

Title:	Special Educational Needs & Disability Policy (including Vulnerable students & accessibility plan)
Associated Policies:	<ul style="list-style-type: none"> • Single Equality Policy • Learning for All Equal Opportunities Policy • Medical Needs Policy • Gifted and Talented Policy • NSG mission statement and value statement • Admissions Policy • SEND Information Report - September 2017 • Complaints Policy
1	Policy Statement
	<p>This policy has been updated in line with statutory guidance, the SEN Code of Practice (September 2014), changes within staffing in SEND and an audit of needs of students at Northampton School for Girls (NSG) during 2014-2015. It should be read in conjunction with the SEND Information Report September 2016 which is based on the Special Educational Needs Disability Regulations 2014 Schedule 1 (http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made)</p>
2	Who does this policy apply to?
3	Who is responsible for carrying out this policy?
	<p>Roles and Responsibilities</p> <p>3.1 The Governors and all teaching staff undertake: -</p> <ul style="list-style-type: none"> • <i>To ensure that there is a whole school approach to the meeting of the needs of students with Special Educational Needs and Disabilities (SEND).</i> • <i>To make available differentiated provision which meets the special needs of individuals and take responsibility for adapting the required resources.</i> • <i>To take all necessary steps to identify the special educational needs of its students, and make appropriate provision for meeting these needs in the light of changing priorities and in accordance with agreed criteria and procedures.</i> • <i>To review the special educational needs of all students and the provision available at Governor Meetings; ensuring that needs are being met effectively through SEND provision.</i> • <i>Ensuring SEND is monitored effectively through links between the designated Governor for Special Educational Needs and Disability and the SEND team.</i> • <i>To foster a genuine and effective partnership between teachers, parents/carers and students.</i> • <i>To identify and meet training needs of all staff (teaching and non-teaching) to raise their awareness of and to develop their skills in meeting the special educational needs of students.</i> <p>3.2 The Governing Body will, in co-operation with the Headteacher, maintain a general oversight of the school's SEND work and ensure</p> <ul style="list-style-type: none"> • <i>All legal requirements are met including the determination of the school's general policy and approach to provision for children with special educational needs.</i> • <i>Appropriate staffing and funding arrangements are in place and that funds are spent wisely.</i> • <i>That teachers in the school are aware of the importance of identifying and providing for those who have Special Educational Needs.</i>

- *Every effort is made to secure the necessary provision for any students who have Special Educational Needs.*
- *There is effective integration of students with Special Educational Needs within the school community.*
- *The website contains information on provision for SEND and students with disabilities.*
- *The school makes reasonable adjustments to enhance accessibility for students with SEND.*

The Governing body will appoint a designated Governor for Special Educational Needs.

3.3 The Headteacher and Senior Leadership Team (SLT) are responsible for:

- *The implementation of the SEND policy, ensuring appropriate staffing and funding are in place for our SEND provision.*
- *Monitoring progress of SEND students and providing information to Governors on a regular and timely basis.*
- *Designating a member of the SLT with responsibilities for SEND.*

3.4 The Senior Leader is responsible for:

- *The day-to-day operation of provision made by the school for students with Special Educational Needs and Disabilities in line with the SEN Code of Practice and this policy.*
- *Ensuring that the school's SEND policy and practice identify and meet the needs of students resulting in improved standards of achievement and progress.*
- *The line management of the SENDCos and the Learning Support Assistant (LSA) team.*
- *Overseeing the training, and professional development of staff working within SEND.*
- *Liaising with and reporting to the Headteacher and the Governors on all matters of SEND.*
- *Managing the SEND budget and evaluating value for money of interventions, external provision and consultants.*

3.5 The SENDCo is responsible for:

- *The day-to-day operation of provision made by the school for students with Special Educational Needs in line with the New SEN Code of Practice and this policy.*
- *Ensuring that the school's SEND policy and practice identify and meet the needs of students resulting in improved standards of achievement and progress.*
- *Managing and developing the Learning Support Assistant Team (LSA) who are assigned to their areas.*
- *Liaising with and advising the Headteacher, Pastoral Team, teaching staff and Learning Support Team on all matters of SEND.*
- *Co-ordinating provision for students on the SEND register by devising and monitoring SEND Individual Learning Plans (ILPs) and ensuring that they are reviewed in line with school progress collections.*
- *In addition to the students on the SEND register they will monitor the progress of Vulnerable Learners within their designated areas.*
- *Monitoring, recording and reviewing the progress made by students and regularly communicating with staff and parents/carers.*
- *Maintaining the school's SEND register and contributing to the database on Vulnerable Students in danger of underachievement (not making sufficient progress).*
- *Establishing and maintaining positive relationships and partnership with parents / carers of children with SEND.*

