of the nature and effect of any disability affecting their daughter in order to enable the School to consider any adjustments it might need to make.

In assessing any girl, or prospective girl, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some adjustments can and will be made, such as seating a girl with a known hearing or visual impairment at the front of the class during the entrance examinations.

Given the academically selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all girls, but individual reports on SEND will be taken into account when assessing performance in the examinations.

Inclusion Within the School and Access to the Curriculum

Girls with SEND have no restrictions placed on them with regard to accessing the curriculum or any activity that Tormead offers, subject to the entry requirements that apply to all pupils e.g. GCSE or A level options. Where setting takes place, pupils are assessed according to their needs and placed where they will make best progress. All pupils can move between sets, when this is appropriate. As well as the girls themselves, teachers are responsible and accountable for the progress and development of the girls in their class, including those girls

who access support from specialist Learning Support staff. There are no restrictions on SEND girls attending any extracurricular activities. Any adjustments which need to be made for any activity are reflected in risk assessments. Form Teachers and Heads of Year take time to make sure they are familiar with the strengths, talents, interests and abilities of all the girls in their class/section. All staff and girls within the school are expected to have or develop tolerance for the disabilities and needs of others.

Facilities for Pupils with SEND

Please also see the Accessibility Policy.

The school has a range of specialist SEND facilities in place. These include: lift access for girls who have difficulties using the stairs, wheelchair access, curriculum support through small group teaching, subject surgeries and extra-curricular activities, specialised revision and examination preparation and assistance during examinations through access arrangements/rooming of exams.

Identification of Needs

The school aims to identify girls with SEND as early as possible through concerns raised by teachers as a result of monitoring work in lessons, homework, school tests and examinations. Girls or parents may also raise concerns with progress. Information from assessments by external agencies such as education psychologists or medical reports may also identify difficulties.

All girls entering the Senior School are screened for literacy difficulties using LUCID Exact, a nationally recognised screening computer programme. MidYIS testing is also carried out in Year 7. These screening tools may help identify girls of potential concern.

The Head of Learning Support will consider any concerns about a girl by analysing results of screening, collating feedback from the girl's subject and pastoral teachers and discussion with the girl and her parents. If appropriate, the Head of Learning Support will offer the option of further assessment to consider educational attainment and cognitive skills which would recommend appropriate support within the Learning Support Department and in the classroom. If deemed necessary, the Head of Learning Support will recommend an assessment with a Specialist Teacher/ Educational Psychologist with whom the school has a working relationship, the cost of which is covered by parents.

The Specialist Teacher/ Educational Psychologist will write a report summarising the results of the assessment, difficulties experienced, implications for academic performance and suggestions for specialist support, if applicable and support in the classroom. The Head of Learning Support will discuss the results and the recommendations of the assessment with parents and, if a Senior School pupil, the girl herself. The report will be held on the girl's Learning Support file and a summary with recommendations will be made available to all members of staff on the school One Drive directory.

The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the Joint Council for Qualifications (JCQ) regulations for public examinations at that time to help establish a history of need and normal way of working. Extra time is not given to girls in the Junior School.

In certain circumstances, the Head of Learning Support may suggest referral to an external agency for further investigation particularly for identification of some disabilities e.g. ASD, ADHD, Meres Irlen Syndrome.

Any girl who is referred to the Learning Support Department will be recorded on the Learning Support Register which will detail the girl's name and form, a summary of her special needs,

the date of any assessments, whether she receives support lessons and examination concessions. Teaching staff must then make note of those girls in the classes with SEND and adapt their teaching accordingly.

Support for Girls of Concern

Any girls who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored in a range of ways, including observations, staff meetings, academic review meetings, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be discussions between the Heads of Year, Head of Learning Support and the SENCO and further screening or assessment may well be utilised. Subject teachers will take steps to provide differentiated learning opportunities that will aid the girl's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.

Academic Mentoring

If a girl in the Senior School, does not meet the criteria for Specialist Learning Support, yet her performance is of concern, the girl and her parents will be offered the opportunity of an academic mentor. The academic mentor will work with the girl on an individual basis to provide guidance in areas of concern for an agreed period of time.

Specialist Learning Support

Learning Support at Tormead is offered on a one to one basis. If a girl's parent agrees to specialist support by the Learning Support Department, the Head of Learning Support will allocate the girl to a Learning Support teacher taking into account the girl's Key Stage, subject teacher feedback and any specific needs.

The Learning Support teacher will prepare an Individual Education Plan (IEP) for each pupil which will include a summary of the girl's strengths and weaknesses, the Learning Support provision and exam concessions. The IEP will set achievable, measurable targets related to the girl's needs in relation to the curriculum. In the Senior School each girl is encouraged to take ownership of her IEP by being part of the target setting process and sharing her views on the support provided and her progress.

IEPs are reviewed and revised termly by the Learning Support teacher. IEPs are made available to a girl's teachers via One Drive. IEPs provide the basis for report writing, review at parents' evenings and any other communication with parents.

The Head of Learning Support will monitor IEPs to ensure that expected progress is being made, challenging targets are set, and any barriers to learning are identified and addressed.

The Learning Support teachers will deliver a specifically targeted, multisensory programme of one to one lessons to address a girl's weaknesses relating to the curriculum.

Learning Support teachers attend parents' evenings, write reports and communicate with parents on an ad hoc basis as required.

It must be noted that the school does not fund Learning Support lessons. The Senior School Learning Support teachers are engaged on a peripatetic basis and, as such, the contract is between the teacher and the parents, thus lessons are charged to the parents directly by the Learning Support teacher.

Girls with Education, Health and Care Plans

Any girl with an Education, Health and Care Plan (EHC plan) - formerly an SEND statement - will be closely monitored and her plans formally reviewed annually with the pupil, her

parents, the Head of Learning Support, the SENCO, the Headmistress, any teaching assistants, and specialist and external agencies.

Access Arrangements for External Examinations

Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time, word processing, computer readers/ readers and scribes. Applications must be made to the relevant awarding body for access arrangements in public examinations; they are subject to approval of the awarding bodies and are subject to inspection. Please refer to the Examinations and Assessment Policy for further details.

Transition to/from Other Educational Institutions

In the Senior School, the Head of Learning Support will co-operate and liaise with other schools when girls join or leave Tormead Senior School or transfer to Higher Education. However, confidential papers e.g. assessments, reports and Form 8s will only be transferred with written consent of the girl's parents. In the Junior School, any SEND issues will be outlined in a confidential reference requested by a potential future school.

This policy is available on the school website.

Date of Last Review: 21 January 2020

By Resolution of the Governing Body:

MRS R HARRIS
Chair of Governors

MRS C FOORD
Headmistress

3 February 2020