	<ul style="list-style-type: none"> ● <i>The development of links between feeder / or other secondary schools which include information about a student’s Special Educational Needs and strategies which have been used to meet those needs.</i> ● <i>Liaising with and evaluating the effectiveness of the involvement of staff from outside agencies.</i> ● <i>Preparing and forwarding the required documentation and reports for statutory assessment and review. i.e. Statement / Education Health Care Plan.</i> ● <i>Organising and managing special support learning programmes relevant to their areas of responsibility.</i> ● <i>Promoting the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities.</i>
4	What are the principles behind the policy?
	<p>Principles</p> <p>This school is committed to providing equality of access for all students to a broad and balanced curriculum. The educational aims for students with Special Educational Needs and Disability are the same as those for ALL students.</p> <ul style="list-style-type: none"> ● The policy is agreed, known, understood and implemented by all staff and Governors at NSG. ● The development of our SEND strategy should involve all staff. ● The implementation of the policy will mean that the needs of students with Special Education Needs will be met through the day-to-day reality of their school experience. <p>This must reflect a broad and balanced curriculum which has progression and continuity, as the entitlement for each student.</p>
5	Procedures (standards)
	<p>SEND Support and Identification</p> <p>SEND Support across NSG is split into two main areas: SEND Vulnerable Learners and those on the SEND Register.</p> <p>5.1 SEND Vulnerable Learners (V)</p> <p>Students with Special Educational Needs and Disabilities (SEND) who do not have an Education Health Care Plan (EHCP) or other formal internal or external assessment will receive support and interventions at SEND Vulnerability Learners Level. Support at this level may include participation in specialist intervention programmes or in-class support within five strands; Literacy; Numeracy; Access; Medical and Social Emotional and Mental Health (SEMH). Advice may also be sought from external professionals e.g. Educational Psychologists, ASD advisers, Speech and Language advisers and the school’s Behaviour Support professional if deemed necessary.</p> <p>5.2 SEND Register (K)</p> <p>Students entering the school with an EHCP will be placed on the SEND Register alongside students with other forms of formal external or internal assessments. Students whose needs cannot be met at SEND Vulnerability Learners Level will be referred for assessment by the local authority for an EHCP or other internal or external</p>

assessment and added to the SEND Register. Students with an EHCP may receive additional funding from the LA or Health trust depending on the nature of the needs identified.

	SEND Register <i>Assessed internally or externally</i>		SEND Vulnerable Learners <i>Identified internally</i>
SENDCo skills	SpLD: specific Learning Difficulty Dyslexia Dyscalculia	SLCN Speech Language Communication ASD Autistic Spectrum Disorder	Vulnerable Learners – Literacy VL Vulnerable Learners – Numeracy VN
SENCo Access	SpLD: Specific Learning Difficulty Dyspraxia Medical /Physical Needs	Sensory Impairment VI, HI, Multi Exam Access Arrangements Cognitive / Processing Difficulties	Vulnerable Learners – VA, VM Exam Access / Lucid Testing Medical / Physical Difficulties
SEMH	SEMH – Social Emotional Mental Health ADHD, ADD, ODD, Anxiety		Vulnerable – SEMH VS (Attitude to Learning)

Students with SEN and/or disabilities on roll at Northampton School for Girls could have vulnerabilities within one or more of the categories of SEND above. In such cases their needs will be considered holistically, but a primary need identified so that a SENDCo can be assigned to them directly. Any needs identified will be prioritised so that targets and provision can be focused upon achieving measurable progress.

5:3 Exceptions

Students are not regarded as having a SEND solely because the language of the home is not English. However, such students do receive support through our **English as an Additional Language** programme (EAL).

Gifted and Talented students are not registered on the Special Needs register, but will be listed separately in accordance with the school’s Gifted and Talented Policy.

5:4 Identification

- The Heads of Learning Centres (Oak and Elm) and Senior LSA, will visit primary schools to meet students and their teachers prior to transfer, and collect SEND information as appropriate.
- SENDCo(s) will liaise with schools where there are statemented (EHCP) students who intend to transfer to NSG (see [Admissions Policy](#)) and collect information about arrangements that are in place, thus ensuring continuity in the Individual Education Plan (IEP) on to our Individual Learning Plans (ILPs).
- The SENDCo will attend, if invited, the annual review meeting of allocated statemented / EHCP students if it falls within the term prior to transfer.
- Statemented / EHCP students will be invited to visit the school before transfer to NSG in addition to attending induction day and enrolment evening.

- The SENDCo will write to primary schools requesting information about students with any Special Education Need or disability.
- SENDCos will use Key Stage 2 SATs, Progress in English (PIE's) and Progress in Maths (PIM's) taken on New Intake day in July, Reading and Spelling results in September to identify Year 7 students working below Level 3 in Numeracy and or Literacy and place them into the Catch Up Intervention and students will be coded VN and VL respectively.
- All Year 7 students are screened for reading and spelling levels within the first 3 weeks. In addition, students arriving at NSG without CATS scores will take the NFER CATS test in the first three weeks. Results will be used to identify areas of vulnerability.
- Teaching and support staff identify students causing concern who may require additional support though their day-to-day teaching and pastoral care.
- Parents/Carers are encouraged to contact the SENDCo/SEND team/department if they have concerns about the progress of their child.
- Further diagnostic procedures for specific learning difficulties will be administered if considered appropriate/or if requested by staff or parents/carers by the designated SENDCo and or specialist consultants.
- Subject Teachers will make referrals direct to the SENDCos where there are particular concerns about a student using our internal 'SEND Referral form'.
- The senior leader will work with SENDCos, Heads of Year, teaching staff, tutors and learning mentors to support students with emotional and behavioural difficulties.
- Subject teachers and tutors will use the data available to ensure they provide differentiated curriculum material and strategies as appropriate.
- Parents/carers will provide information about their child's additional needs at Enrolment Evening and throughout the year as and when needs change

High quality teaching, which is differentiated for individual students, is the initial response for students who have been identified as requiring additional support under the Special Educational Needs provision. This 'Quality First Teaching' is regularly monitored through internal observation processes and teacher appraisals. When a student is identified as possibly having Special Educational Needs we also devise interventions which are **additional** to or **different from** those provided as part of the School's usual differentiated curriculum.

Subject teachers, Tutors, Heads of Year and Heads of Learning Centre are all responsible for working with the student on a daily basis and for planning and delivering an appropriate programme. Where a student is not making the expected progress, the SENDCo is responsible for planning future interventions for students according to their needs in discussion with them, their parents/carers and teaching staff, making the best use of the resources available. The SENDCo will also support staff by providing them with alternative and appropriate teaching strategies and approaches appropriate to the student's additional needs.

5.5 Vulnerable Learners identification are students who;

- Continue to make little or no progress in specific areas over a long period.
- Continue working at National Curriculum levels substantially below that of students of a similar age.
- Continue to have difficulty in developing literacy, oracy and mathematical skills.
- Demonstrate emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of other students despite having an individualised behaviour management programme.
- Have sensory or physical needs and require additional specialist equipment or regular advice or visits, providing direct interventions to the student or staff by a specialist service.

- Have an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning.

Vulnerable Learners will be divided into five strands/areas: Literacy, Numeracy, Medical, Access and SEMH and become the responsibility of the two SENDCos and the senior leader who is the line manager for SEND. There will be some students who will need support for a short period of time to help them through a particular, transitory difficulty, whilst others may need continuous support throughout their whole time at school.

5.6 Students who have Statements of Special Educational Needs or Education Health Care Plans (EHCP)

- Parents/carers of students who have a Statement of Special Educational Need will be invited to the Statutory Annual Review with the SENDCo, Learning Support staff and any outside agencies involved in the student's education.
- The SENDCo will identify the needs of the student on the Individual Learning Plan (ILP), targets will be set and the Statement / EHCP reviewed, to ensure the student's needs are being met and to ensure inclusion in all aspects of school life.
- At the transition from key stage 3 to key stage 4 review, the first Annual Review after the student's fourteenth birthday, the Prospects Service is involved and particular attention will be paid to career plans.

5.7 EHC plans

- Over the next year EHC plans will replace all statements and Learning Difficulty Assessments. The legal test for an EHC plan remains the same as for a statement.
- There are new duties on education, health and social care to jointly plan and commission support.
- Parents/carers and young people over 16 with an EHC plan can request a personal budget for part of their support, such provision to be specified in the EHC plan.
- Parents/carers and young people over 16 can request a particular school or college to be named in the EHC plan.
- The Local Authority (LA) must comply unless the institution is unsuitable or incompatible with the efficient education of others, or the efficient use of resources.

5.8 Individual Learning Plans (ILP) for students on the SEND register

- ILPs are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the group or class.
- Each student on the SEND register will have an ILP outlining their strengths, weaknesses, progress data, future ambitions, external agency involvement and specific targets. Personal information will be collected via the 'NSG Student Profile' document, EHCP/statement information, primary school documentation and reports from outside agencies.
- As with all students, subject teachers in liaison with LSAs are responsible for setting subject targets relating to the needs identified on the ILP. They will record these targets and update when needed. Subject teachers are then responsible for developing teaching strategies in order to meet the needs of the student.
- The ILP is reviewed twice a year, in consultation with the LSA and subject teacher and the tutor but can be updated at any time and is a 'live' document added to throughout their years at NSG.
- Parents/carers are invited to give their views on their child's progress at parent's evenings and in meetings with the SENDCos.

- Students are asked for their views in tutor mentoring sessions and with subject teachers via the Record of Progress. The new targets proposed must ensure that they meet the identified needs in the ILP.
- Parents/carers are informed by letter of these arrangements and invited to make comments. The allocated SENDCo has the final overview and coordinates this process.
- Subject leaders ensure the ILPs are “**live**” and that teachers are differentiating learning as required.

5.9 Examination Access Arrangements

- NSG follows the statutory arrangements produced by the Joint Council for Qualifications (JCQ).
- Assessment for eligibility for access arrangements will be done by the Access SENDCo or by an external agency or consultant.
- The Access SENDCo is responsible for ensuring the evidence of need is presented in addition to any assessment. This will involve collecting evidence from curriculum areas about how the student learns as part of their normal practice. For example: An ILP making reference to the need for additional time, provision of a reader or scribe, or regular use of a laptop.

5.10 Staffing

The SEND designated Governor, will have oversight of the policy development and will monitor the spending of SEND funding. Paul Parker, Assistant Headteacher, is the member of the Senior Leadership Team with overview of

SEND and two SENDCos who are appointed to monitor students on the SEND register and the SEND Vulnerable Learners programmes within three areas; Numeracy, Literacy & Access. The monitoring of the SEMH area will be monitored and managed by a member of the senior leadership team.

Skills SENDCo: Numeracy (whole school), Literacy (Catch Up) & ASD students

Access SENDCo: Access (Exam Access assessments, Screeners), Medical & Literacy Ks4&5 **Senior Leaders/Inclusion Support:** SEMH

5.11 Partnership with Parents & Carers

The School will ensure that parents/carers and students are involved in decisions about what SEND provision should be made available to the student. Northampton School for Girls recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning, progress and achievement. The views of the students and their parents/carers will be heard and incorporated where possible into the planning to meet the students’ needs.

There will be regular communication with Parents/Carers and telephone contact is welcomed by the SENDCos. The overriding aim is to have a productive partnership with parents/carers.

- At the point of transition families are asked to complete a “**Barriers to Learning**” form which gives us an early indication of any additional need a student may have or indeed their families may have.
- It is very important that parents/carers are encouraged to keep in regular contact with the school concerning their son/daughter’s special educational need.

- Parents/carers are invited to contribute to review processes.
- The tutor will be monitoring the progress of students throughout the curriculum and for any student at risk of underachievement or who has an additional need of any kind.
- Parents/carers should contact the tutor in the first instance if they have a concern about their child's progress at school. At this stage the tutor may decide to refer the concern to the SENDCos. Sometimes this referral may come from the subject teacher or head of year.
- The SEND department ensures that parents/carers are kept informed of the work done with their child and copies of ILPs (Individual Learning Plans) are sent home.
- All contact with parents/carers is recorded.

At the time when parents/carers receive the Learning Indicators and Record of Progress and intervention reports, parents/carers are invited to comment on their child's progress.

5.12 Further responsibilities relating to the SENDCo's specialist areas

SKILLS SENDCo - Numeracy (whole school) & Literacy (Catch Up) & ASD students

- *Organise withdrawal groups and numeracy and literacy intervention programmes across KS3.*
- *Identify, train and support Teaching Assistants and Teachers to deliver intervention programmes.*
- *Monitor, evaluate and review the progress of students in withdrawal groups and the effectiveness of the Numeracy and Literacy Intervention programme.*
- *Liaise with other SENDCos concerning SEND students to ensure maximum progress.*
- *Communicate with parents/carers regarding the selection of students for intervention programmes.*
- *Manage the testing process for Dyscalculia in students.*
- *Manage the provision for Autism Spectrum Disorder (ASD) students and staff support*
- *Liaise and work with the Educational Psychologist, Target Autism and other appropriate external agencies to support students' educational progress.*
- *Organise withdrawal groups and social, emotional intervention programmes and communication with parents/carers regarding the selection of students for these programmes.*
- *Manage the provision for Speech and Language Development (SpLD) students*

ACCESS SENDCo – Access, (Exam Access assessments, Screeners), Medical (Physical, Sensory) and Literacy Ks 4&5

- *Liaise with external agencies including the Northamptonshire Hearing Impaired Service, visually impaired team service and other medical support agencies.*
- *Ensure students are adequately supported in both internal and external exams.*
- *Complete and manage the Examination Access testing process for GCSE and GCE exams.*
- *Manage the testing process for Dyspraxia and Dyslexia in students.*
- *Develop the provision for sensory and / or physical / medical needs.*
- *Develop the provision for communication and interaction difficulties.*
- *Liaise with other SENDCos concerning SEND students vulnerable in other areas to ensure maximum progress.*

Manage the LSA Literacy Ks4 and supporting interventions in literacy across KS4 & 5, as a result of awarded Exam Access arrangements.

Senior Leaders/ Inclusion Support - Social Emotional Mental Health

Senior colleagues work together with the SEMH students to ensure that students have the best provision and coordinate alternative provision if needed.

- *Liaise and work with the Educational Psychologist, Target Autism and other appropriate external agencies to support students' educational progress.*
- *Identify, train and support Teaching Assistants and Teachers to deliver interventions.*
- *Monitor, evaluate and review the progress of students in withdrawal groups and the effectiveness of the SEMH Intervention programme.*
- *Liaise with other SENDCos concerning SEND students to ensure maximum progress.*
- *Communicate with parents/carers regarding the selection of students for intervention programmes.*
- *Support the development of Social and Emotional Aspects of Learning (SEAL) within the curriculum.*
- *Enable access for students to wellbeing workshops, learning mentors, counselling.*
- *Coordinate the management of student concerns raised by the pastoral and curriculum teams.*

The Role of the Subject teacher and Subject Leader:

- *Identify factors which may be impeding a student's educational progress.*
- *Contribute to the ILP process by recording the strategies used to ensure student progress in their subject area.*
- *Maintain a dialogue with the LSAs and other staff, supporting students to promote quality first teaching.*
- *Monitor the progress of all students with appropriate tracking.*
- *Ensure there is appropriate differentiation in place to meet the needs of all students.*
- *Maintain records of interventions used to support students' progress.*

The Role of the Head of Year:

- *Ensure information is provided to support the operation of the policy.*
- *Monitor the progress of students with appropriate tracking.*
- *Liaise with senior leaders responsible for students who fall within the Social, Emotional and Mental Health SEN category.*

The Role of the Students:

- *Uphold the school ethos and demonstrate 'Respect for Self, Respect for Others, Respect for Learning' at all times.*
- *Post 16 students will act as good role models to younger students.*
- *Opportunities will be available for students to become 'buddies', 'big sisters' or subject support officers to provide advice and guidance to other students.*

SECTION 5 – STAFFING ARRANGEMENTS AND TRAINING

5.13 Staff Development and Training

All teachers at Northampton School for Girls are teachers of students with SEND. All teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

The in-service training for Special Educational Needs forms part of the whole school initiative to increase staff awareness of the importance of differentiation within the curriculum. Staff will be offered school based time within departments or collaborative groups as well as courses offered by outside agencies.

There is a regular programme of training in place for the Learning Support Assistants which is run by the SENDCos, the senior LSAs or external trainers and managed by the senior leader in charge of SEND. All teaching staff have access to key student needs assessments, individual learning plans, exam access arrangements and other SEND information, to enable QFT, via a secure shared drive.

SECTION 6 – INTERNAL INCLUSION SUPPORT SERVICES

5.14 Facilities

Northampton School for Girls provides a caring and nurturing environment for those students whose additional needs sometimes provide extra challenges for the student. As such three environments are specifically resourced to facilitate the needs of these students.

In the Clare building, Key Stage 3 students can have timetabled access to ‘The Clare Room’ where they can be supported with their learning and their social and emotional needs.

In the Art, Design and Technology centre, the Key Stage 4 students have an alternative timetabled support base known as ‘The Pink Room’ which they are supported by with coursework and emotional well-being.

In the PE swimming pool area, The SEND LSA team provide a supervised, quiet and calm, nurturing environment for students called the ‘Blue Lagoon’. This area is also used to deliver literacy and numeracy catch up lessons and provide a refuge for our ASD students during lesson time.

In these environments students have structured support for their learning, as well as being able to have free access during lunch and break time to socialise, or just use as a quiet retreat supported by the Inclusion staff/LSAs who are available.

In addition, there are also two specific ‘learning pods’ where individuals or small groups of students can work with either a specialist teacher or LSA on targeted intervention work.

5.15 Resources are used to provide the following:

- Smaller teaching groups for students with learning difficulties.
- In-class support for an individual or group.
- Additional teaching through special intervention programmes aimed at particular needs.
- Purchase of specialist equipment.
- Differentiated PE equipment for students with physical disabilities.
- Administrative support.
- A Counsellor/Behaviour Support Officer to support students with Social, Emotional and Mental Health issues.
- The use and cost of external consultants such as the Educational Psychologist, Target Autism, sensory impairment teams.

Special resources may be provided to support particular learning needs, such as laptop computers, spell checkers and poolside hoists to enable access to the swimming pool.

Intervention is planned and organised on the basis of need under the five strands: Numeracy, Literacy, Access, Medical & SEMH *For Example:*

- Individual interventions to boost reading and literacy levels
- Small group teaching of Literacy
- Small group teaching of Numeracy
- In class support from Learning Support Team
- Assessment of emotional literacy and intervention
- Additional teaching for students with SpLD
- Support from the Inclusion team
- Social skills development
- Adapted curriculum
- Referral to a Learning Mentor
- Referral to the School Counsellor
- Homework support in Homework Club.
- Purchase and maintenance of specialist software and hardware (e.g. Ipad, Chromebook and apps)
- Additional resources allocated to the SEND learning resource bank.

When allocating in-class support to classes the following factors are considered:

- *The needs of students with an EHCP.*
- *The school's commitment to early intervention meaning that Key Stage 3 is a high priority and Year 7 particularly so.*
- *Year 7 students who have not attained Level 3 at Key Stage 2.*
- *The focus on improving literacy, numeracy and oracy skills.*
- *The level of literacy, numeracy and oracy required by the subject.*
- *The need to ensure a safe working environment for students with physical needs, poor motor skills or medical conditions.*
- *The efficiency of support in terms of student groupings.*
- *The effectiveness of support in terms of staff expertise.*
- *The amount of support available.*
- *Individual staff expertise.*

5.16 Extra-Curricular activities

Students with Special Educational Needs and Disabilities have full access to all extra-curricular activities. Students with SEND are more likely to lack confidence in their abilities and benefit greatly from being able to take part in activities. We monitor the numbers of SEND students who attend these activities and their tutors encourage them to attend where possible.

EXTERNAL SUPPORT SERVICES

5.17 Different aspects of special educational needs provision are supported by Learning Support Assistants (LSAs), Learning Mentors, Specialist Teachers and Health Professionals.

A range of external support services are involved in the school.

Visual Impairment Team - as required

- Teacher of Hearing Impaired - as required
- Educational Psychologist - as required
- Physiotherapist/Speech Therapist - as required
- Medical services - as required
- Northampton Autism Society - as required
- Mental Health Support Services - as required
- Consultants for Specific Learning Difficulties
- Consultants for Autism / Target Autism
- Consultants for behaviour
- Hospital and Outreach tuition
- Tutors for outreach work
- The School Nurse
- Education Welfare Officer
- Social Services – see Child Protection policy
- Prospects – work related advice

5.18 Request for Statutory Assessment

If further assessment is required the SENDCos will be responsible for liaising with the senior leader, line manager for SEND. Any further action will be based on the gathered and assessed evidence; that the student demonstrates a need for additional support and resources over and above that which school can offer.

The SENDCo will ensure the Educational Psychologist is involved in any further assessment. Parents /carers are consulted before this happens and are kept informed throughout the process. The SENDCo will provide comprehensive written evidence to support the request for Assessment, including records of ILPs and review meetings.

5.19 Specialist consultants; Educational Psychologist, Target Autism & Exam Access Assessor

- A specialist consultant protocol is followed to identify the needs of the student in advance of any referral to a specialist consultant.
- The senior leader and SENDCo plan the intervention with the specialist consultant as needs arise.
- The senior leader authorises the funding for the specialist consultant's time.

REVIEW PROCEDURES

5.20 Annual Review of students on the SEND register:

- In preparation for an Annual Review, information collected will include baseline test data, progress data and reports from external professionals.
- In addition, the student's subject teachers plus pastoral staff will be asked to report on progress made by the student with specific regard to the overall aims and targets identified on the EHCP/SEND Individual Learning Plan (**ILP**).
- A formal report from the school will be produced prior to the review and sent to those invited to attend. Contributions from parents/carers and students will also be sought.
- Invitations to attend will be sent to the student, parents/carer, relevant support staff, tutor or Year Leader/Manager and other relevant agencies involved with the student such as the Educational Psychologist, Attendance Officer, Social Worker etc.

- In the case of transitional reviews, the school endeavours to ensure that a Careers Advisor is part of the review process.
- The SENDCo will also ensure that information gathered from external professionals is communicated to parents/carers and available for consideration at reviews.
- The SENDCo will liaise with the appropriate Local Authority (LA) agencies in order that the school has the necessary information regarding students with sensory, medical, social/emotional and physical needs.
- Each student on the SEND Register will have an Individual Learning Plan (ILP) which is shared with staff and will be updated and reviewed at least twice a year by the SENDCo attached to the student's primary need. They will collate information from Progress indicators, internal / external agencies, the subject teacher, intervention leaders but it can be updated at any time and is a 'live' document added to throughout their years at NSG.

Following the review of students with an EHCP, the original report, together with the views of the parents/carers and student, are sent to the LA for consideration together with any additional notes.

Following this submission to the LA the EHCP may be continued, amended or may be discontinued depending on the needs of the student. A summary of the review and its outcomes will be circulated to those with parental, teaching and pastoral responsibility.

5.21 SEND Vulnerable Learners Review

- Class teachers will monitor progress in their subjects and this will feed into the review process and learning indicator process.
- Teachers, external providers or LSAs who are leading interventions within the four strands will report on progress of their students at the end of the intervention period
- Parents/carers will be informed by the SENDCo coordinating the intervention programmes, which intervention their child is following, the reasons for the intervention need, the length of the programme and how progress will be measured. Parents/carers will be contacted again at the end of the intervention period outlining their child's progress during that intervention period and whether repetition of the intervention is required or whether they move onto another intervention programme or that additional intervention is no longer required.
- The parents/carers will be given the opportunity to discuss these interventions and their child's progress by appointment.
- Summaries of the outcomes are sent to parents/carers, class teachers, relevant pastoral staff as well as filed on the student file.

5.22 COMPLAINTS PROCEDURE

If a parent/carer becomes concerned in any way about the special educational need of their child at Northampton School for Girls, it is important that they talk to the school.

As a first step, contact should be made with the tutor.

- If the parent/carer is still concerned, then contact should be made with the Special Education Needs Coordinator attached to your child's primary need. They will acknowledge your contact within one week and respond in more detail within three weeks.
- If the concern continues then please contact the senior leader, who will do their best to resolve the matter.

- Further information about the school's complaints procedure can be found on our website or requested from the school.

5.23 POLICY REVIEW AND EVALUATION PROCEDURE

The success of the SEND policy operated by the school will be based on the overall progress made by students on the SEND register and the SEND Vulnerable Learners registers, together with the effectiveness and efficiency of the system with regard to identification, assessment, communication, review and resource management.

5.24 A report will be presented to the Full Governors' Meetings by the Headteacher each term containing the following information:

1. Number of students on SEND Register and their specific needs
2. Movement on the SEND Register and SEND Vulnerable Learners registers
3. Impact of resources and staffing on student progress

5.26 The School SEF (Self Evaluation Form) and SDP (School Development Plan) presented at Leadership and Governors' meetings will be used to evaluate progress and assess the needs for future provision.

5.27 The SEND policy will be reviewed on an annual basis or sooner should legislation deem it necessary.

5.28 In addition the Governing Board will monitor the work of the SENDCo through:

- Consideration of Headteacher reports that reflect the activities of the SENDCos and any current issues.
- Intervention / Progress reports from the SENDCos.
- Have regular discussions between the SEND governor and the senior leader in charge of SEND.

5.29 ACCESSIBILITY PLAN

Access -Northampton School for Girls is on a mostly level site with easy access to all areas, including lift access in each building to different floors, for students with mobility or visual problems. (There are a small number of individual rooms without such access but none of these mean that a specific subject, facility or learning resource is denied to students.). If the lifts malfunction then alternative rooms will be provided on the ground floor level or in an alternative building.

Identification and Assessment / Transition

- We use current and past assessment data to identify specific difficulties which might eventually impact on their ability to complete exams under normal arrangements.

- Following this analysis and identification an intervention programme is created to enable the student to make more rapid progress within these targeted areas of need.
- The aim is to be able to complete exams under normal arrangements. If progress is nevertheless, insufficient to remove the need for additional provision then formal assessment and the exam board's approval is sought, for modified arrangements.

All class teachers, the SENDCos and the SLT carry out an on-going process of assessment, planning and review that recognises each student’s strengths as well as areas for improvement. A rigorous tracking system is in place to identify students who are not making the expected level of progress. Exemplar strategies which are used to enable access for all students to the curriculum are shown below:

- Differentiation of the curriculum to match tasks to ability.
- Grouping within class where appropriate and setting across a year group of students according to ability, to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning strengths and weaknesses of the students in the class.
- Accessibility to resources to support pupils with sensory or physical difficulties, such as an Ipad, light weight laptop, Braille note machine and assisted listening devices.
- Alternative means of accessing the curriculum through ICT and use of specialist equipment.
- Peer group support through; senior groups visiting younger groups as part of an intervention programme, paired reading and “buddy” systems, Sixth Form mentoring programmes.
- Use of positive behaviour management strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to a vast array of extra-curricular clubs and to the social life of the school.
- In-Service training for all staff on the needs of students with SEND.
- Staff mentoring of Year 7 cohort in term 1 and 2: literacy focus.
- Withdrawal group and/or 1:1 teaching by the SEND staff.
- In-class observations.
- In-class directed and targeted support as part of an intervention.
- 1:1 targeted programmes of intervention.
- Access support for physical difficulty or as part of transition from one key stage to another.

At Northampton School for Girls we identify students with SEND or who are underachieving as early as possible, through regular contact with our feeder Early Years settings and by assessment on Transfer Day and at the start of the Year 7 using the CATS, PIE’s PIMs, Star Reading/Maths, LUCID Exact baseline screening tests or other appropriate tests. Through the school year we monitor and track the progress of all students by an on-going process of planning, teaching and assessment (the latter is termly). Students with a SEND or who are underachieving may be identified as having a need at any stage of this process during their school life.

6	Policy Review
	6.1 This policy will be monitored as part of the Academy’s annual internal review and reviewed on a three year cycle or as required by legislature changes.

GLOSSARY

Abbreviation	Meaning
ASD	Autism Spectrum Disorder
EAL	English as an Additional Language
EHCP	Education Healthcare Plan
ICT	Information & Communication Technology
IEP	Individual Education Plan
ILP	Individual Learning Plan
JCQ	Joint Council for Qualifications
LA	Local Authority
LDA	Learning Difficulty Assessment
LSA	Learning Support Assistant
NFER CAT	National Foundation for Educational Research, Cognitive Abilities Test
NSG	Northampton School for Girls
PIE	Progress in English
PIM	Progress in Maths
QFT	Quality First Teaching
SDP	School Development Plan
SEAL	Social & Emotional Aspects of Learning
SEF	Self Evaluation Framework [or Form]
SEMH	Social, Emotional & Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs & Disabilities Co-ordinator
SLCN	Speech, Language & Communication
SLT	Senior Leadership Team
SpLD	Speech & Language Development
VA	Vulnerable Learner - Access
VI	Visual Impairment
VL	Vulnerable Learner - Literacy
VM	Vulnerable Learner - Medical
VN	Vulnerable Learner - Numeracy
VS	Vulnerable Learner - SEMH/Attitude to Learning